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OA/ID Number: 13220

FolderID:

Folder Title:

HEA [Higher Education Act] Conference: H.H. [High Hopes]/Jeffords [1]

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Polling Results
February 23, 1998
Penn, Schoen & Berland Associates

A College Education: Targeting low-income Americans

The Program

Americans show extremely strong support for the program of getting higher educational institutions explicitly involved in making college a goal for children in high poverty areas.

- ***94% of voters support creating a University-school partnership that would link local universities with the middle and high schools in high-poverty communities with the goal of encouraging more children to go on to college. (71% strongly support)***

Looking at the population as a whole, "Pathways to College" and "Opening Doors to College" are the favorite name for this program, but the targeted income group is drawn to the name "***High Hopes for College***" as well.

Paying for College

Polling reinforces the notion that the lowest income Americans do not see college as something that is within reach – they greatly overestimate or do not know the cost of a college education and are likely to view financial aid as eventually bringing more debt.

- **42% of respondents think the *least* amount they would have to pay per year to send a child to college would be over \$10,000**
 - ***A quarter of those earning under \$20,000 do not know the cost of college***
- **Over one in three Americans associate the term financial aid with loans or having to repay money.**

This data reveals that using the term ***scholarship*** would most clearly relay to Americans that aid received in this form will not have to be repaid, but the Pell Grant program could be used as well.

- **A slight majority (51%) of lower-income Americans associate the term "Pell Grant" with non-loan aid**
 - ***Other, more neutral terms tested, including vouchers and tuition assistance are assumed to require repayment***

Education initiative poll results

	All	Income		
		<20K	20-35K	>35K
A new program has been created to help underprivileged kids go on to college, both with academic preparation and financial information. What do you think is the best name for this new program?				
Pathways to College	20	22	19	22
Opening Doors to College	20	23	24	18
College Bound	14	5	10	17
High Hopes For College	13	21	17	7
High Hopes	9	8	8	9
Dollars for degrees	5	2	8	4
A ticket to College	3	9	4	4

	All	Income		
		<20	20-35K	>35
From what you know, what is the least amount you would have to pay per year to send a child to college?				
Under \$5,000	20	18	18	21
\$5,000-9,999	20	18	17	24
\$10,000-\$14,999	21	17	21	23
\$15,000-\$19,999	8	10	11	8
over \$20,000	13	12	12	13
Don't know	17	25	21	12

	All	Income		
		<20	20-35K	>35
When you think of financial aid what is the first thing that comes to mind?				
Loans	34	32	36	35
Grants	12	13	12	14
Scholarships	11	10	9	12
work-study	4	8	8	2

	Repaid	Not Repaid	<35K	>35K
For each of the following, please tell me if you think this refers to a type of aid that needs to be repaid, like a loan or a type of aid that does not need to be repaid.				
Need-based scholarship	32	57	24/67	38/50
Work-study	37	53	37/51	30/60
Pell grant	36	43	31/51	39/42
Full tuition vouchers	56	36	54/35	53/44
Tuition assistance	64	30	67/28	57/37

Penn, Schoen & Berland Associates, Inc. conducted 414 interviews nationwide with registered voters 18 years and older on February 11, 1998. The total sample has a margin of error of +/- 4.2 at the 95% confidence level. The margin of error is greater for subgroups, which should be taken into consideration when analyzing and reporting these numbers.

August 4, 1998

MEMORANDUM FOR GENE SPERLING

FROM: Bob Shireman

SUBJECT: Jeffords/High Hopes/HEA Conference

I would suggest you make the following points:

- Thank you for incorporating the High Hopes concepts into your NEISP early intervention program. This is a high priority for the President. [Express your enthusiasm about what can be accomplished with this bipartisan initiative].
- There are just a few clarifications that are needed to make sure that both the State program and the college partnerships can be funded and will be effective programs.
- Let's try to work these out quickly so that we can **jointly** go to Sen. Specter to get appropriations. Rep. Fattah has already gotten Sen. Specter favorably disposed, because of the Philadelphia connection.

Following up on the general meeting that he had last week, Secretary Riley will be providing legislative language to Jeffords that will start with the Senate approach, but suggesting:

- Calling the college partnership portion of the program "High Hopes" rather than "Connections" (the new Senate name for the whole program), which some have thought sounds too much like a dating service.
- Clarifying that there would be two competitions, one for State NEISP grants and the other for local partnerships, and that the priority for existing grantees applies only to the State NEISP program.
- Including the House language requiring a whole-cohort approach for the partnerships (the Senate bill allows the Secretary to require it), and deleting a duplicative coordination requirement.
- Clarifying that the scholarship component is *required* only in the State program (we had allowed and encouraged it through priority language).
- Including House language allowing for up to an additional 0.5% to be set aside for peer review, technical assistance, etc.
- Requiring that programs have a full-time coordinator.
- Adding the college awareness program that we proposed separately.

FYI, **the groups** (in an upcoming ACE letter) will also suggest:

- including a trigger to ensure substantial funding for both the State and partnership components (they will not say how the trigger should be designed);
- combining the House and Senate provisions regarding how to comply with the matching requirements (we have no objection to that);
- incorporating the House's provision requiring peer review of applications, and expanding it to require it to be representative of all of the eligible partners including groups underrepresented in higher education.
- incorporating a House provision on private school participation, but *allowing* it instead of requiring it. (Our bill *required* that students at a qualifying high-poverty private school in the LEA be served. The Senate bill limits the program to *public* schools. ED is inclined to be silent on this issue.)

of the many books... - did ?? - C. of H. P. V. ...
- usury books etc.

- NAME

HIGHER ED CONFERENCE NOTES

Cohort -
- Make it a
"shall"

HIGH HOPES

High Hopes Partnerships: Cohort Approach

CONNECTIONS

Permissive. Secretary required to ensure "coordination and collaboration with existing early intervention programs, and that services do not duplicate the services already provided to a school or a community. Otherwise identical language

COMMENTS

Dilutes Department's objective of institutionalizing connection between universities and middle schools to improve quality of middle school product. Coordination requirement too sweeping. Opens all program awards to challenge that coordination and collaboration did not occur. Possibility that cohort approach will be precluded in states where NEISP program is operating. Also, duplicates provisions of Sec. 404A.(d) which imposes a strong coordination requirement on all activities assisted under the program.

RECOMMENDATION

Delete Sec. 404B.(d)(2) of the Senate language. If necessary, replace with Sec 407C.(b)(5) of the House bill which would require that the cohort applications include "... a description of how services will be coordinated with, and will complement and enhance, services received by participating schools and students under other related Federal and non-Federal programs ..." It then goes on to name specific programs to coordinate with. This list could be expanded to include any program Members are concerned about

Priority, Preferences: Priority given to schools in districts with greater than 75% of kids eligible for free or reduced price lunch

Gives priority to programs that have prior successful educational opportunity programs and have prior demonstrated commitment to early intervention leading to college access. Also grandfathers in NEISP kids and requires that they continue to be served through 12th grade.

Although participants in university-based partnerships may meet these criteria, and such partnerships would do well to include participants who do meet these criteria, few, if any of the partnerships themselves would be able to meet them because such partnerships would be newly formed.

Make this provision apply to state-based awards only by amending Sec. 404A.(b)(2) of the Senate bill as follows: after "Priority. -- In making awards described in paragraph (1) to the eligible entities defined in Sec. 404A.(c)(1), the Secretary shall -- ...". Preference for high-poverty areas can be handled through regulations.

26
+ F-P record.
+ 1/2 red. ass.
+ College Access

(Trigger?)

HIGH HOPES	CONNECTIONS	COMMENTS	RECOMMENDATION
Match requirement: Graduated over 6 years from 20% to 70%.	Flat 50-50 match. Allows the Secretary to change the match ratio for High Hopes Partnerships.	"...supplement and not supplant... language is a problem. Impossible to administer, even more difficult to prove. Motivates project managers to distort their operations to comply. Maintenance of effort is a more effective way to go administratively, and accomplishes the same objective.	Delete Sec. 404B.(b)(1)(C) of the Senate bill. Replace with maintenance of effort language in Sec. 407C.(b)(7)(B) of House bill.
Scholarship Component: No separate provision	All applicants are required to submit a plan which is required to include BOTH an early intervention and a scholarship component. However, definition of scholarship component is permissive as it relates to High Hopes Partnerships. Such Partnerships may award scholarships to eligible students to comply with this requirement.	Legislation is ambiguous. Likely intent is to make scholarship requirement optional for university-based program and to exempt universities from state-controlled limits. Current language suggests that either participating universities have to give participating students scholarships, or university-based programs must provide scholarships through other means.	Seek clarification of Senate intent. Amend Sec. 404B.(a)(1) as follows: "...under this chapter. Such plan shall provide for the conduct of <i>an early intervention component in accordance with section 404C, and in the case of the eligible entities defined in Sec. 404A.(c)(1), it shall also provide for the conduct of a scholarship component.</i> "
Eligible Students: Middle school through high school	K-12	This is only problematic because reference to preschool through grade 12 is included in the definition of the plan requirements.. The range of students to be served by the university-based partnerships is included in the definition of the cohort approach	Delete "...who are enrolled in any of the grades preschool through grade 12." from Sec. 404C. (A)(1). Insert a period after "... under this chapter".

ok. good but not necessary

HIGH HOPES	CONNECTIONS	COMMENTS	RECOMMENDATION
Fiscal agent: defined as university or LEA	No provision	Department is concerned about their ability to conduct separate competitions and have separate applications for the state-based and the university-based programs. Also, the Department is concerned that neither the LEA nor the university is specified as the fiscal agent. Failure to do so, they believe, will set up circumstances under which these entities are merely perfunctory participants.	This matter could be dealt with in Report language. The Secretary could also handle this by regulation. If it is to be handled legislatively, then amend Sec. 404B(a)(2) as follows: insert as new paragraph Sec. 404B(a)(2)(A), Sec. 407C.(b)(1) of the House bill amended as follows: " <i>For the partnerships defined in Sec. 404A.(c)(2)</i> , the name of each partner . . ." Redesignate Sections 404B(a)(2)(A) and (B) as Sections 404B(a)(2)(B) and (C).
Name:	Nobody's thrilled with Connections	Suggestions include 21st Century Scholars Program, and Pathways to College.	Not a major concern. If agreement can be reached on a new name, we will not object.

