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READING EXCELLENCE

Divider Title: _____

Department of Education
READING EXCELLENCE
Fiscal Year 2001 Budget Request

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READING EXCELLENCE

[For necessary expenses to carry out the Reading Excellence Act, \$65,000,000, which shall become available on July 1, 2000 and shall remain available through September 30, 2001 and \$195,000,000, which shall become available on October 1, 2000 and remain available through September 30, 2001.]' (*Department of Education Appropriations Act, 2000, as enacted by section 1000(a)(4) of the Consolidated Appropriations Act, 2000 (P. L. 106-113).*)

NOTES

No FY 2001 appropriation language is provided because the requested resources are proposed for later transmittal upon enactment of proposed legislation to revise and reauthorize programs currently authorized under the Elementary and Secondary Education Act.

Each language provision that is followed by a footnote reference is explained in the Analysis of Language Provisions and Changes document, which follows the appropriation language.

READING EXCELLENCE

Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>¹ [For necessary expenses to carry out the Reading Excellence Act, \$65,000,000, which shall become available on July 1, 2000 and shall remain available through September 30, 2001 and \$195,000,000, which shall become available on October 1, 2000 and remain available through September 30, 2001.]</p>	<p>This language provides for funds to be appropriated on a forward-funded basis and provides that a portion of the funds are available in an advance appropriation that becomes available for obligation on October 1 of the following fiscal year.</p>

READING EXCELLENCE

Amounts Available for Obligation (\$000s)

	1999	2000	2001
Discretionary authority:			
Annual appropriation	\$260,000	\$260,000	\$286,000
Advance for succeeding fiscal year	0	-195,000	-195,000
Advance from prior year	210,000	0	195,000
Real transfer to <u>Special Education</u> for:			
Grants to States	<u>-210,000</u>	<u>0</u>	<u>0</u>
Subtotal, budget authority	260,000	65,000	286,000
Unobligated balance, start of year	0	27,373	0
Unobligated balance, end of year	<u>-27,373</u>	<u>0</u>	<u>0</u>
Total, direct obligations	232,627	92,373	286,000

READING EXCELLENCE

Obligations by Object Classification (\$000s)

	1999	2000	2001
Contractual services and supplies:			
Advisory and assistance services	0	\$5,000	\$5,000
Peer review	\$87	200	200
Other services	<u>0</u>	<u>3,900</u>	<u>3,900</u>
Subtotal	87	9,100	9,100
Grants, subsidies, and contributions	<u>232,540</u>	<u>83,273</u>	<u>276,900</u>
Total, direct obligations	232,627	92,373	286,000

READING EXCELLENCE

Summary of Changes
(\$000s)

2000.....	\$260,000
2001.....	<u>286,000</u>
Net change	+26,000

	<u>2000 base</u>	<u>Change from base</u>
<u>Increases:</u>		
<u>Program:</u>		
Increase to provide additional grants to States to provide our children with the readiness skills and support they need in early childhood to learn to read once they enter school, to help ensure that all children read well and independently by the end of third grade, and to improve the instructional practices of teachers and other instructional staff in elementary school.	\$260,000	<u>+\$26,000</u>
Subtotal, increases		+26,000
Net change		+26,000

READING EXCELLENCE

Authorizing Legislation
(\$000s)

Activity	2000 Authorized	2000 Estimate	2001 Authorized	2001 Request
Reading and literacy grants (<i>ESEA II - C</i>)	<u>\$260,000</u> ¹	<u>\$260,000</u>	<u>To be determined</u> ²	<u>\$286,000</u>
Total definite authorization	260,000			
Total appropriation		260,000		286,000

¹ Of the amount appropriated, 1.5 percent shall be reserved for a national evaluation (ESEA Section 2257 (a)); \$5,000 thousand shall be reserved for information dissemination (ESEA Section 2258); and \$10,000 thousand shall be reserved for Even Start Reading Excellence (ESEA Section 1202 (c)).

² The current authorization expires September 30, 2000; new authorizing legislation is proposed.

READING EXCELLENCE

Appropriations History (\$000s)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
1999	\$50,000 ¹	0	0	\$260,000
2000	286,000	\$200,000	\$90,000	65,000
2000 Advance for 2001	0	0	195,000	195,000
2001	91,000			
2001 Advance for 2002	195,000			

¹ Excludes \$210,000 thousand provided in the Department of Education Appropriations Act of 1998 for the Child Literacy Initiative, which would have become available on October 1 of fiscal year 1999 if specifically authorized by July 1, 1998. The Appropriations Act provided further that if an authorization was not enacted by then, the funds would be transferred to the Special Education account to be available on July 1, 1999, for the same purposes as that account. Enactment of authorizing legislation did not occur by July 1, 1998; the funds were transferred to the Special Education account.

READING EXCELLENCE

Reading and literacy grants

(Elementary and Secondary Education Act of 1965, Title II, Part C)

FY 2001 Authorization (\$000s): To be determined ¹

Budget authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
\$260,000	\$286,000	+\$26,000

¹ The current authorization expires September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

In 1998, Congress enacted the Reading Excellence Act as an amendment to Title II of the Elementary and Secondary Education Act (ESEA). The Administration's proposal for reauthorizing ESEA would move the program to Title I. Under both current law and the reauthorization proposal, the program is designed to:

- provide children with the readiness skills and support they need in early childhood so that they learn to read once they enter school;
- help ensure that all children read well and independently by the end of the third grade;
- support programs to assist kindergarten children who are not ready for the transition to first grade, particularly students experiencing difficulties with reading skills; and
- improve the instructional practices of teachers and other instructional staff in elementary schools, based on scientifically based reading research.

The Department makes competitive, 3-year grants to State educational agencies (SEAs) that have established a State reading and literacy partnership. Partnerships must consist of the Governor, the chief State school officer, members of the State legislature, and representatives of eligible local educational agencies (LEAs), community-based organizations, State directors of Federal programs supporting reading instruction, parents, teachers, and family literacy service providers.

SEAs that receive funding make 2-year subgrants, called "local reading improvement grants," on a competitive basis to LEAs that have at least one school in Title I school improvement status, have the highest or second highest percentage of poverty in the State, or have the

READING EXCELLENCE

Reading and literacy grants

highest or second highest number of poor children in the State. SEAs must use at least 80 percent of their awards to make local reading improvement grants to school districts to:

- provide professional development for teachers based on scientifically based reading research and practice;
- operate tutoring programs after school, before school, during non-instructional periods during the school day, on weekends, or during the summer;
- provide family literacy services through partnerships with community-based organizations, early childhood organizations, adult education programs, family literacy organizations, public libraries, colleges and universities, or other organizations to improve the teaching of reading and the reading achievement of children and their families; and
- provide additional services to kindergarten students who need extra support to improve their reading skills.

Each State may also use up to 5 percent of its funding for State-level administrative activities, such as technical assistance to local partnerships, program evaluation (up to 2 percent of funds), and coordination with other literacy-related activities.

In addition, States must award at least one "tutorial assistance grant" to LEAs most in need of help. LEAs that receive these subgrants contract with one or more tutorial assistance providers for after-school tutoring assistance, located at schools and other sites, to children in need of additional reading assistance. Parents who chose to enroll their child in one of these tutoring programs work with the school to decide which tutoring program best meets the needs of the child.