July 23, 1998

MEMORANDUM FOR GENE SPERLING

FROM: Bob Shireman

SUBJECT: High Hopes in the HEA Conference

As you know, the House adopted our High Hopes proposal, while the Senate added a "Connections" component to the existing National Early Intervention and Scholarship Program (NEISP). I have reviewed the House-Senate differences with Rep. Fattah, his staff, the Education Department, and a task force of organizations set up under the auspices of ACE. While most prefer the House approach, all agree that it is reasonable -- particularly politically -- to start with the Senate bill as a base. **The groups will join us** in asking for:

- clarification that there would be two competitions, one for State NEISP grants and the other for local partnerships, and that the priority for existing grantees applies only to the State NEISP program;
- including the House language requiring a whole-cohort approach for the partnerships (the Senate bill allows the Secretary to require it), and deleting a duplicative coordination requirement;
- clarifying that the scholarship component is *required* only in the State program (we had allowed and encouraged it through priority language).

The groups (but not the Administration) will also suggest:

- including a trigger to ensure substantial funding for both the State and partnership components (they will not say how the trigger should be designed);
- combining the House and Senate provisions regarding how to comply with the matching requirements (we have no objection to that);
- incorporating the House's provision requiring peer review of applications, and expanding it to require it to be representative of all of the eligible partners including groups underrepresented in higher education.
- incorporating a House provision on private school participation, but *allowing* it instead of requiring it. (Our bill *required* that students at a qualifying high-poverty private school in the LEA be served. The Senate bill limits the program to *public* schools. ED is inclined to be silent on this issue.)

:

Education may also ask for:

- including House language allowing for up to an additional 0.5% to be set aside for peer review, technical assistance, etc. (the groups will stay silent).
- incorporating a House provision limiting the fiscal agent to the college or the school district (the Senate bill would leave it up to the partnership to decide, and the groups prefer it that way).

Attached is a 2-pager and a side-by-side comparison. Do you have any concerns about the direction we are going? **Two questions in particular:**

- Do you have a view on the “fiscal agent” issue (the final bullet, above)?
- Do you care what name is used? (We may want to informally suggest “Pathways to College,” since that polled well).

HOUSE AND SENATE HIGH HOPES PROPOSALS

High Hopes for College: The High Hopes for College initiative promotes partnerships between colleges and middle and high schools in low-income communities with the goal of creating a national ethic that all colleges partner with at least one high-poverty middle school and of raising the hopes and opportunities for all children at high-poverty middle schools. Through High Hopes, children would receive the support they need starting in 6th or 7th grade and continuing through high school graduation, as well as access to rigorous academic courses and early notification of their eligibility for student financial aid.

Clarifications Needed for Senate Bill to Incorporate Successfully High Hopes: The Senate-passed version of the HEA reauthorization authorizes local partnerships under the National Early Intervention Scholarship program (NEISP) but *needs several important clarifications* to incorporate successfully the House-passed bill's High Hopes partnerships. *Without these clarifications in the Senate bill, few if any partnerships will likely be funded.*

- **Clarify that State NEISP grants be judged separately from the High Hopes partnership grants.** Because the scope and services provided by the State and college-school partnership grantees may differ significantly, the ability to run two separate grant competitions, one for States and one for partnerships, is essential for the effective implementation of both NEISP and High Hopes under one program authorization. The Senate bill provides for separate regulations for the State grants and partnership grants but applies many of the State grant requirements to the partnerships and would appear to require local college-middle school partnerships to compete for funds with States programs that may provide vastly different services to different numbers of students at a varying levels of intensity.
- **Clarify that priority for existing successful programs applies only to NEISP grants.** The Senate bill needs to clarify that its priority for programs serving students currently served by NEISP projects and for existing successful programs only applies to the NEISP grants and not the High Hopes grants. Otherwise, new High Hopes college-school partnerships may receive little or no funding.
- **Clarify that High Hopes partnerships involve all students in a grade.** This element underlies the objective of High Hopes -- to better prepare *all* students at high-poverty schools for college. Sixth or 7th grade is too early for students or a program to decide who is heading to college. In addition, research shows that all students at high-poverty schools are disadvantaged by the school environment, regardless of their individual family income and background. Finally, the whole-grade approach would raise expectations for entire grades and schools, foster institutional relationships between middle schools and colleges, and ensure that all students have access to the rigorous academic courses needed for college and meet high standards of achievement.

- **Clarify that High Hopes local partnerships, not the Secretary, must ensure that all services are coordinated.** Coordination should be done at the state and local level rather than from the federal level. The Senate bill contains strong language requiring partnerships to coordinate their services with any services provided by NEISP or other federal or non-federal programs, but also requires the Secretary to ensure that the partnerships do not duplicate other programs in order for the Secretary to require the whole-grade approach for the partnerships. This additional requirement is not only unnecessary given the strong coordination language but could lead to lawsuits and prevent the whole-grade approach from being used.
- **Clarify that High Hopes partnerships are not required to provide scholarships for every student.** The House bill gives priority to High Hopes partnerships that provide scholarships, but does not require it because it could be prohibitive for some partnerships. The Senate bill states in one section that High Hopes partnerships would not be required to provide scholarships but another section contradicts this section, and therefore needs to be clarified.

The Senate bill also differs from the House bill in the following notable ways:

- Renames NEISP and High Hopes the "Connections Program."
- Allows any member of a High Hopes partnership to be the fiscal agent, rather than just the college or the school.
- Does not require a full-time High Hopes coordinator.
- Omits the priority for programs serving schools with 75% or greater poverty.
- *Seeks to* Requires in some sections that the partnerships, as well as the State grants, begin in pre-school rather than no later than the 7th grade.
- Establishes a 50% match but allows the Secretary to change it instead of providing a declining federal match, from 80% to 30% over six years.
- Has a supplement not supplant requirement rather than a maintenance of effort requirement.
- Omits the reservation of up to half of one percent of funding for additional readers, technical assistance, bidders' conferences, and other administrative expenses.
- Does not provide for an information clearinghouse that would be supported under the Administration's proposed national college awareness initiative.

Draft
6/22/98
DRAFT July 22, 1998

High Hopes Side-by-Side

1

House Bill	Senate Bill
<u>Program name</u> High Hopes for College	Connections Program
<u>21st Century Scholar Certificates</u> Includes findings regarding program need Paid from program funds; no specific funding cap for certificates Ensure, as practicable that certificates go to all students in grades 6 through 12 attending schools with at least 50% poverty Certificates to be personalized	No similar provision Paid from program funds; caps funding for certificates at \$200,000 annually. Ensure that certificates go to students in funded projects and, as practicable, to all eligible (grades 6-12, 50% poverty schools) Certificates to be personalized
<u>High Hopes Partnerships</u> Includes program <u>purpose statement</u>	No similar provision

<u>Eligible grant recipients</u> Partnerships that include: LEA(s) acting on behalf of 1 or more participating school, the secondary school into which lower level school feeds, IHE, at least 2 others from CBO, state agencies, business, professional assn., CBO, or other public or private organizations.	States or LEA(s) on behalf of 1 or more participating <u>public</u> school and the secondary school into which the lower level school feeds, IHE, at least 2 from community organizations, business, professional association, CBO, philanthropic organization, state agency, institutions or agencies sponsoring programs authorized under subpart 4, or other public or private organizations.
<u>Fiscal agent</u> LEA or IHE	Not specified
<u>Participating schools and students</u> School includes a 7th grade; at least 50% of students eligible for free or reduced-price lunch An entire cohort of students: an entire grade level in a school or an entire grade level residing in public housing	House definition of eligible school applies only if the Secretary requires a whole cohort approach. (see below) Secretary has authority to require cohort approach as provided for in House; if cohort approach is required, the Secretary is further required to ensure coordination and collaboration with existing early intervention programs and to avoid duplication of services. If cohort approach is not required, grantees shall treat as priority students for inclusion in the program any student in preschool through grade 12 who is eligible — - to be counted under section 1005(c) of the ESEA of 1965; - for free or reduced price meals; - for assistance pursuant to Part A of Title IV of the Social Security Act
<u>Grant duration</u> Grants are awarded for a 6 year period.	Grant duration not specified.