The Act requires the Secretary to reserve \$5 million for the National Institute for Literacy to carry out technical assistance and dissemination of materials and information about best practices. The Administration's proposed legislation would allow the Secretary to reserve up to 1 percent of program funds for program improvement and technical assistance activities directly related to State grant activities, in addition to the \$5 million reservation for the National Institute for Literacy. In addition, current law reserves \$10 million for Even Start Statewide Family Literacy initiatives; the Administration's reauthorization proposal would shift this funding authority to the Even Start program.

This is a forward-funded program that includes advance appropriations. A portion of the funds becomes available for obligation on July 1 of the fiscal year in which they are appropriated and remains available for 15 months through September 30 of the following year. The remaining funds become available on October 1 of the fiscal year following the appropriations act and remain available for 12 months, expiring at the same time as the forward-funded portion.

READING EXCELLENCE

Reading and literacy grants

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
1996	0 ¹
1997	0 ¹
1998	0 ¹
1999	\$260,000
2000	260,000

¹ Program not authorized.

FY 2001 BUDGET REQUEST

For fiscal year 2001, the Administration proposes to fund the Reading and Literacy Grants program at \$286 million, \$26 million above the fiscal year 2000 appropriation for the program. The increase will allow the Department to serve more children by providing grants to approximately 27 additional States.

Funding at the requested level will continue to support: (1) quality teacher development in the area of reading; and (2) extended learning for children to practice and further develop their reading skills. The purpose of this program -- to help all children read well and independently by the end of the third grade -- is a specific objective in the Department's Strategic Plan and one of the Administration's priorities.

Far too many young people are struggling through school without having mastered reading, the most essential and basic skill. On the 1998 National Assessment of Educational Progress (NAEP), 68 percent of all fourth graders in high poverty schools scored below the "basic" reading level. Research shows that students who fail to read well by fourth grade have a greater likelihood of dropping out and a lifetime of diminished success. For these reasons, providing consistent support for reading success from the earliest age has critically important benefits. These include helping improve reading gains, reducing the number of children who fall behind in reading, and providing additional help to children who need it.

The Reading and Literacy Grants program is the first comprehensive, nationwide effort to implement the features of high-quality scientifically based reading research in school reading instruction. Local reading programs work with teachers and school administrators to improve instruction, work on family literacy to improve the home learning environment, and mobilize tutors, reading coordinators, and experts in communities and States to assist and improve existing literacy efforts.

The Reading and Literacy Grants program emphasizes improving the quality of teaching in the area of reading by requiring all grantees to provide professional development to teachers and other instructional staff that is based on scientifically based reading research. The program also supports States and communities nationwide in building on what they have already done to

READING EXCELLENCE

Reading and literacy grants

promote literacy and to develop new partnerships linking parents, teachers, trained reading professionals, and trained tutors with school, library, and community literacy efforts.

In 1999, the Department awarded Reading and Literacy Grants to 17 States to enable them to create programs that use scientifically based reading research to improve the reading skills of elementary school students, particularly at-risk students who need additional help during the critical primary grades of kindergarten through grade 3. Among the States that received grants are:

- **Utah** -- Utah's program operate in collaboration with the University of Utah to infuse the latest findings from scientifically based reading research into curricula and instruction in Utah schools with the highest concentration of poor children. In addition to State staff, a team of six technical specialists will work directly with schools and communities throughout the State to provide technical services, conduct professional development workshops over two years for district and school leadership teams, and monitor implementation of the subgrants. Priority will be given to school districts that demonstrate a commitment to programs that meet the needs of limited English proficient students.
- **Rhode Island** -- Lessons learned from activities funded with Rhode Island's grant will serve as a keystone for primary grade reform throughout the State. The State will sponsor a variety of workshops that reflect scientifically based reading research and provide technical assistance to eligible districts and schools to help them develop comprehensive plans to improve reading. Local schools must participate in a professional development network organized by the State for teacher leaders, as well as organize school-based professional development to construct a comprehensive, systematic reading program for teachers and administrators. The University of Rhode Island's Family Resource Partnership will evaluate the Reading Excellence program and provide feedback to the State and participating schools and districts during the three years of the grant.
- **Texas** -- Texas will develop a comprehensive model of beginning reading instruction, based on scientifically based reading research, for use by eligible school districts and against which programs and professional development products can be evaluated. Support for developing the comprehensive model will be provided through the Center for Academic and Reading Skills, the Texas Center for Reading and Language Arts, and the Texas Family Literacy Center. The centers will also provide materials for professional development and support State staff in assisting school districts with the implementation process. School districts receiving funds will be required to carry out the following activities: conduct professional development for teachers and instructional staff on the teaching of reading according to scientifically based reading research; select one or more programs of reading instruction using scientifically based reading research; provide family literacy programs; and implement programs to assist kindergartners not ready for the transition to first grade.

READING EXCELLENCE

Reading and literacy grants

Under the Administration's Title I reauthorization proposal, Reading and Literacy Grants evaluation would be funded from a set-aside of up to 0.3 percent from the combined appropriations for all Title I programs. Up to \$3.9 million from that set-aside (including \$858,000 in Reading and Literacy Grants funds, or 0.3 percent of the total Reading and Literacy Grants request) would be used to support fiscal year 2001 evaluation activities for this program. The Department plans to continue an ambitious evaluation agenda for this program in fiscal year 2001. We anticipate starting several evaluation projects with fiscal year 1999 funds that would continue through 2001. These include: a Federal, State, and local outcomes and implementation study of the program; causal studies of effective practice in professional development, tutoring, and instruction for English language learners; and support and technical assistance for State evaluations.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance Goal: To improve reading for children in high poverty schools and schools that need improvement by supporting research-based reading instruction and tutoring.

Objective: Significantly improve students' achievement in participating schools and classrooms.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
By 2002, participating students will increase their reading scores significantly compared to comparable non-participants. <i>Baseline to be established in 2001.</i>				

Objective: Build the capacity of States and local districts to design and implement improvement strategies for reading that result in effective changes in classrooms.

READING EXCELLENCE

Reading and literacy grants

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
By April 2001, at least 16 States will have revised their State in-service training and guidelines for reading certification to reflect scientifically based reading research.			16 States	24 States

Data for both indicators will come from the first national evaluation of the program.

PROGRAM OUTPUT MEASURES (\$000s)

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Number of new awards	17	12	27
Range of awards	\$2,011- \$36,000	\$500- \$60,000	\$500- \$25,000
Average State grant	\$14,182	\$20,092	\$10,157
Number of schools	1,600	1,600	1,800
Evaluation	\$3,900	\$3,900	\$3,900
Information dissemination (National Institute for Literacy)	\$5,000	\$5,000	\$5,000
Even Start Statewide Family Literacy grants	\$10,000	\$10,000	0 ¹
Program improvement and technical assistance	0	0	\$2,860
Peer review of new award applications	\$87	\$200	\$200

¹ Under the Administration's reauthorization bill, these grants could be funded under the Even Start program.

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INDIAN EDUCATION

Divider Title: _____

Department of Education
INDIAN EDUCATION
Fiscal Year 2001 Budget Request

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INDIAN EDUCATION

[For expenses necessary to carry out, to the extent not otherwise provided, title IX, part A of the Elementary and Secondary Education Act of 1965, as amended, \$77,000,000.]

(Department of Education Appropriations Act, 2000, as enacted by section 1000(a)(4) of the Consolidated Appropriations Act, 2000 (P.L. 106-113).)