<u>Cost share</u> 80% first year, 70% second year, etc. to 30% in final year Secretary has authority to waive cost sharing requirement in the event of hardship.	50% match Secretary has authority to change cost share for partnerships.
<u>Compliance with matching requirements</u> Non-federal share may — - be in cash or in kind; - include <u>non-federal share</u> of federal Work Study grants for grant recipients serving as tutors or mentors;	Funds must supplement and not supplant funds expended for existing programs; Non-federal share may include — - the amount of grants paid to students from state, local, institutional, or private funds under the chapter; - tuition, fees, room or board waived or reduced for recipients of grants; - the amount expended on documented, targeted, long-term mentoring and counseling provided by volunteers or paid staff of nonschool organizations (e.g. businesses, religious organizations, IHEs, CBOs, etc.)
<u>Equitable geographic distribution</u> To the extent possible, the Secretary shall award grants in a manner that ensures equitable geographic distribution.	No similar provision.

Award priorities, Preferences

Before making awards in FY 1999, the Secretary shall fund the final year of current NEISP grantees.

The Secretary shall give preference in award to projects that —

- will serve schools with at least 75% of students eligible for free or reduced price lunch;
- provide commitment from non-federal sources to provide tuition assistance or guarantees (e.g. last dollar grants) for participating students;
- hold participating students responsible for school or community service and high academic performance.

In making awards, the Secretary shall give priority to eligible entities that —

- prior to the 1998 amendments carried out successful educational opportunity programs and have a prior, demonstrated commitment to early intervention leading to college access through collaboration and replication of successful strategies;
- ensure that students served in NEISP projects prior to the 1998 amendments continue to receive services through secondary school completion.

→ ensure that SPAN prog. is provided.

✓ Longer for page.

✓ Longer for page.

4
+ Longer can't apply w/ all info

NO SPAN PROGRAM

applied
to
SPAN
prog.

Grant application and contents. Plans

Eligible partnerships shall submit an application in such form and containing...as may be required by the Secretary. Each application shall include —

- names of partners and description of responsibilities and a designation of fiscal agent;
- description of need and how it will build on existing services;
- description of resources to be contributed and sought;
- description of how the project will operate;
- description of how services will be coordinated with and complement other federal and non-federal programs;
- description of how partnership will support and continue services after expiration of the grant;
- an assurance from the LEA that: each participating school is at least 50% poverty; aggregate expenditure per student for activities described in this program will not be reduced from levels prior to the grant; and each partnering school will designate a primary point of contact;
- assurance that participating students will have access to rigorous core academic courses reflecting challenging academic standards; and
- assurance that members will provide performance information required by the Secretary.

4-10-12 early
Eligible entities shall submit to the Secretary a plan... providing for the conduct of both a scholarship component and an early intervention component.

Each plan shall contain or be accompanied by such assurances, and be submitted at such time as the Secretary may require by regulation, including —

- a description of the activities for which assistance is sought; and
- additional assurances as the Secretary determines necessary to ensure compliance with requirements.

The plan shall demonstrate to the satisfaction of the Secretary that the grantee will:

- provide comprehensive mentoring, counseling, outreach, and supportive services to participating students enrolled in preschool through grade 12, including financial aid counseling that
 - provides information re: the opportunities for financial assistance under Title IV; and
- activities and information re: fostering and improving parent involvement; admissions and achievement tests; application procedures;
- and will target services on priority students.

*make
clear
only
for*

Required use of funds

- Program coordinator, full-time or whose primary responsibility is the funded project;
- Services to at least one cohort of students beginning no later than 7th grade;
- Provide services through at least 12th grade;
- activities and information that foster and improve parent involvement and promote early understanding of the advantages of college education, academic admissions requirements, availability of financial assistance, etc.;
- academic counseling, career awareness, tutoring, or mentoring from trained personnel;
- training for promoting early college awareness for teachers, counselors, and school staff in schools participating and for faculty, program personnel, and mentors and tutors from IHEs;
- activities on college campuses and enrichment activities;
- arrangements to ensure that participating students have access to rigorous core courses reflecting challenging state or local academic standards that prepare them for college

None specifically identified. Secretary has authority to regulate.

<u>Permissible uses of funds</u> - Stipends to participating students and mentors; - Transportation costs for participants to attend project-sponsored events; - Provide out-of-school and summer activities; - Project evaluation; and - Recognition and reward activities for participating students.	Examples identified which include: - continuing system of mentoring and advising preschool through grade 12 that is coordinated with other initiatives and may include after school and summer tutoring, mentoring, counseling, etc.; - requiring students to enter an agreement re: meeting academic milestones; - activities designed to ensure secondary school completion and college enrollment: after school and summer tutoring, academic counseling, parent involvement, providing access to rigorous core academic courses, personal counseling, staff development, activities designed for limited English proficiency; - summer programs after grade 12 that are carried out at an IHE that has TRIO Student Support Services or similar programs, provide summer instruction and other activities, provide grant aid to cover summer costs, provide financial aid during academic year. <i>(Note: this is not a comprehensive list of examples of permissible grant activities cited in the bill.)</i>
<u>Private school participation</u> LEA shall provide services to private schools meeting school eligibility criteria (50% poverty, has 7th grade) located in normal attendance area of a participating school.	Specifically provides that only public school may participate.
<u>Coordination requirement</u> No similar provision	Grantees must ensure that services supported under this program are coordinated with and complement services by other grantees serving the same school district and other similar services.

<u>Scholarship component</u> Award preference for applicants proposing a scholarship component. No other provisions regarding scholarship component.	Partnerships may award scholarships to eligible students but are not required to. States must provide scholarship component. Maximum award amount shall be set by state. Minimum award amount shall be the lesser of 75% of average COA for in-state student at public 4-year school or maximum Pell Grant. Scholarships shall not be considered for the award of federal grant assistance but not to exceed COA. Eligible students: less than 22 years at time of first award, H.S. graduate, enrolled in an IHE in the state, but state may offer out-of-state portability, participated in early intervention program, priority for Pell recipients.
<u>Evaluation</u> Secretary may use program funds to conduct evaluations. Grantees may use grant funds for evaluation.	Secretary may use program funds to conduct evaluation. Biennial report to Congress is required. Grantees required to report to ED biennially.
<u>Peer review</u> Peer review required.	No similar provision.
<u>Authorization of appropriations</u> \$140 million for FY 1999 and such sums... Reserves up to .5% of program funds for technical assistance and peer review.	\$200 million for FY 1999 and such sums...

-use this language?

07/24/98 10:12

CLARA FAHIAN
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Congress of the United States
House of Representatives

NO. 484 001
COMMITTEE ON EDUCATION
AND THE WORKFORCE
POSTSECONDARY EDUCATION, TRAINING AND
LIFE-LONG LEARNING SUBCOMMITTEE
EMPLOYER/EMPLOYEE RELATIONS SUBCOMMITTEE

GOVERNMENT REFORM
AND OVERSIGHT
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RANKING MEMBER
NATIONAL ECONOMIC GROWTH,
NATURAL RESOURCES, AND
REGULATORY AFFAIRS
SUBCOMMITTEE

COMMITTEE ON STANDARDS OF
OFFICIAL CONDUCT

FAX COVER SHEET

DATE:

6-24-98

FROM:

Claudia Pharis

TO:

Bob Sherman

SUBJECT:

Conference Notes

RECIPIENT'S FAX NUMBER:

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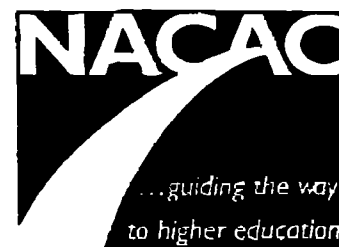
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in priority order

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National Association for College Admission Counseling

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FAX

Please deliver this fax transmittal form and the following page(s) as soon as possible.

Total number of pages, including this transmittal form: 3

Date: 23 July 1998

TO: Bill Shuman
White House
(202) 456-2223

FROM: Ruth Granados

COMMENTS:

Here is the summary of our workgroup's decisions from today's meeting. Please review and call back with any comments. Thank You.

To: High Hopes/Connections Program Workgroup
From: Larry Zaglaniczny, NASFAA
Subject: Summary of workgroup decisions

To Ruth NACAC

Below you will find the results of our work this morning. This is a draft and I welcome any modifications or clarifications that you choose to make before I transmit the final version to our colleagues at One Dupont Circle. By COB today, if you have any changes please fax them to me here at NASFAA at 202.785.1487 or E-mail them to me at larryz@nasfaa.org. I thought it was a productive meeting and express my thanks for your cooperation and insights in developing a solid package of amendments to strengthen this program.

High Hopes for College/Connections Program

The higher education community expresses its thanks to the Senate and House authorizing committee for recognizing the pressing need to early on in a student's education provide information and services to assist such individuals in being aware of postsecondary educational opportunities and help better prepare them for college. Both the House and Senate bills contain provisions to accomplish common goals. We recommend the Conference use the provisions of the Senate bill as the base and we suggest that the Conference Committee make the following changes to the Senate bill that are either in the House version or are amendments that we suggest to strengthen the program.

Again, we use the Senate bill as the base document for changes.

1. Program Name.

We do not take a position on differences between the bills as to what the name of the program should be.