Note -- No FY 2001 appropriation language is provided because the requested resources are proposed for later transmittal upon enactment of proposed legislation to revise and reauthorize programs currently authorized under the Elementary and Secondary Education Act.

INDIAN EDUCATION

Amounts Available for Obligation (\$000s)

	1999	2000	2001
Discretionary authority:			
Annual appropriation	\$66,000	\$77,000	\$115,500
Unobligated balance expiring	<u>-5</u>	<u>0</u>	<u>0</u>
Total, direct obligations	65,995	77,000	115,500

Obligations by Object Classification (\$000s)

	1999	2000	2001
Grants, subsidies, and contributions	\$65,995	\$77,000	\$115,500

INDIAN EDUCATION

Summary of Changes
(\$000s)

2000.....	\$77,000
2001.....	<u>115,500</u>
Net change	+38,500

	<u>2000 base</u>	<u>Change from base</u>
<u>Increases:</u>		
<u>Program:</u>		
Increase in Grants to LEAs to improve educational opportunities for Indian children.	\$62,000	+\$30,765
Increase in special programs for Indian children for a new initiative to train Indian administrators to work in areas with high concentrations of Indian children.	13,265	+6,735
Increase in national activities to obtain new data on the educational status and needs of Indian children.	1,735	<u>+1,000</u>
Subtotal, increases		+38,500
Net change		+38,500

INDIAN EDUCATION

Authorizing Legislation
(\$000s)

Activity	2000 Authorized	2000 Estimate	2001 Authorized	2000 Request
Grants to local educational agencies (<i>ESEA IX-A-1</i>)	Indefinite ¹	\$62,000	To be determined ²	\$92,765
Special Programs for Indian children (<i>ESEA IX-A-2-9121 & 9122</i>)	Indefinite ¹	13,265	To be determined ²	20,000
National activities (<i>ESEA IX-A-4</i>)	Indefinite ¹	1,735	To be determined ²	2,735
<u>Unfunded authorizations:</u>				
Special programs for Indian adults (<i>ESEA IX-A-3</i>)	Indefinite ¹	0	To be determined ³	0
Indian fellowships program (<i>ESEA IX-A-2-9123</i>)	Indefinite ¹	0	To be determined ³	0
Gifted and talented program (<i>ESEA IX-A-2-9124</i>)	Indefinite ¹	0	To be determined ³	0
Grants to tribes for education administrative planning and development (<i>ESEA IX-A-2-9125</i>)	<u>\$3,000</u> ¹	<u>0</u>	<u>\$3,000</u> ³	<u>0</u>
Total definite authorization	3,000		3,000	
Total appropriation		77,000		115,500

¹The GEPA extension applies through September 30, 2000.

²The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

³The GEPA extension expires September 30, 2000; no new authorizing legislation is being proposed.

INDIAN EDUCATION

Appropriations History (\$000s)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
1992	\$77,400	\$77,547	\$77,400	\$76,570
1993	81,205	81,274	81,205	80,583
1994	84,006	83,500	83,405	83,500
1995	86,000	83,500	83,500	83,341
1995 Rescission	0	-2,000	-2,000	-2,300 ¹
1996	84,785	52,500	54,660	52,497
1997	81,500	52,497	52,500	60,993
1998	62,600	62,600	62,600	62,600
1999	66,000	66,000	66,000	66,000
2000	77,000	77,000	77,000	77,000
2001	115,500			

¹ Includes a \$2,000,000 rescission under P.L. 104-19 and a \$300,000 rescission that reflects this account's share of a \$1.5 million rescission in FY 1995 Departmental administrative and travel funds.

DEPARTMENT OF EDUCATION FISCAL YEAR 2001 BUDGET REQUEST

(in thousands of dollars) <u>Office, Account, Program and Activity</u>	D M	1999	2000	2001	President's Request Compared	
		<u>Appropriation</u>	<u>Appropriation</u>	<u>President's Request</u>	<u>to FY 2000 Appropriation</u>	
					<u>Amount</u>	<u>Percent</u>
<i>Indian Education</i>						
1. Grants to local educational agencies (ESEA IX-A-1).....	D	62,000	62,000	92,765	30,765	49.6%
2. Special programs for Indian children (ESEA IX-A-2, sections 9121 and 9122).....	D	3,265	13,265	20,000	6,735	50.8%
3. National activities (ESEA IX-A-4).....	D	735	1,735	2,735	1,000	57.6%
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Total.....		66,000	77,000	115,500	38,500	50.0%
Outlays.....		56,845	80,867	79,315	(1,552)	-1.9%

INDIAN EDUCATION

Summary of Request

In 1994, Congress amended the Indian Education authorization to focus programs on improving the capacity of schools to provide challenging curriculum to Indian students. The statute now supports a comprehensive approach to educational reform and helps ensure that Indians benefit from national education reforms and receive every opportunity to achieve to high standards. The Act authorizes programs of direct assistance for the education of Indian children and adults; the training of Indian individuals as educators and in other professions serving Indian people; and research, evaluation, and data collection. The programs promote the efforts of local educational agencies, State educational agencies, and Indian tribes and organizations to meet the unique educational and culturally related academic needs of these students. The Administration's reauthorization proposal would continue this approach.

The Administration's reauthorization proposal builds on the significant changes made in the 1994 reauthorization. While the proposal would maintain the commitment to the formula grant program to improve the quality of instruction that American Indian students receive, some minor changes are proposed. These changes include a clarification to eliminate confusion regarding the role of the parent committee and a modification of the BIA application process to reduce redundancy in student identifications. Consistent with general Administration policy, several unfunded authorizations would be repealed.

The Administration is requesting \$115.5 million for Indian Education programs for 2001, an increase of \$38.5 million over the 2000 level. With this increase, the Administration would significantly increase formula grant resources to enable school districts to provide viable Indian Education programs; expand the special programs for Indian children; and provide the resources to address the research objectives of President Clinton's Executive Order on American Indian and Alaska Native education. This includes:

- \$92.8 million (+\$30.8 million) for Grants to Local Educational Agencies in order to address the particular needs of Indian children and meet the Administration's commitment to building capacity at the local level for Indian students.
- \$20 million (+\$6.7 million) for Special programs for Indian children to fund new awards in professional development and early childhood demonstration grants, as well as to continue the American Indian Teacher Corps and create the American Indian Administrator Corps.
- \$2.7 million (+\$1 million) for National Activities to carry out research activities developed as part of a comprehensive research agenda to provide information on the status of education for the Indian population.

This request for Indian Education is part of a broad-based Administration initiative to improve services to Indians as highlighted by the Executive Order on American Indian and Alaska Native education. Other components of this initiative include:

- \$50 million through the School Renovation initiative for public schools with high concentrations of American Indian students, as well as \$5 million for Impact Aid

INDIAN EDUCATION

Summary of Request -- continued

construction, which will help LEAs build and renovate schools for their students living on Indian lands; and

- \$300 million for BIA school construction, which will reduce the significant shortage of appropriate classroom space and provide numerous health and safety improvements and repair projects for BIA schools.

American Indians have made progress in recent decades but continue to be disproportionately affected by poverty and low educational attainment and have fewer educational opportunities than other students. For example, recent data show that:

- Among American Indians 25 and older the high school completion rate in 1990 was 66 percent, 9 percent had attained a bachelor's degree, and 3 percent held graduate or professional degrees. Among the total population 25 years and older, 77 percent (11 percent higher than Indians) had completed high school, 20 percent (11 percent higher than Indians) had attained a bachelor's degree, and 7 percent (4 percent higher than Indians) held graduate or professional degrees.
- In 1990, 36.2 percent of American Indian children ages 5-17 were living below the poverty level, compared with 17 percent of all other children.
- American Indian students, on average, score lower on the National Assessment of Educational Progress than other students. For example, 48 percent of American Indian 4th graders and 63 percent of 8th graders scored "at or above basic" on the 1994 reading assessment, compared to 60 percent for all 4th grade students and 70 percent for 8th grade students. 52 percent of American Indian 4th graders and 50 percent of Indian 8th graders scored "at or above basic" on the 1996 mathematics assessment, compared to 64 percent for all 4th grade students and 62 percent for all 8th grade students.
- The combined score on the SAT in 1994-95 for American Indians was 850, or 60 points lower than the combined score of 910 reported for all students.
- American Indians have made significant progress on SAT scores, moving from 388 in Verbal and 420 in Math in 1976 to 403 in Verbal and 447 in Math in 1995. In comparison, white students have stayed relatively stable, or declined, moving from 451 Verbal and 493 Math in 1976 to 448 Verbal and 498 Math in 1995.
- In schools with 25% or more American Indian or Alaska Native enrollment, only 15% of teachers and 13% of principals were themselves American Indian or Alaska Native.

These facts and trends undergird the importance of the Department's request for increased funding for Indian Education.

INDIAN EDUCATION

Grants to local educational agencies

(Elementary and Secondary Education Act, Title IX, Part A, Subpart 1)

FY 2001 Authorization (\$000s): To be determined¹

Budget Authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
\$62,000	\$92,765	+\$30,765

¹ The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

Title IX, Part A, Subpart I of ESEA authorizes a formula program that provides assistance to schools for elementary and secondary school programs serving Indian students, including preschool children. Local educational agencies (LEAs), Bureau of Indian Affairs (BIA)-operated schools, and other BIA-supported schools are eligible for grants to address the unique educational and culturally related academic needs of Indian students so that those students can achieve to the same challenging State performance standards expected of all students. Indian tribes whose members are 50 percent or more of the children in the schools of an LEA are authorized to receive formula grants, in place of the LEA, in situations where the LEA does not apply for funding.

Each applicant must develop a comprehensive plan for meeting the needs of Indian children. This plan must be consistent with any State and local standards-based improvement plans and be developed and approved by a local committee comprised primarily of parents of Indian children. The plan must include student performance goals; a description of professional development activities that the applicant will carry out; and an explanation of how the LEA will assess students' progress toward meeting its goals and will provide the results of this assessment to the parent committee and community.

The grant amount to an LEA is based on a formula that provides grants only to LEAs or BIA schools in which the number of Indian children is at least 10 or constitutes at least 25 percent of total enrollment. (However, LEAs in California, Alaska, and Oklahoma, and those located on or near reservations, are exempted from this requirement.) The grant amount is determined by multiplying the number of Indian children in an LEA by the average per-pupil expenditure in the LEA's State or 80 percent of the average per-pupil expenditure in the U.S., whichever is greater. Grants are then ratably reduced to fit within the available appropriation. However, the authorizing legislation requires that each participating LEA receive at least \$3,000. LEAs and tribes must submit their applications to their State educational agency (SEA) for comment. If the SEA chooses to provide comments, it must comment on all applications submitted by entities within the State. State review of applications encourages increased State

INDIAN EDUCATION

Grants to local educational agencies

responsibility for the education of Indian students, ensuring that States consider the needs of Indian children as they develop standards-based reform plans under other ESEA programs.

The Department's proposal for reauthorization would maintain the commitment to the significant changes made in the 1994 reauthorization but includes some minor statutory changes. The bill would:

- Exempt Indian tribes applying in place of an LEA, as well as BIA schools, from requirements relating to the inclusion of a parent committee, maintenance of effort, and submitting applications for SEA review.
- Exempt BIA schools from documenting student eligibility to participate in the program.
- Add new examples of allowable activities, including: incorporating Indian-specific content and culturally responsive teaching strategies into curriculum; promoting coordination between tribal, Federal, and State public schools; and gifted and talented education.

Funding levels for the past 5 fiscal years were:

	(\$000s)
1996	\$50,000
1997	58,050
1998	59,750
1999	62,000
2000	62,000

FY 2001 BUDGET REQUEST

For 2001, the Department is requesting \$92.8 million for the LEA formula grant program, an increase of \$30.8 million over the 2000 appropriation. Of the total, \$84.8 million would be for formula grants to LEAs, and the remaining \$8 million would be allocated to the Secretary of the Interior to distribute to schools supported by the Bureau of Indian Affairs (BIA).

The formula grant program is the Department's principal vehicle for addressing the particular needs of Indian children, 90 percent of whom attend public schools. Grants supplement the regular school program, helping Indian children sharpen their academic skills, bolster their self-confidence, and participate in enrichment programs that would otherwise be unavailable. These local projects also address the National Education Goals related to school readiness, high school completion, and student achievement. The requested increase would further the Administration's overall goal of ensuring that Indian children achieve to the same standards expected of all children and follow through on the President's particular commitment to Indian programs as expressed through the recent Executive Order on American Indian and Alaska Native education.

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Grants to local educational agencies

The request also reflects the steady increase of the Indian population. The number of students that LEAs have identified as eligible for program services has grown from approximately 410,000 students in 1994 to approximately 463,000 students in 2000. Assuming that the number of eligible students remains at the 2000 level, the 2001 request would provide an estimated per-pupil payment under the formula grant program of \$200, an increase of \$66 per student from 2000.

The request will also help LEAs recover from the losses the program has taken over the last two decades. Since 1980, the highest level of funding for this program in constant dollars, the program has experienced several cuts in funding, and increases have failed to match the rate of inflation in most years. LEAs have had to modify their programs to adjust to this loss of purchasing power, and the program has not been able to have as significant an impact on Indian education as intended under the statute.

In 1999, the Department made grants to 1,263 LEAs to enable them to address the unique educational and culturally related academic needs of Indian students so that those students can achieve to the same challenging State performance standards expected of all students. Among the LEAs that received grants are:

- **Lame Deer Public School** – located on the Northern Cheyenne Reservation in southeast Montana, Lame Deer serves 530 Indian students. Program funds support a student assistance counseling center to ensure that students culturally related needs, academic and otherwise, are addressed in a culturally appropriate manner. The center provides programs designed to support drug and alcohol abuse recovery and prevention; mentoring with elders to support students, share community values, and provide encouragement to students to succeed in, and out of, school; and support for pregnant students and students with children. As part of a comprehensive effort to address the needs of Indian students, this program has helped reduce the number of unexcused absences from 85 to 11, reduced incidents of disruptive behavior from 184 to 2, and provided 52 students with in-depth counseling services and 273 students with other specialized counseling services. With increased funds, Lame Deer would be able to continue these efforts, broaden its program, provide additional counseling services, and further address the overall needs of Indian students.
- **Minneapolis Public Schools** – the goal of the project in Minneapolis is to provide services targeted toward eliminating the achievement gap between American Indians and other students. Indian Education services are coordinated with other State and Federal programs to provide a comprehensive effort to meet the culturally related academic needs of Indian students. The LEA operates programs to increase the involvement of Indian elders in language, culture, history, and support programs; provide service learning programs for students to incorporate Indian culture and values in urban settings; and, along with the State of Minnesota, is implementing an American Indian outcome-based curriculum that complements the district curriculum content standards with Indian topics. This program has helped increase the number of students passing the district math and reading tests (for an overall increase of 5

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Grants to local educational agencies

percent from 1996-97 to 1997-98), and reduce the drop-out rate by almost 30 percent. With increased funds, Minneapolis would be able to continue this trend of improving student achievement and decreasing drop-out rates, and would expand its programs to reach more students and incorporate the language, culture, and values of Indians into urban settings.