2. Participating Schools and Students.

For reasons of simplicity and consistency, we recommend the Senate recede to House position concerning the participation of schools and students (e.g. that school includes a 7th grade and at least 50% of students are eligible for free or reduced-price lunches and the cohort language) found in House bill section 407B.

3. Compliance with Matching Requirements.

We recommend marrying the House provisions with the Senate provisions governing compliance with matching requirements for non-federal share. Adoption of both the House and Senate non-federal share provisions we suggest will allow for greater participation in the program.

4. Eligibility Requirements: Award priorities, and Preferences.

We recommend several changes affecting eligibility requirements, award priorities, and preferences.

a. We suggest clarifying language to make clear the Senate provision giving priority to eligible entities, who prior to the 1998 Higher Education Amendments carried out successful educational opportunity programs and have a prior, demonstrated commitment to early intervention applies only to state programs. This recommendation assures continuation of funding for the current early intervention projects. NHSP

b. Clarify that a State cannot be the only entity in a partnership program.

c. Adopt Section 404B(a)(1) of the House bill with a modification as follows:

"(1) IN GENERAL.-In order for an eligible entity to qualify for a grant under this chapter, the eligible entity shall submit to the Secretary a plan for carrying out the program under this chapter. Such plan shall provide for the conduct of an early intervention component in accordance with section 404C and, where appropriate, a scholarship component in accordance with section 404D."

This recommendation will assure that small, less affluent entities may participate many which may not have the resources to provide scholarships, but would provide excellent other authorized services to students.

d. Adopt a funding trigger mechanism assuring substantial funding for both components of the program. While we do not make a recommendation on the nature of such a funding trigger, we believe one is necessary to assure both program components are adequately funded.

5. Private Schools

The House bill, but not the Senate bill, in Section 407E mandates that LEAs participating in an eligible partnership provide services to eligible private schools. We believe it appropriate that private schools have access to program services, but recommend instead that such services not be mandated. Consequently, we strike "shall" and insert "may" in this section.

6. Peer Review

We recommend adoption of the House provision in Section 407G providing for a peer review process to review applications with an amendment. We suggest the following: "The Secretary shall use a peer review process representative of all eligible partnerships, including individuals underrepresented in higher education, process to review applications under this chapter and make recommendations for funding to the Secretary." We believe an outside evaluation of applications is an appropriate and useful process ensuring quality projects are approved.

Have

(i) by inserting 'work-study and other' before 'activities'; and

(ii) by inserting before the semicolon at the end the following: ', including careers requiring a postsecondary degree';

(C) in paragraph (9), by striking 'and' at the end;

(D) in paragraph (10), by striking 'through (9)' and inserting 'through (10)'; and

(E) by redesignating paragraph (10) as paragraph (11) and by inserting after paragraph (9) the following new paragraph:

'(10) special services to enable veterans to make the transition to postsecondary education; and'; and

(2) in subsection (c), by inserting ', other than a project a majority of the participants in which are veterans,' after 'this chapter'.

(d) **STUDENT SUPPORT SERVICES-** Section 402D(c)(6) (20 U.S.C. 1070a-14(c)(6)) is amended by inserting before the period at the end the following: 'and minimize the student's loan burden'.

(e) **POSTBACCALAUREATE ACHIEVEMENT PROGRAM-** Section 402E (20 U.S.C. 1070a-15) is amended--

(1) in subsection (c)(3), by inserting 'or accepted in a graduate program' after 'degree program'; and

(2) in subsection (e)(1), by striking '\$2,400' and inserting '\$3,200'.

(f) **STAFF DEVELOPMENT ACTIVITIES-** Section 402G(b) (20 U.S.C. 1070a-17(b)) is amended by inserting after paragraph (3) the following new paragraph:

'(4) The use of appropriate educational technology in the operation of projects assisted under this chapter.'

(g) **EVALUATION FOR PROJECT IMPROVEMENT-** Section 402H(b) (20 U.S.C. 1070a-18(b)) is amended by adding at the end the following new sentence: 'Such evaluations shall also investigate the effectiveness of alternative and innovative methods within Federal TRIO programs of increasing access to, and retention of, students in postsecondary education.'

SEC. 403. NATIONAL EARLY INTERVENTION AND PARTNERSHIP

PROGRAM.

Section 404G (20 U.S.C. 1070a-27) is amended by striking `1993' and inserting `1999'.

SEC. 404. REPEALS.

(a) REPEALS OF SUBPART 2 PROVISIONS- The following provisions of subpart 2 of part A of title IV are repealed:

(1) Chapter 3 (20 U.S.C. 1070a-31 et seq.).

(2) Chapter 4 (20 U.S.C. 1070a-41 et seq.).

(3) Chapter 5 (20 U.S.C. 1070a-51 et seq.).

(4) Chapter 6 (20 U.S.C. 1070a-61 et seq.).

(5) Chapter 7 (20 U.S.C. 1070a-71 et seq.).

(6) Chapter 8 (20 U.S.C. 1070a-81 et seq.).

(b) SUBPART 8- Subpart 8 of part A of title IV (20 U.S.C. 1070f) is repealed.

(c) CONFORMING AMENDMENT- Section 400(b) (20 U.S.C. 1070(b)) is amended by striking `subparts 1 through 8' and inserting `subparts 1 through 6'.

SEC. 405. ESTABLISHMENT OF NEW PROGRAMS.

Subpart 2 of part A of title IV is amended by inserting after chapter 2 (20 U.S.C. 1070a-81) the following new chapters:

`CHAPTER 3--HIGH HOPES FOR COLLEGE

`Subchapter A--21st Century Scholar Certificates

`SEC. 406A. 21ST CENTURY SCHOLAR CERTIFICATES.

`(a) FINDINGS- The Congress makes the following findings:

`(1) Among low-income students who, despite high test scores, are not planning on attending college, nearly 60 percent cite an inability to afford school as the reason.

`(2) About 80 percent of our 12th graders who are interested in continuing their education after high school go on to college if their parents read materials about financial aid, compared to only 55 percent of such students if their parents do not read this material.

`(3) In 1996, the American Council on Education found that the public overestimated the tuition of public 2-year colleges by about 3 times the actual average tuition, of public 4-year colleges by over twice the actual average tuition, and of private 4-year universities by almost one-third more than the actual average tuition.

`(4) There is a need for, and a significant benefit from, providing students, and through them their parents, with information about the variety of Federal student financial assistance programs, such as Pell grants, Federal work-study and loans, and the AmeriCorps Education Awards that make college more affordable than ever before.

`(b) **AUTHORITY-**

`(1) The Secretary, using funds appropriated under section 407H(a) of this Act--

`(A) shall ensure that certificates, to be known as 21st Century Scholar Certificates, are provided to all students participating in projects under chapter 2; and

`(B) may, as practicable, ensure that such certificates are provided to all students in grades 6 through 12 who attend schools at which at least 50 percent of the students enrolled are eligible for free or reduced-price lunch.

`(2) A 21st Century Scholar Certificate shall be personalized for each student and indicate the amount of Federal financial aid for college for which a student may be eligible.

`Subchapter B--High Hopes Partnerships

`SEC. 407A. PURPOSE.

`It is the purpose of this chapter to encourage and prepare students in low-income communities, beginning not later than the 7th grade, to prepare for, enter, and successfully complete college by assisting college-school-community partnerships to--

`(1) provide in-school and on-campus early college awareness activities to these students and their parents;

`(2) ensure ongoing adult guidance and other support to these students;

`(3) provide useful, early information to these students and their parents on the need for,

options related to, and financing (including the availability of financial assistance) of a college education; and

`(4) help ensure that these students have access to rigorous core courses, such as algebra and geometry, that prepare them for college.

`SEC. 407B. GRANTS.

`(a) GRANTS AUTHORIZED- From funds appropriated under section 407H(a), the Secretary shall make grants to college-school-community partnerships for activities under section 407D.

`(b) ELIGIBLE PARTNERSHIP- For purposes of this chapter, an eligible partnership shall include--

`(1) one or more local educational agencies acting on behalf of--

`(A) one or more participating schools; and

`(B) the public secondary schools that students from these schools would normally attend;

`(2) one or more degree granting institutions of higher education; and

`(3) at least two community organizations or entities, such as State agencies, businesses, professional associations, community-based organizations, or other public or private agencies or organizations.

`(c) DEFINITIONS- For the purpose of this chapter--

`(1) 'participating school' means a public school in which--

`(A) there is a 7th grade;

`(B) one or more cohorts of students receive services under this chapter; and

`(C) at least 50 percent of the students enrolled are eligible for free or reduced-price lunch; and

`(2) 'cohort of students' means--

`(A) an entire grade level of students in a participating school; or

`(B) if the partnership determines that it would promote the effectiveness of a project, an entire grade level of students, beginning not later than the 7th grade, who reside in public housing as defined in section 3(b)(1) of the United States Housing Act of 1937.

`(d) DURATION- Each grant awarded under this chapter shall be for a 6-year period.

`(e) COST SHARING-

`(1) Federal funds shall provide no more than 80 percent of the cost of the project in the first year, 70 percent of the cost in the second year, 60 percent of the cost in the third year, 50 percent of the cost in the fourth year, 40 percent of the cost in the fifth year, and 30 percent of the cost in the sixth year.