- **Public Schools of Robeson County, North Carolina** – the recipient of the largest formula grant, Robeson County has five major program service delivery goals and outcome indicators: (1) reduce the factors that inhibit learning; (2) improve academic performance in reading and mathematics; (3) increase Indian student participation rates in programs associated with challenging academic courses; (4) integrate local Native American Indian history and culture into core academic offerings; and (5) increase parental involvement and participation in the core program activities. Robeson County provides a variety of services to meet these goals. Reading and mathematics assistance programs and tutoring services have led to an average gain on the “End of Grade Reading” developmental scale of 6.3 points and an average increase of 11.2 on the End of Grade Math development scale. Counseling and referral services have helped attain a daily attendance rate of 91.1 percent for Indian students. The drop-out prevention and re-enrollment program has re-enrolled 63 students and led to their successful completion of program requirements. The Summer Day Camp, in 1998, targeted and served 210 4th, 5th, and 6th grade students achieving at or below grade level in reading, writing, and math. The parental involvement and training program provided services to 579 parents who are now directly involved with the Title IX program and school activities. With increased funds, Robeson County would be able to expand services and reach more students and parents with specialized tutoring and mentoring, academic assistance and counseling, and services that address the students’ unique cultural and academic needs.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents information on performance goals and objectives and selected performance indicators and strategies for measuring the progress made toward achieving program results. Desired targets are identified for each performance indicator where a baseline has been determined. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this and other programs supporting the performance goals and objectives.

Other performance indicators and strategies for this program are included in the Department’s Annual Program Performance Plan.

Performance goal: To assist American Indian and Alaska Native children in achieving to the same challenging standards expected of all students by supporting access to programs that meet their unique educational and culturally related academic needs.

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Grants to local educational agencies

Objective: American Indian and Alaska Native students served by school districts receiving Indian Education grants will progress at rates similar to those for all students in achievement to standards, promotion, and graduation.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Increasing percentages of Indian students will meet or exceed the performance standards that are established by the State, district, or tribe (as appropriate), or on national assessments. <i>FY 1994 baseline: 48 percent of Indian students in grade 4 and 63 percent of Indian students in grade 8 were at or above the basic level in <u>reading</u> proficiency. Comparable figures for the general population were 60 percent in grade 4 and 70 percent in grade 8.</i>		4 th : 60% 8 th : 70%		

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
<i>FY 1996 baseline: 52 percent of Indian students in grade 4 scored at or above the basic level in <u>mathematics</u> and 50 percent of Indian students in grade 8 scored at or above the basic level in mathematics. Comparable figures for the general population were 64 percent in grade 4 and 62 percent in grade 8.</i>		4 th : 64% 8 th : 62%		

American Indian and Alaska Native children suffer significant disadvantages in achieving academically. This indicator measures the academic progress of Indian children, which can be attributed in part to the Indian Education program. Data to support this indicator are collected through the National Assessment of Educational Progress (NAEP). The 1998 NAEP showed a steady level in 4th grade and slight progress in grade 8 for Indian students in math: 4th grade students stayed at 52 percent at or above basic and 8th grade students went from 50 percent to 51 percent at or above basic. However, reading scores for both 4th and 8th grade students slipped slightly from 1994 to 1998: 4th grade students went from 48 percent to 47 percent at or above basic and 8th grade students went from 63 percent to 61 percent at or above basic. As States continue to put standards and assessments in place it is likely that Indians will improve in reading scores and continue to improve in math scores. The 2000 NAEP will provide updated information on math scores. The 2002 NAEP will provide updated information on reading scores.

INDIAN EDUCATION

Grants to local educational agencies

PROGRAM OUTPUT MEASURES

(\$000s)	<u>1999</u>	<u>2000</u>	<u>2001</u>
LEA formula grant funds	\$62,000	\$62,000	\$92,765
Number of awards			
LEAs	1,118	1,118	1,118
BIA-grant/contract schools	79	79	79
BIA-operated schools	<u>66</u>	<u>66</u>	<u>66</u>
Total	1,263	1,263	1,263
Distribution of funds			
LEAs	\$56,820	\$56,820	\$85,015
BIA-grant/contract schools	3,010	3,010	4,504
BIA-operated schools	<u>2,170</u>	<u>2,170</u>	<u>3,246</u>
Total	62,000	62,000	92,765
Number of eligible students			
LEAs	420,653	420,653	420,653
BIA-grant/contract schools	23,985	23,985	23,985
BIA-operated schools	<u>18,189</u>	<u>18,189</u>	<u>18,189</u>
Total	462,827	462,827	462,827
Range of awards (whole dollars)			
Highest	\$1,338,179	\$1,340,000	\$1,500,000
Lowest	\$3,000	\$3,000	\$3,000
Average payment per eligible student (whole dollars)	\$134	\$134	\$200

INDIAN EDUCATION

Special programs for Indian children

(Elementary and Secondary Education Act, Title IX, Part A, Subpart 2, Sections 9121 and 9122)

FY 2001 Authorization (\$000s): To be determined¹

Budget Authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
\$13,265	\$20,000	+\$6,735

¹ The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

Title IX, Subpart 2 of ESEA authorizes a variety of discretionary programs designed to improve the quality of education for Indian students. These programs make competitive awards, and applications are evaluated based on criteria specified in regulations. The two activities that currently are funded and that would be continued under the Administration's reauthorization proposal are:

- Improvement of Educational Opportunities for Indian Children (Section 9121) (Demonstration Grants). Under this program, the Department makes discretionary grant awards to State educational agencies (SEAs), local educational agencies (LEAs), Indian tribes and organizations, and institutions of higher education to improve Indian student achievement through demonstration grants in such areas as early childhood education, drop-out prevention, and school-to-work and secondary school-higher education transition programs.
- Professional Development (Section 9122). Under this program, the Department makes discretionary grant awards to (1) institutions of higher education, or (2) SEAs, LEAs, Indian tribes and organizations, and BIA-funded schools, in consortiums with institutions of higher education, to increase the number of qualified Indian individuals in professions serving Indian people. The grants enable Indians to receive training as engineers, doctors, educators, and other professionals, before returning to serve in their native communities. Individuals receiving training under this program are required to secure employment in a field related to their education and benefiting Indians, or pay back the amount of the assistance.

Title IX, Subpart 2 of ESEA also authorizes Fellowships for Indian Students, to provide grants to graduate or undergraduate Indian students; Gifted and Talented Education, to establish centers

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Special programs for Indian children

for gifted and talented Indian students at tribally controlled community colleges; and Grants to Tribes for Education Administration Planning and Development, to make grants to tribes and tribal organizations for the development of tribal departments of education. Congress has not funded the Fellowships program since fiscal year 1995. The other two authorities have never been funded.

The Administration's reauthorization proposal would make minor changes in the Demonstration Grants to require that applicants demonstrate that their proposed program is research based. In addition, the proposal would modify the Professional Development program to exempt participants who receive inservice training from the service requirement, and to permit grants for inservice programs to consortia of tribal colleges and institutions of higher education that award a degree in education.

The Administration's proposal would repeal the authorizations for the three activities that replicate other authorities and have not received recent funding: Fellowships for Indian Students, Gifted and Talented Education, and Grants to Tribes for Education Administration Planning and Development.

Funding levels for the past 5 fiscal years were:

	(\$000s)
1996	0
1997	0
1998	0
1999	\$3,265
2000	13,265

FY 2001 BUDGET REQUEST

For 2001, the Department requests \$20 million for Special Programs for Indian Children, a \$6.7 million increase over the 2000 level. Continued Federal support for these programs is justified by the increasing Indian student population and the continued special educational needs of Indians. For example:

- 1990 census data show that American Indian and Alaska Native children are significantly affected by poverty, with 36.2 percent of Indian children below the poverty line.
- In 1993-94, in high schools where the concentration of Indian students was greater than 25 percent, only 44.7 percent of the Indian seniors applied to college. (Characteristics of American Indian and Alaska Native Education, NCES, 1997.)

From fiscal year 2001 funds, the Department would use \$5 million to fund new awards under the Demonstration Grants and Professional Development program. The Department would use \$10 million to continue the American Indian Teacher Corps (which is carried out under the

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Special programs for Indian children

Professional Development authority). With the remaining \$5 million, the Department would initiate the American Indian Administrator Corps.

- Under the Demonstration Grants authority, in fiscal year 1999 the Department made eight 2-year grants to promote school readiness, enhance native language development, and increase the potential for learning among young American Indian and Alaska Native students. Fiscal year 2001 funds will initiate 12 additional projects.
- Under the Professional Development authority, in fiscal year 1999 the Department initiated nine 2-year grants to institutions of higher education (IHE), and to State or local educational agencies or tribes in consortium with IHEs to provide support and training for Indian students who are pursuing degrees in education or school administration and related fields. Through this authority, the Department hopes to encourage more Indian students to pursue careers in education, particularly in schools with large populations of Indian students. Fiscal year 2001 funds would be used to initiate approximately 14 new projects.
- The American Indian Teacher Corps initiative, which will begin in fiscal year 2000, combines several program elements in a manner that will effectively train Indian college students to work in schools with concentrations of Indian children and youth. First of all, it will support the efforts of tribal colleges and postsecondary institutions that offer teacher training to develop and operate programs; a competitive priority will be provided to partnerships of tribal colleges and postsecondary institutions that facilitate recruitment and ensure that programs reflect the needs of Indian students. Second, it will recruit heavily among Indian paraprofessionals who are already working in Indian communities, can connect with the students in Indian schools, and are more likely than other students to remain in those schools. (Heavily Indian schools are typically plagued by high teacher turn-over, as many teachers who enter those schools do not relate well to the students or experience a sense of isolation in the community.) Third, the program will be comprehensive: the appropriation will support tuition and living expenses for the students, as well as program development and operational costs for the institutions. Finally, the initiative will provide both pre-service and in-service instruction; grantees will receive funding to provide training to teachers who are already working in Indian schools, particularly in such areas as effective methods for teaching reading and mathematics to the linguistically diverse Indian population.

The 2001 budget would continue the training of an initial cohort of 500 prospective teachers, as well as professional development for teachers currently in the field. Completions of the education of the 500 participants would fulfill half of the Administration's objective of training and placing 1,000 Indian educators through this initiative.

- The American Indian Administrator Corps initiative, modeled after the American Indian Teacher Corps (and also proposed to be carried out under the Professional Development authority), would recruit, train, and provide inservice professional development to

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Special programs for Indian children

American Indians to become effective school administrators in schools with high concentrations of American Indian students. Like the Teacher Corps, it would operate programs at tribal colleges and to postsecondary institutions that offer education administration programs; there would be a competitive priority to bring together tribal colleges and postsecondary institutions in partnership to facilitate recruitment and ensure that programs reflect the needs of American Indian professionals. Second, it would recruit heavily among Indian teachers and professionals who are already working in Indian schools, and are more likely than other individuals to remain in those schools. Finally, the grantees would receive funding to provide training to teachers and administrators who are already working in Indian schools to enhance their knowledge in education reform efforts.

The 2001 budget request would fund approximately 14 grantees and an initial cohort of approximately 200 American Indian teachers and professionals.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents information on performance goals and objectives and selected performance indicators and strategies for measuring the progress made toward achieving program results. Desired targets are identified for each performance indicator where a baseline has been determined. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this and other programs supporting the goals and objectives

Other performance indicators and strategies for this program are included in the Department's Annual Program Performance Plan.

Performance goal: To assist American Indian and Alaska Native children achieve to the same challenging standards expected of all students by supporting access to programs that meet their special educational and culturally related academic needs.

Objective: Discretionary programs will focus on improving educational opportunities and services for Indian students.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Increasing percentages of teachers and administrators in schools with a high population of American Indian and Alaska Native students will themselves be American Indian and Alaska Native. <i>FY 1993-1994 baseline: 15% of teachers in schools with 25 percent or more Indian enrollment were American Indian and Alaska Native. 13 percent of principals in schools with 25 percent or more Indian enrollment were American Indian and Alaska Native.</i>				

INDIAN EDUCATION

Special programs for Indian children

This indicator measures the success of professional development grantees (and of other efforts) in encouraging Indian students to pursue opportunities in teaching and educational administration. The Department has set a goal for fiscal year 2005 that 20 percent of teachers and 18 percent of principals will themselves be American Indian or Alaska Native in schools with 25 percent or more of American Indian and Alaska Native students. The 1993-1994 Schools and Staffing Survey provided the baseline data, the 2000-2001 SASS will provide the updated interim data, and the 2004 SASS will provide data on meeting the established goal.

PROGRAM OUTPUT MEASURES

(\$000s)

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Demonstration Grants	\$1,272	\$1,260	\$2,400
Number of new awards	8	0	12
Number of continuation awards	0	8	0
Average award	\$159	\$159	\$200
Professional Development	\$1,970	\$1,970	\$2,600
Number of new awards	9	0	14
Number of continuation awards	0	9	0
Average award	\$219	\$219	\$186
Number of students served	290	290	290
American Indian Teacher Corps	0	\$10,000	\$10,000
Number of students served	0	500	500
Range of awards	0	\$5-10	\$5-10
Number of institutional awards	0	20	20
Average award	0	\$250	\$250
American Indian Administrator Initiative	0	0	\$5,000
Number of individuals served	0	0	200
Range of awards	0	0	\$5-10
Number of institutional awards	0	0	14
Average award	0	0	\$357

INDIAN EDUCATION

National activities

(Elementary and Secondary Education Act, Title IX, Part A, Subpart 4)

FY 2001 Authorization (\$000s): To be determined¹

Budget Authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
\$1,735	\$2,735	+\$1,000

¹ The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

This program is a national discretionary authority for research, evaluation, and data collection to provide information on the status of education for the Indian population and on the effectiveness of Indian Education programs. The Department proposed the creation of this authority in the 1994 reauthorization after finding that, without an evaluation and data analysis program specifically for Indian education, we could not answer the questions raised by congressional committees, the Indian community, and others about the educational status and needs of the Indian population.