`(2) The non-Federal share of grants awarded under this chapter may--

`(A) be in cash or in kind, fairly evaluated, including services, supplies, or equipment; and

`(B) include the non-Federal share of work-study grants under part C of title IV of this Act awarded to students who serve as tutors or mentors in projects under this chapter.

`(3) The Secretary may waive the cost sharing requirement described in paragraph (1) for any eligible partnership that demonstrates to the satisfaction of the Secretary an extraordinary hardship that prevents compliance with that requirement.

`(f) EQUITABLE GEOGRAPHIC DISTRIBUTION- To the extent possible, the Secretary shall award grants under this chapter in a manner that achieves an equitable geographic distribution of those grants.

`(g) PRIORITY AWARDS UNDER CHAPTER 2- Before making grants under this chapter for fiscal year 1999, the Secretary shall, as appropriate, make awards to recipients eligible for continuation awards under chapter 2 of subpart 2 of this title as it was in effect prior to the enactment of the Higher Education Amendments of 1998.

`SEC. 407C. GRANT APPLICATION; PREFERENCES.

`(a) APPLICATION REQUIRED- An eligible partnership desiring to receive a grant under this chapter shall submit an application to the Secretary, in such form and containing such information, as the Secretary may require.

`(b) APPLICATION CONTENTS- Each application shall include--

`(1) the name of each partner and a description of its responsibilities, including the designation

of either an institution of higher education or a local educational agency as the fiscal agent for the partnership:

`(2) a description of the need for the project, including a description of how the project will build on existing services and activities, if any;

`(3) a listing of the human, financial (other than funds under this chapter), and other resources that each member of the partnership will contribute to the partnership, and a description of the efforts each member of the partnership will make in seeking additional resources;

`(4) a description of how the project will operate, including how grant funds will be used to meet the purpose of this chapter;

`(5) a description of how services will be coordinated with, and will complement and enhance, services received by participating schools and students under other related Federal and non-Federal programs, including programs under title I, part A of title VII, and part 1 of title X of the Elementary and Secondary Education Act of 1965, the School-to-Work Opportunities Act of 1994, section 402 of this Act, and the Individuals with Disabilities Education Act;

`(6) a description of how the partnership will support and continue the services under this chapter after the grant has expired;

`(7) an assurance from each local educational agency using funds under this chapter that--

`(A) at least 50 percent of the students enrolled in each participating school are eligible for free or reduced-price lunch;

`(B) its aggregate expenditures per student for activities described in this chapter will not be reduced from the level of such expenditures in the year prior to the grant; and

`(C) someone at each participating school will be designated as the primary point of contact for the partnership;

`(8) an assurance that participating students will have access to rigorous core academic courses that reflect challenging State or local academic standards; and

`(9) an assurance that members will provide the performance information required by the Secretary, which would be used to base continuation of the grant.

`(c) **PREFERENCES-** In reviewing applications under this chapter, the Secretary shall give preference to projects that--

`(1) will serve participating schools in which at least 75 percent of the students enrolled are eligible for free or reduced-price lunch;

`(2) provide a commitment from non-Federal sources to pay all or part of the cost of college, through tuition assistance or guarantees (not already available), such as 'last-dollar grants' for participating students; and

`(3) hold participating students responsible for school or community service and high academic performance.

`SEC. 407D. PROGRAM REQUIREMENTS; USES OF FUNDS.

`(a) PROGRAM REQUIREMENTS- Projects under this chapter shall--

`(1) have a program coordinator who is either full-time or whose primary responsibility is the project under this chapter;

`(2) provide services to at least one cohort of students, beginning not later than the 7th grade;

`(3) ensure that the services authorized under this chapter are provided through the 12th grade to students in the cohort, including students who attend another participating school or a secondary school identified under section 407B(b)(1)(B);

`(4) include activities and information that foster and improve parent involvement in promoting postsecondary education for their children, including the provision of useful early information on the advantages of a college education, academic admissions requirements, and the need to take core courses, admissions and achievement tests, application procedures, college costs and options, and the availability of student financial aid;

`(5) include academic counseling, career awareness, and tutoring or mentoring from trained personnel, as well as other student support services that enable students to succeed academically and apply for, enter, and complete college;

`(6) include training in promoting early college awareness for classroom teachers, guidance counselors, and staff of the schools involved in the project; faculty and program personnel in participating institutions of higher education; and participating mentors and tutors;

`(7) include activities on college campuses and enrichment activities associated with postsecondary education; and

`(8) include arrangements that ensure that all participating students have access to rigorous core courses that reflect challenging State or local academic standards and that prepare them for college.

`(b) **USE OF FUNDS-** In addition to the activities described in subsection (a), recipient of funds under this chapter may use them--

`(1) where necessary and appropriate to ensure active participation, to pay stipends to participating students and their mentors;

`(2) where necessary and appropriate to ensure active participation, to pay transportation costs for participants to attend project-sponsored activities;

`(3) to provide out-of-school and summer activities related to the project;

`(4) for project evaluation; and

`(5) to recognize the responsibility and achievement of participating students through ceremonies, awards, and other means.

`SEC. 407E. SERVICES FOR STUDENTS ATTENDING PRIVATE SCHOOLS.

`A local educational agency that participates in an eligible partnership shall provide services supported with Federal funds under this chapter on an equitable basis, consistent with section 14503 of Elementary and Secondary Education Act of 1965, to students in private schools that--

`(1) have a 7th grade;

`(2) have students at least 50 percent of whom are eligible for free or reduced-price lunch; and

`(3) are located in the normal attendance area of a participating school.

`SEC. 407F. EVALUATION.

`In order to improve the operation of the program assisted under this chapter, the Secretary shall, with funds appropriated under section 407H(a), make grants to, and enter into contracts and cooperative agreements with, institutions of higher education and other public and private institutions and organizations to evaluate the effectiveness of the program assisted under this chapter and, as appropriate, disseminate such results.

`SEC. 407G. PEER REVIEW.

`The Secretary shall use a peer review process to review applications under this chapter and make recommendations for funding to the Secretary.

`SEC. 407H. AUTHORIZATION OF APPROPRIATIONS.

`(a) AUTHORIZATION OF APPROPRIATION- There are authorized to be appropriated \$140,000,000 for fiscal year 1999 and such sums as may be necessary for each of the 5 succeeding fiscal years to carry out this chapter.

`(b) RESERVATION FOR TECHNICAL ASSISTANCE AND PEER REVIEW- From the amount appropriated under subsection (a) for any fiscal year, the Secretary may reserve up to 0.5 percent of that amount to obtain additional qualified readers and additional staff to review applications, to increase the level of oversight monitoring, to support impact studies, program assessments and reviews, and to provide technical assistance to potential applicants and current grantees.

`CHAPTER 4--FRANK TEJEDA SCHOLARSHIP PROGRAM

`SEC. 408A. STATEMENT OF PURPOSE.

`It is the purpose of this chapter to establish a Frank Tejada Scholarship Program to recruit and train teachers who are proficient in both Spanish and English and who show promise of academic achievement.

`SEC. 408B. SCHOLARSHIPS AUTHORIZED.

`(a) PROGRAM AUTHORITY- The Secretary is authorized, in accordance with the provisions of this chapter, to award scholarships to individuals consistent with the purposes of this chapter.

`(b) TEJEDA SCHOLARS- Individuals awarded scholarships under this chapter shall be known as `Tejada Scholars'.

`SEC. 408C. ALLOCATION AMONG STATES.

`(a) ALLOCATION FORMULA- From the sums appropriated pursuant to the authority of section 408H for any fiscal year, the Secretary shall allocate to each State an amount equal to \$5,000 multiplied by the number of scholarships determined by the Secretary to be available to such State in accordance with subsection (b).

`(b) NUMBER OF SCHOLARSHIPS AVAILABLE- The number of scholarships to be made available in a State for any fiscal year shall bear the same ratio to the number of scholarships made available to all States as the State's population ages 5 through 17 bears to the population ages 5 through 17 in all the States, except that not less than 10 scholarships shall be made available to any State.

`(c) USE OF CENSUS DATA- For the purpose of this section, the population ages 5 through 17 in a State and in all the States shall be determined by the most recently available data, satisfactory to the Secretary, from the Bureau of the Census. The Bureau of the Census shall produce and publish intercensal data for Puerto Rico and the other territories.

Ask back for

~~Carbonyl~~

- Gaudy

- McKeen

- Perry

- Sacher

- McBurnish

(forward)

- Anna Gaby - U.C.

- Wilson
with Gaudy's wife

- Maureen Hyler

- Marilyn McAdams

- Padme

- Beth Buchman

- Gary Z

Klar
Wick

Mitha

Andrews



(1) IN GENERAL- For the purpose of improving the effectiveness of the programs and projects assisted under this subpart, the Secretary may make grants to or enter into contracts with institutions of higher education and other public and private institutions and organizations to evaluate the effectiveness of the programs and projects assisted under this subpart.

(2) PRACTICES- The evaluations described in paragraph (1) shall identify institutional, community, and program or project practices that are particularly effective in enhancing the access of low-income individuals and first-generation college students to postsecondary education, the preparation of the individuals and students for postsecondary education, and the success of the individuals and students in postsecondary education.

(b) GRANTS- The Secretary may award grants to institutions of higher education or other private and public institutions and organizations, that are carrying out a program or project assisted under this subpart prior to the date of enactment of the Higher Education Amendments of 1998, to enable the institutions and organizations to expand and leverage the success of such programs or projects by working in partnership with other institutions, community-based organizations, or combinations of such institutions and organizations, that are not receiving assistance under this subpart and are serving low-income students and first generation college students, in order to--

(1) disseminate and replicate best practices of programs or projects assisted under this subpart; and

(2) provide technical assistance regarding programs and projects assisted under this subpart.

(c) RESULTS- In order to improve overall program or project effectiveness, the results of evaluations and grants described in this section shall be disseminated by the Secretary to similar programs or projects assisted under this subpart, as well as other individuals concerned with postsecondary access for and retention of low-income individuals and first-generation college students.'

SEC. 414. CONNECTIONS PROGRAM.

Chapter 2 of subpart 2 of part A of title IV (20 U.S.C. 1070a-21 et seq.) is amended to read as follows:

'CHAPTER 2--CONNECTIONS PROGRAM

'SEC. 404A. EARLY INTERVENTION AND COLLEGE AWARENESS PROGRAM AUTHORIZED.

(a) IN GENERAL- The Secretary is authorized, in accordance with the requirements of this chapter, to establish a program that--

`(1) encourages eligible entities to provide or maintain a guarantee to eligible low-income students who obtain a secondary school diploma (or its recognized equivalent), of the financial assistance necessary to permit the students to attend an institution of higher education; and

`(2) supports eligible entities in providing--

`(A) additional counseling, mentoring, academic support, outreach, and supportive services to elementary, middle, and secondary school students who are at risk of dropping out of school; and

`(B) information to students and their parents about the advantages of obtaining a postsecondary education and their college financing options.

`(b) AWARDS-

`(1) IN GENERAL- The Secretary may award grants to eligible entities to carry out the program authorized under subsection (a).

`(2) PRIORITY- In making the awards described in paragraph (1), the Secretary shall--

`(A) give priority to eligible entities that--

`(i) carried out, prior to the date of enactment of the Higher Education Amendments of 1998, successful educational opportunity programs; and

`(ii) have a prior, demonstrated commitment to early intervention leading to college access through collaboration and replication of successful strategies; and

`(B) ensure that students served under this chapter prior to the date of enactment of the Higher Education Amendments of 1998 continue to receive service through the completion of secondary school.

`(c) DEFINITIONS- For the purposes of this chapter, the term 'eligible entity' means--

`(1) a State; or

`(2) a partnership consisting of--

`(A) 1 or more local educational agencies acting on behalf of--

(i) 1 or more public schools; and

(ii) the public secondary schools that students from the schools described in clause (i) would normally attend;

(B) 1 or more degree granting institutions of higher education; and

(C) at least 2 community organizations or entities, such as businesses, professional associations, community-based organizations, philanthropic organizations, State agencies, institutions or agencies sponsoring programs authorized under subpart 4, or other public or private agencies or organizations.

(d) COORDINATION- Each eligible entity shall ensure that the activities assisted under this chapter are, to the extent practicable, coordinated with, and complement and enhance--

(1) services under this chapter provided by other eligible entities serving the same school district or State; and

(2) related services under other Federal or non-Federal programs.

SEC. 404B. ELIGIBILITY ENTITY PLANS.

(a) PLAN REQUIRED FOR ELIGIBILITY-

(1) IN GENERAL- In order for an eligible entity to qualify for a grant under this chapter, the eligible entity shall submit to the Secretary a plan for carrying out the program under this chapter. Such plan shall provide for the conduct of both a scholarship component in accordance with section 404D and an early intervention component in accordance with section 404C.

(2) CONTENTS- Each plan submitted pursuant to paragraph (1) shall be in such form, contain or be accompanied by such information or assurances, and be submitted at such time as the Secretary may require by regulation. Each such plan shall--

(A) describe the activities for which assistance under this chapter is sought; and

(B) provide such additional assurances as the Secretary determines necessary to ensure compliance with the requirements of this chapter.

(b) MATCHING REQUIREMENT-

(1) IN GENERAL- The Secretary shall not approve a plan submitted under subsection (a) unless such plan--

(A) provides that the eligible entity will provide, from State, local, institutional, or private funds, not less than 1/2 the cost of the program, which matching funds may be provided in cash or in kind;

(B) specifies the methods by which such share of the costs will be paid; and

(C) includes provisions designed to ensure that funds provided under this chapter shall supplement and not supplant funds expended for existing programs.

(2) SPECIAL RULE- The Secretary may change the share of the costs required to be provided under paragraph (1)(A) for eligible entities defined in section 402A(c)(2).

(c) METHODS FOR COMPLYING WITH MATCHING REQUIREMENT- An eligible entity may count toward the share of the costs required by subsection (b)(1)(A)--

(1) the amount of the grants paid to students from State, local, institutional, or private funds under this chapter;

(2) the amount of tuition, fees, room or board waived or reduced for recipients of grants under this chapter; and

(3) the amount expended on documented, targeted, long-term mentoring and counseling provided by volunteers or paid staff of nonschool organizations, including businesses, religious organizations, community groups, postsecondary educational institutions, nonprofit and philanthropic organizations, and other organizations.

(d) COHORT APPROACH-

(1) IN GENERAL- The Secretary may require that eligible entities--

(A) provide services under this chapter to at least 1 grade level of students, beginning not later than 7th grade, in a participating public school that has a 7th grade and in which at least 50 percent of the students enrolled are eligible for free or reduced-price lunch (or, if an eligible entity determines that it would promote the effectiveness of a project, an entire grade level of students, beginning not later than the 7th grade, who reside in public housing as defined in section 3(b)(1) of the United States Housing Act of 1937); and

(B) ensure that the services are provided through the 12th grade to students in the participating grade level.

(2) COORDINATION REQUIREMENT- In order for the Secretary to require the cohort approach described in paragraph (1), the Secretary shall, where applicable, ensure that the cohort approach is done in coordination and collaboration with existing early intervention programs and does not duplicate the services already provided to a school or community.

SEC. 404C. EARLY INTERVENTION.

(a) SERVICES-

(1) In order to receive a grant under this chapter, an eligible entity shall demonstrate to the satisfaction of the Secretary, in the plan submitted under section 404B, that the eligible entity will provide comprehensive mentoring, counseling, outreach, and supportive services to students participating in programs under this chapter who are enrolled in any of the grades preschool through grade 12. Such counseling shall include financial aid counseling that provides--

(A) information regarding the opportunities for financial assistance under this title; and

(B) activities or information regarding--

(i) fostering and improving parent involvement in promoting postsecondary information regarding the advantages of a college education, academic admission requirements, and the need to take college preparation courses;

(ii) admissions and achievement tests; and

(iii) application procedures.

(2) METHODS- The eligible entity shall demonstrate in such plan, pursuant to regulations of the Secretary, the methods by which the eligible entity will target services on priority students.

(b) USES OF FUNDS-

(1) IN GENERAL- The Secretary shall, by regulation, establish criteria for determining whether comprehensive mentoring, counseling, outreach, and supportive services programs may be used to meet the requirements of subsection (a).

(2) ALLOWABLE PROVIDERS- For those eligible entities defined in section 404A(c)(1), the activities required by subsection (a) may be provided by service providers such as community-based organizations, schools, institutions of higher education, public and private agencies, nonprofit and philanthropic organizations, businesses, institutions and agencies

sponsoring programs authorized under subpart 4 of this part, and other organizations the State deems appropriate.

“(3) PERMISSIBLE ACTIVITIES- Examples of activities that meet the requirements of subsection (a) include the following:

“(A) Providing eligible students in preschool through grade 12 with a continuing system of mentoring and advising that--

“(i) is coordinated with the Federal and State community service initiatives; and

“(ii) may include such support services as after school and summer tutoring, assistance in obtaining summer jobs, career mentoring, and academic counseling.

“(B) Requiring each student to enter into an agreement under which the student agrees to achieve certain academic milestones, such as completing a prescribed set of courses and maintaining satisfactory academic progress described in section 484(c), in exchange for receiving tuition assistance for a period of time to be established by each State.

“(C) Activities designed to ensure secondary school completion and college enrollment of at-risk children, including identification of at-risk children, after school and summer tutoring, assistance in obtaining summer jobs, academic counseling, volunteer and parent involvement, providing former or current scholarship recipients as mentor or peer counselors, skills assessment, providing access to rigorous core courses that reflect challenging academic standards, personal counseling, family counseling and home visits, staff development, and programs and activities described in this subparagraph that are specially designed for students of limited English proficiency.

“(D) Summer programs for individuals planning to attend an institution of higher education in the next academic year that--

“(i) are carried out at an institution of higher education that also has programs of academic year supportive services for disadvantaged students through projects authorized under section 402D or through comparable projects funded by the State or other sources;

“(ii) provide for the participation of the individuals who are eligible for assistance under section 402D or who are eligible for comparable programs funded by the State;

“(iii)(I) provide summer instruction in remedial, developmental or supportive courses;

“(II) provide such summer services as counseling, tutoring, or orientation; and

(III) provide grant aid to the individuals to cover the individuals' summer costs for books, supplies, living costs, and personal expenses; and

(iv) provide the individuals with financial aid during each academic year the individuals are enrolled at the participating institution after the summer program.