Under this authority (and prior to its creation, through special appropriations language), the Department has used funds to augment the 1990-1991 and 1993-1994 Schools and Staffing Survey (SASS) in order to over-sample the Indian population and thereby obtain statistically representative data. The appropriation supported the development of the survey instrument, over-sampling of the Indian population, and production and publication of a comprehensive report on the status of Indian education, *Characteristics of American Indian and Alaska Native Education*. Through this action, the Department has been able to gather and disseminate data on the enrollment of Indian students, graduation rates, English-speaking ability of Indian students, characteristics of teachers and principals serving Indian students, and other areas of concern and interest. The 1999 appropriation financed the augmentation of the 2000-2001 SASS in order to update the information collected in the previous survey.

The Department used 1993 and 1994 funds to contract with the Urban Institute for a special analysis of 1990 Census data on Indians in such areas as: household income, poverty status, at-risk preschool children, current grade enrollment, educational attainment, and ability to speak English. This analysis compares data for Indians with comparable data for other ethnic groups in each of these areas.

In 1995, the Department contracted for a study of the plans that local educational agencies prepare under the Indian Education Grants to LEAs program to determine whether those plans were meeting the requirements of the reauthorized statute. In 1998, the Department completed

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National activities

a comprehensive compilation of data on American Indian and Alaska Native participation in postsecondary education.

To meet the requirements of the recent Executive Order on Indian Education, fiscal year 2001 funds will be used to carry out the first stages of a comprehensive research agenda on the educational status of American Indian students. One component of that agenda will be a special oversample of the Indian population for the National Center for Education Statistics Early Childhood Longitudinal Survey. This survey will provide additional baseline information on American Indian students.

Funding levels for the past 5 fiscal years were:

	(\$000s)
1996	0
1997	0
1998	0
1999	\$735
2000	1,735

FY 2001 BUDGET REQUEST

For 2001, the Department requests \$2.7 million for national activities, an increase of \$1 million over the 2000 level. The Department would use these funds to support the Early Childhood Longitudinal Survey initiated in 2000 by the National Center for Education Statistics. Funds would also support other projects identified for support by the comprehensive research agenda called for in the Executive Order on American Indian and Alaska Native Education. The Department expects to complete development of a final agenda by December 2000.

PROGRAM OUTPUT MEASURES

(\$000s)

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Supplement to the SASS	\$735	0	0
Research Agenda task order	0	\$300	0
Executive Order research activities	0	885	\$1,735
Early Childhood Longitudinal Survey	0	500	1,000

INDIAN EDUCATION

Grants to local educational agencies

State or Outlying Area	1999	2000	2001
Alabama.....	\$1,157,471	\$1,157,471	\$1,763,038
Alaska.....	6,774,683	6,774,683	10,397,957
Arizona.....	7,421,934	7,421,934	11,128,395
Arkansas.....	128,595	128,595	186,470
California.....	4,134,309	4,134,309	6,141,087
Colorado.....	406,590	406,590	603,595
Connecticut.....	24,288	24,288	36,570
Delaware.....	0	0	0
Florida.....	62,771	62,771	83,151
Georgia.....	0	0	0
Hawaii.....	0	0	0
Idaho.....	267,741	267,741	419,512
Illinois.....	59,133	59,133	122,868
Indiana.....	6,817	6,817	11,468
Iowa.....	122,590	122,590	180,923
Kansas.....	234,418	234,418	511,882
Kentucky.....	0	0	0
Louisiana.....	506,822	506,822	738,450
Maine.....	86,441	86,441	160,679
Maryland.....	140,837	140,837	240,640
Massachusetts.....	104,536	104,536	117,794
Michigan.....	2,644,461	2,644,461	4,098,386
Minnesota.....	2,354,986	2,354,986	3,486,801
Mississippi.....	243,965	243,965	355,906
Missouri.....	47,922	47,922	65,696
Montana.....	2,069,214	2,069,214	3,025,557
Nebraska.....	433,915	433,915	650,248
Nevada.....	489,724	489,724	710,622
New Hampshire.....	0	0	0
New Jersey.....	103,613	103,613	169,130
New Mexico.....	5,274,603	5,274,603	8,047,020
New York.....	1,107,163	1,107,163	1,731,053
North Carolina.....	2,124,375	2,124,375	3,349,073
North Dakota.....	1,081,543	1,081,543	1,603,931
Ohio.....	7,362	7,362	11,404
Oklahoma.....	12,391,495	12,391,495	17,814,223
Oregon.....	1,297,704	1,297,704	1,967,754
Pennsylvania.....	0	0	0
Rhode Island.....	0	0	0
South Carolina.....	34,534	34,534	50,740
South Dakota.....	2,326,955	2,326,955	3,240,582
Tennessee.....	0	0	0
Texas.....	180,760	180,760	275,603
Utah.....	776,808	776,808	1,153,250
Vermont.....	90,501	90,501	141,116
Virginia.....	14,635	14,635	22,375
Washington.....	3,255,369	3,255,369	4,766,641
West Virginia.....	0	0	0
Wisconsin.....	1,657,451	1,657,451	2,647,184
Wyoming.....	350,966	350,966	536,225
District of Columbia.....	0	0	0
Puerto Rico.....	0	0	0
Total.....	62,000,000	62,000,000	92,765,000

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SCHOOL RENOVATION

Divider Title: _____

Department of Education
SCHOOL RENOVATION
Fiscal Year 2001 Budget Request

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SCHOOL RENOVATION

For grants and loans to carry out school renovation under Title XII of the Elementary and Secondary Education Act of 1965, \$1,300,000,000, which shall become available on July 1, 2001 and shall remain available until expended,¹ of which: (1) \$50,000,000 shall be for grants to local educational agencies (as defined in section 8013(9) of such Act) in which the number of children determined under section 8003(a)(1)(C) of such Act constituted at least 50 percent of the number of children who were in average daily attendance in the schools of such agency during the preceding school year;² (2) \$125,000,000 shall be for grants to local educational agencies (other than those under (1)); and (3) \$1,125,000,000 shall be for the costs of direct loans to local educational agencies; *Provided*, That such costs, including the cost of modifying such loans, shall be as defined in section 502 of the Congressional Budget Act of 1974; *Provided further*, That these funds are available to subsidize gross obligations for the principal amount of direct loans not to exceed \$7,000,000,000; *Provided further*, That notwithstanding any provision of Titles XII and XIV, the Secretary shall make these grants and loans subject to such terms and conditions as the Secretary shall establish.

Note--Each language provision that is followed by a footnote reference is explained in the Analysis of Language Provisions and Changes document which follows the appropriations language.