(E) Requiring eligible students to meet other standards or requirements as the State determines necessary to meet the purposes of this section.

(c) PRIORITY STUDENTS- In administering the early intervention component, the eligible entity shall treat as priority students any student in preschool through grade 12 who is eligible--

(1) to be counted under section 1005(c) of the Elementary and Secondary Education Act of 1965;

(2) for free or reduced price meals pursuant to the National School Lunch Act; or

(3) for assistance pursuant to part A of title IV of the Social Security Act.

SEC. 404D. SCHOLARSHIP COMPONENT.

(a) IN GENERAL-

(1) STATES- In order to receive a grant under this chapter, an eligible entity described in section 404A(c)(1) shall establish or maintain a financial assistance program that awards grants to students in accordance with the requirements of this section. The Secretary shall encourage the eligible entity to ensure that the tuition assistance provided pursuant to this section is available to an eligible student for use at any institution of higher education.

(2) PARTNERSHIPS- An eligible entity described in section 404A(c)(2) may award scholarships to eligible students.

(b) GRANT AMOUNTS- The maximum amount of the grant that an eligible student shall be eligible to receive under this section shall be established by the State. The minimum amount of the grant for each fiscal year shall not be less than the lesser of--

(1) 75 percent of the average cost of attendance for an in-State student, in a 4-year program of instruction, at public institutions of higher education in such State, as determined in accordance with regulations prescribed by the Secretary; or

(2) the maximum Federal Pell Grant funded under section 401 for such fiscal year.

(c) RELATION TO OTHER ASSISTANCE- Tuition assistance provided under this chapter shall not be considered for the purpose of awarding Federal grant assistance under this title, except that in no case shall the total amount of student financial assistance awarded to a student under this title exceed such student's total cost of attendance.

(d) ELIGIBLE STUDENTS- A student eligible for assistance under this section is a student who--

(1) is less than 22 years old at time of first grant award under this section;

(2) receives a secondary school diploma or its recognized equivalent on or after January 1, 1993;

(3) is enrolled or accepted for enrollment in a program of undergraduate instruction at an institution of higher education that is located within the State's boundaries, except that, at the State's option, an eligible entity may offer grant program portability for recipients who attend institutions of higher education outside such State; and

(4) who participated in the early intervention component required under section 404C.

(e) PRIORITY- The Secretary shall ensure that each eligible entity places a priority on awarding scholarships to students who will receive a Federal Pell Grant for the academic year for which the scholarship is awarded under this section.

(f) SPECIAL RULE- An eligible entity may consider students who have successfully participated in programs funded under chapter 1 of this subpart to have met the requirements of subsection (d)(4).

SEC. 404E. 21ST CENTURY SCHOLAR CERTIFICATES.

(a) AUTHORITY- The Secretary, using funds appropriated under section 404G, not to exceed \$200,000 annually--

(1) shall ensure that certificates, to be known as 21st Century Scholar Certificates, are provided to all students participating in programs under this chapter; and

(2) may, as practicable, ensure that such certificates are provided to all students in grades 6 through 12 who attend schools at which at least 50 percent of the students enrolled are eligible for a free or reduced price lunch.

(b) INFORMATION REQUIRED- A 21st Century Scholar Certificate shall be personalized for each student and indicate the amount of Federal financial aid for college which a student may be eligible to receive.

SEC. 404F. EVALUATION AND REPORT.

(a) EVALUATION- Each eligible entity receiving a grant under this chapter shall biennially evaluate the early intervention program assisted under this chapter in accordance with the standards described in subsection (b) and shall submit to the Secretary a copy of such evaluation. The evaluation shall permit service providers to track eligible student progress during the period such students are participating in the program assisted under this section and shall be consistent with the standards developed by the Secretary pursuant to subsection (b).

(b) EVALUATION STANDARDS- The Secretary shall prescribe standards for the evaluation described in subsection (a). Such standards shall--

(1) provide for input from eligible entities and service providers; and

(2) ensure that data protocols and procedures are consistent and uniform.

(c) FEDERAL EVALUATION- In order to evaluate and improve the impact of the program assisted under this chapter, the Secretary shall, with funds appropriated under section 404G, make grants to, and enter into contracts and cooperative agreements with public and private institutions and organizations, to evaluate the effectiveness of the program and, as appropriate, disseminate the results of the evaluation.

(d) REPORT- The Secretary shall biennially report to Congress on the activities assisted under this chapter and the evaluations conducted pursuant to this section.

SEC. 404G. APPROPRIATIONS.

'There are authorized to be appropriated to carry out this chapter \$200,000,000 for fiscal year 1999 and such sums as may be necessary for each of the 4 succeeding fiscal years.'

SEC. 415. FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS.

(a) AUTHORIZATION OF APPROPRIATIONS- Section 413A(b) (20 U.S.C. 1070b) is amended by striking '\$675,000,000 for fiscal year 1993' and inserting '\$700,000,000 for fiscal year 1999'.

(b) USE OF FUNDS FOR LESS-THAN-FULL-TIME STUDENTS- Subsection (d) of section 413C (20 U.S.C. 1070b-2) is amended to read as follows:

(d) USE OF FUNDS FOR LESS-THAN-FULL-TIME STUDENTS- If the institution's allocation under this subpart is directly or indirectly based in part on the financial need demonstrated by students who are independent students or attending the institution on less than a full-time basis, a reasonable proportion of the allocation shall be made available to such students.'



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF POSTSECONDARY EDUCATION

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TO:

Claudio Prieto
Bob Shireman

FAX:

226-0311
456-2223

FROM:

Maureen A. McLaughlin ☒

Francine Picoult _____

Lynn Mahaffie _____

Sandy Wood _____

Tia Coscy _____

MESSAGE:

600 INDEPENDENCE AVE. S.W. WASHINGTON, D.C. 20202

Our mission is to ensure equal access to education and to promote educational excellence throughout the Nation.

**TITLE IV – PART A – PELL, SSIG AND OTHER PROGRAMS
SIDE-BY-SIDE ANALYSIS**

CURRENT LAW

No similar provision.

No similar provision.

No similar provision.

High Hopes for College
Authorizes National Early
Intervention and Scholarship and
Partnership (NEISP) Program and
School-College University
Partnerships.

ADMINISTRATION BILL

No similar provision.

No similar provision.

No similar provision.

Proposed High Hopes for College
included in the House Bill.

HOUSE BILL

State maintenance of effort:
aggregate amount expended per
student, or aggregate expenditures
by the State, from non-Federal
sources for SLEAP must be at least
that expended in the second
preceding fiscal year.

Establishes Federal share under new
SLEAP program at 25%.

No similar provision.

Extends NEISP with no changes and
adopts administration's proposal for
High Hopes

Program name

High Hopes for College

SENATE BILL

Same as House bill.

Establishes Federal share under new
LEAP program at 33 1/3%.

Contains LEAP provisions on the
Federal state relationships, state
agreements, community
participation, and procedures for
terminating participation.

Replaces NEISP with a new
"Connections" program

Program name

Connections Program

*Partnership to
College*

*Laudia
Jat 226-
0311
for Sherman*

**TITLE IV – PART A – PELL, SSIG AND OTHER PROGRAMS
SIDE-BY-SIDE ANALYSIS**

CURRENT LAW

ADMINISTRATION BILL

Proposed High Hopes for College included in the House Bill.

HOUSE BILL

21st Century Scholar Certificates

Includes findings regarding program need

Paid from program funds; no specific funding cap for certificates

Ensure, as practicable that certificates go to all students in grades 6 through 12 attending schools with at least 50% poverty.

Certificates to be personalized

High Hopes Partnerships

Includes program purpose statement

Eligible grant recipients

Partnerships that include: LEA(s) acting on behalf of 1 or more participating school, the secondary school into which lower level school feeds, IHE, at least 2 others from CBO, state agencies, business, professional assn., CBO, or other public or private organizations.

SENATE BILL

No similar provision

Paid from program funds; caps funding for certificates at \$200,000 annually.

Ensure that certificates go to students in funded projects and, as practicable, to all eligible (grades 6-12, 50% poverty schools)

Certificates to be personalized

No similar provision

States or LEA(s) ~~on behalf~~ of 1 or more participating ~~public school~~ and the secondary school into which the lower level school feeds, IHE, at least 2 from community organizations, business, professional association, CBO, philanthropic organization, state agency, institutions or agencies sponsoring programs authorized under subpart 4, or other public or private organizations.

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**TITLE IV – PART A – PELL, SSIG AND OTHER PROGRAMS
SIDE-BY-SIDE ANALYSIS**

CURRENT LAW

ADMINISTRATION BILL

Proposed High Hopes for College
included in the House Bill.

HOUSE BILL

Fiscal agent
LEA or IHE

Participating schools and students

School includes a 7th grade; at least
50% of students eligible for free or
reduced-price lunch

An entire cohort of students: an
entire grade level in a school or an
entire grade level residing in public
housing

SENATE BILL

Not specified

House definition of eligible school
applies only if the Secretary requires a
whole cohort approach. (see below).

Secretary has authority to require
cohort approach as provided for in
House; if cohort approach is required,
the Secretary is further required to
ensure coordination and collaboration
with existing early intervention
programs and to avoid duplication of
services.

If cohort approach is not required,
grantees shall treat as priority students
for inclusion in the program any
student in preschool through grade 12
who is eligible —

- to be counted under section 1005(c)
of the ESEA of 1965;
- for free or reduced price meals;
- for assistance pursuant to Part A of
Title IV of the Social Security Act.

Grant duration

Grants are awarded for a 6 year
period.

Grant duration not specified

*Check by Terry
- Class - add*

Wall

*use lang.
from p. (1),
duplication*

be taken to direct...

**TITLE IV – PART A – PELL, SSIG AND OTHER PROGRAMS
SIDE-BY-SIDE ANALYSIS**

CURRENT LAW

ADMINISTRATION BILL

HOUSE BILL

SENATE BILL

Proposed High Hopes for College
included in the House Bill.

Cost share

80% first year, 70% second year, etc.
to 30% in final year

50% match

Secretary has authority to waive cost
sharing requirement in the event of
hardship

Secretary has authority to change cost
share for partnerships

Compliance with matching
requirements

Non-federal share may —
- be in cash or in kind;
- include non-federal share of federal
Work Study grants for grant
recipients serving as tutors or
mentors;

Funds must supplement and not
supplant funds expended for existing
programs;

Non-federal share may include —
- the amount of grants paid to students
from state, local, institutional, or
private funds under the chapter;
- tuition, fees, room or board waived or
reduced for recipients of grants;
the amount expended on documented,
targeted, long-term mentoring and
counseling provided by volunteers or
paid staff of nonschool organizations
(e.g. businesses, religious
organizations, IHEs, CBOs, etc).

Equitable geographic distribution

To the extent possible, the Secretary
shall award grants in a manner that
ensures equitable geographic
distribution.

No similar provision

*High Hopes
or delivery model*

*accounting
of funds
see DOE page*

✓

TITLE IV – PART A – PELL, SSIG AND OTHER PROGRAMS **SIDE-BY-SIDE ANALYSIS**

CURRENT LAW

ADMINISTRATION BILL

Proposed High Hopes for College included in the House Bill.

HOUSE BILL

Award priorities. Preferences

Before making awards in FY 1999, the Secretary shall fund the final year of current NEISP grantees.

The Secretary shall give preference in award to projects that —

- will serve schools with at least 75% of students eligible for free or reduced price lunch;
- provide commitment from non-federal sources to provide tuition assistance or guarantees (e.g. last dollar grants) for participating students;
- hold participating students responsible for school or community service and high academic performance.

SENATE BILL

In making awards, the Secretary shall give priority to eligible entities that —

- prior to the 1998 amendments carried out successful educational opportunity programs and have a prior, demonstrated commitment to early intervention leading to college access through collaboration and replication of successful strategies;
- ensure that students served in NEISP projects prior to the 1998 amendments continue to receive services through secondary school completion.

would be after m do plus by reg...

TITLE IV – PART A – PELL, SSIG AND OTHER PROGRAMS **SIDE-BY-SIDE ANALYSIS**

CURRENT LAW

ADMINISTRATION BILL

HOUSE BILL

SENATE BILL

Proposed High Hopes for College included in the House Bill.

Grant application and contents. Plans

Eligible partnerships shall submit an application in such form and containing...as may be required by the Secretary. Each application shall include —

- names of partners and description of responsibilities and a designation of fiscal agent;
- description of need and how it will build on existing services;
- description of resources to be contributed and sought;
- description of how the project will operate;

- description of how services will be coordinated with and complement other federal and non-federal programs;

- description of how partnership will support and continue services after expiration of the grant;
- an assurance from the LEA that: each participating school is at least 50% poverty; aggregate expenditure per student for activities described in this program will not be reduced from levels prior to the grant; and each partnering school will designate a primary point of contact;
- assurance that participating students

Eligible entities shall submit to the Secretary a plan... providing for the conduct of both a scholarship component and an early intervention component.

Each plan shall contain or be accompanied by such assurances, and be submitted at such time as the Secretary may require by regulation, including —

- a description of the activities for which assistance is sought; and
- additional assurances as the Secretary determines necessary to ensure compliance with requirements.

The plan shall demonstrate to the satisfaction of the Secretary that the grantee will:

- provide comprehensive mentoring, counseling, outreach, and supportive services to participating students enrolled in preschool through grade 12, including financial aid counseling that
- provides information re: the opportunities for financial assistance under Title IV; and
- activities and information re: fostering and improving parent

only part of SSIG, (look at approval for program)

no, not view (only if well understood in 1998)

starting as early as preschool but not before than 7th grade.

**TITLE IV – PART A – PELL, SSIG AND OTHER PROGRAMS
SIDE-BY-SIDE ANALYSIS**

CURRENT LAW

ADMINISTRATION BILL

Proposed High Hopes for College included in the House Bill.

HOUSE BILL

will have access to rigorous core academic courses reflecting challenging academic standards; and
- assurance that members will provide performance information required by the Secretary.

SENATE BILL

involvement; admissions and achievement tests; application procedures; and will target services on priority students.

Required use of funds

- Program coordinator, full-time or whose primary responsibility is the funded project;
- Services to at least one cohort of students beginning no later than 7th grade;
- Provide services through at least 12th grade;
- activities and information that foster and improve parent involvement and promote early understanding of the advantages of college education, academic admissions requirements, availability of financial assistance, etc.;
- academic counseling, career awareness, tutoring, or mentoring from trained personnel;
- training for promoting early college awareness for teachers, counselors, and school staff in schools participating and for faculty, program personnel, and mentors and tutors from IHEs;
- activities on college campuses and enrichment activities;
- arrangements to ensure that

None specifically identified. Secretary has authority to regulate.

**TITLE IV – PART A – PELL, SSIG AND OTHER PROGRAMS
SIDE-BY-SIDE ANALYSIS**

CURRENT LAW

ADMINISTRATION BILL

Proposed High Hopes for College included in the House Bill.

HOUSE BILL

participating students have access to rigorous core courses reflecting challenging state or local academic standards that prepare them for college

SENATE BILL

Permissible uses of funds

- Stipends to participating students and mentors;
- Transportation costs for participants to attend project-sponsored events;
- Provide out-of-school and summer activities;
- Project evaluation; and
- Recognition and reward activities for participating students.

Examples identified* which include:

- continuing system of mentoring and advising preschool through grade 12 that is coordinated with other initiatives and may include after school and summer tutoring, mentoring, counseling, etc.;
- requiring students to enter an agreement re: meeting academic milestones;
- activities designed to ensure secondary school completion and college enrollment: after school and summer tutoring, academic counseling, parent involvement, providing access to rigorous core academic courses, personal counseling, staff development activities designed for limited English proficiency;
- summer programs after grade 12 that are carried out at an IHE that has TRIO Student Support Services or similar programs, provide summer instruction and other activities, provide grant aid to cover summer costs, provide financial

* note: this is not a comprehensive list of the examples of permissible grant activities cited in the bill.

**TITLE IV – PART A – PELL, SSIG AND OTHER PROGRAMS
SIDE-BY-SIDE ANALYSIS**

CURRENT LAW

ADMINISTRATION BILL

HOUSE BILL

SENATE BILL

Proposed High Hopes for College
included in the House Bill.

aid during academic year.

Private school participation

LEA shall provide services to private
schools meeting school eligibility
criteria (50% poverty, has 7th grade)
located in normal attendance area of
a participating school.

Specifically provides that only public
school may participate. ✓

Coordination requirement

No similar provision

Grantees must ensure that services
supported under this program are
coordinated with and complement
services by other grantees serving the
same school district and other similar
services ✓

Scholarship component

Award preference for applicants
proposing a scholarship component.

No other provisions regarding
scholarship component.

Partnerships may award scholarships to
eligible students but are not required to.
States must provide scholarship
component.

Maximum award amount shall be set
by state. Minimum award amount shall
be the lesser of 75% of average COA
for in-state student at public 4-year
school or maximum Pell Grant.

Scholarships shall not be considered for
the award of federal grant assistance
but not to exceed COA.



TITLE IV – PART A – PELL, SSIG AND OTHER PROGRAMS **SIDE-BY-SIDE ANALYSIS**

CURRENT LAW

ADMINISTRATION BILL

HOUSE BILL

SENATE BILL

Eligible students: less than 22 years at time of first award, H.S. graduate, enrolled in an IHE in the state, but state may offer out-of-state portability, participated in early intervention program, priority for Pell recipients.

Proposed High Hopes for College included in the House Bill.

Evaluation

Secretary may use program funds to conduct evaluations.

Secretary may use program funds to conduct evaluation. Biennial report to Congress is required.

Grantees may use grant funds for evaluation.

Grantees required to report to ED biennially

Peer review

Peer review required

No similar provision

Authorization of appropriations

\$140 million for FY 1999 and such sums...

\$200 million for FY 1999 and such sums...

Reserves up to .5% of program funds for technical assistance and peer review.

Call (!)

Robert C. Byrd Honors Scholarships

Extends program, with authorized funding raised to \$39.3 million for FY 1999 with minor technical changes.

Extends program, with authorized funding raised to \$40 million for FY 1999.

Extends program, with authorized funding raised to \$45 million for FY 1999.

No similar provision.

No similar provision.

Eliminates eligibility of students from the Federated States of Micronesia, the Republic of the

No similar provision.