SCHOOL RENOVATION

Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>SCHOOL RENOVATION</p> <p>¹ <u>...\$1,300,000,000, which shall become available on July 1, 2001 and shall remain available until expended</u></p>	<p>This language forward funds the program because the Department may need more than 1 year to establish the program and its application process. In addition, the language extends the availability of funds because renovation projects may require more than 1 year to initiate and complete.</p>
<p>² <u>... (1) \$50,000,000 shall be for grants to local educational agencies (as defined in section 8013(9) of such Act) in which the number of children determined under section 8003(a)(1)(C) of such Act constituted at least 50 percent of the number of children who were in average daily attendance in the schools of such agency during the preceding school year;...</u></p>	<p>This language provides \$50,000,000 in grants to LEAs that qualify to receive Impact Aid Construction funds (under the terms set forth in the Administration's Elementary and Secondary Act reauthorization proposal) because at least 50 percent of their students in average daily attendance reside on Indian lands.</p>

SCHOOL RENOVATION

Amounts Available for Obligation
(\$000s)

	1999	2000	2001
Discretionary authority:			
Annual appropriation	0	0	\$1,300,000
Total obligations			1,300,000

SCHOOL RENOVATION

Obligations by Object Classification (\$000s)

	1999	2000	2001
Grants, subsidies, and contributions	0	0	\$1,300,000

SCHOOL RENOVATION

Summary of Changes (\$000s)

2000.....	0	
2001.....	<u>\$1,300,000</u>	
Net change		+1,300,000

	<u>2000 base</u>	<u>Change from base</u>
<u>Increases:</u>		
<u>Program:</u>		
Provide grants to Indian LEAs, grants to other high-need LEAs, and school renovation loans in order to improve the condition of school facilities.	0	<u>+\$1,300,000</u>
Subtotal, increases		+1,300,000
Net change		+1,300,000

SCHOOL RENOVATION

Authorizing Legislation
(\$000s)

Activity	2000 Authorized	2000 Estimate	2001 Authorized	2001 Request
School renovation (<i>ESEA, XII</i>)	Indefinite	0	To be determined ¹	\$1,300,000

¹The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

SCHOOL RENOVATION

School Renovation

(Elementary and Secondary Education Act of 1965, Title XII)

FY 2001 Authorization (\$000s): Indefinite ¹

Budget authority (\$000s):

	<u>2000</u>	<u>2001</u>	<u>Change</u>
Grants to Indian local educational agencies	0	\$50,000	+\$50,000
Grants to other high-need local educational agencies	0	125,000	+125,000
School renovation loans	0	<u>1,125,000</u>	<u>+1,125,000</u>
 Total	 0	 1,300,000	 +1,300,000

¹The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

The School Renovation program would provide \$1.3 billion to help local educational agencies (LEAs) renovate their schools. Of this total amount, \$50 million would be provided to approximately 118 LEAs that have 50 percent or more of their children in average daily attendance residing on Indian lands. Of the remaining \$1.25 billion, both \$125 million in grants and \$1.125 billion in loan subsidies would be provided to LEAs. This loan subsidy would leverage approximately \$6.5 billion in 7-year no-interest loans. Renovation funded through these grants and loans could include such projects as repairs to roofs, climate control systems, or plumbing.

The assistance provided under this account supplements other construction assistance in the Administration's 2001 request, including the authority for State and local governments to issue \$24.8 billion in tax-credit bonds in the Administration's tax policy proposal; \$300 million for Bureau of Indian Affairs (BIA) schools (in the Department of the Interior's budget request); and \$5 million under the Impact Aid Construction authority. The tax-credit bonds would provide tax credits to bond holders that, on average, would equal the amount of interest payments on 15-year bonds. These bonds would typically be used for major renovations and the construction of new schools, while the 7-year loans would typically be used for less expensive renovation projects that LEAs could repay in 7 years. The funds for BIA are important because BIA schools, which are in poor condition, would not qualify for the Indian LEA grants provided under this account.

SCHOOL RENOVATION

School Renovation

FY 2001 BUDGET REQUEST

The Administration requests \$1.3 billion for school renovation. The General Accounting Office's (GAO's) report, School Facilities: Condition of America's Schools, found that the condition of many schools in the U.S. is poor. The report estimated that the cost of bringing the Nation's schools into good overall condition was about \$112 billion. According to the study, about 14 million students attended one-third of the Nation's schools that reported needing extensive repair or replacement of one or more buildings. About 28 million students attended 60 percent of the Nation's schools that reported having one or more building features, such as roofs, plumbing, and climate control systems, needing to be extensively repaired, overhauled, or replaced. Three-quarters of these schools had multiple features in need of repair. (The data in the GAO report are based on a sample of 10,000 elementary and secondary schools.)

The report indicates that 50 percent of schools reported having at least one unsatisfactory environmental condition, such as air quality or physical security. It also indicated that 33 percent of schools reported multiple environmental problems, and one-half of these schools had four to six such problems. In addition, even though three-quarters of the schools indicated that they had spent funds during the three preceding years to address such hazardous conditions as asbestos, lead in paint or water, and radon, two-thirds reported plans to spend additional funds to help remediate these hazardous conditions. According to GAO, approximately \$5 billion was needed to manage or correct these problems. An estimated 45 percent of the schools reported plans to spend funds correcting problems related to asbestos alone. Another GAO report, Toxic Substances: Information on Costs and Financial Aid to Schools to Control Asbestos, reported that Federal assistance under the Asbestos School Hazard Abatement Act of 1984 was insufficient to correct asbestos problems. While the Environmental Protection Agency received 1,746 qualified applications totaling \$599 million from 1988 through 1991, it was only able to provide \$157 million to 586 local educational agencies.

Many of the examples of problems in schools that were visited by GAO are disturbing:

- In Montgomery County, Alabama, an elementary school ceiling collapsed due to water damage and a junior high school had raw sewage backing up on its front lawn due to defective plumbing.
- In New York City, an overcrowded high school had inadequate ventilation, many interior classrooms, and windows that did not open, which combined to make the school unbearably hot during warm weather. During cold weather, the high school's heating system was dependent on a fireman stoking a coal furnace by hand.
- A Chicago high school's floors were buckling, and, in some parts of the school, could not be walked upon. Its heating problems left some rooms too warm while others had no heat, and its plumbing problems in a science lab prevented students from conducting experiments.

Because of problems like these, the American Society of Civil Engineers considered the Nation's school infrastructure to be the poorest among all the types of infrastructure,

SCHOOL RENOVATION

School Renovation

such as roads and drinking water, that it reviewed. In 1998 it gave its only failing grade to America's schools. Part of the reason for the poor condition of the Nation's school buildings is probably their age. The National Center for Education Statistics (NCES) reports in How Old Are America's Public Schools? that, in 1998, the average age for a school building was 42 years.

Problems are Concentrated in High-Poverty and Predominantly Indian LEAs

The Nation's oldest schools have higher percentages of impoverished children, according to NCES. Among schools with less than 20 percent poor children, 20 percent were built before 1950, but among schools with 20 to 49 percent poor children, 29 percent were built before 1950; and among schools with 50 percent or more poor children, 34 percent were built before 1950. In addition to high-poverty LEAs, other LEAs lack wealth, make a high tax effort (relative to their resources) for education, and lack the wherewithal to make urgent repairs to their school facilities.

School districts with large proportions of children residing on Indian lands face particularly difficult problems. School districts with 50 percent or more of their students residing on Indian lands in 1999 had an average child poverty rate of 45 percent in 1990, the highest poverty rate of the different types schools districts participating in the Impact Aid Construction program. Local educational agencies must educate children residing on Indian lands, but their local governments may not tax the Indian lands on which those children reside. Because they cannot tax these lands, they tend to have insufficient revenue to repay borrowed funds for capital improvements. Furthermore, many of these LEAs are in States that offer little or no assistance for capital projects. As a result of the lack of funds, their school facilities deteriorate.

Not surprisingly, the condition of school facilities in LEAs with large proportions of children residing on Indian lands is particularly poor. The National Indian Impacted Schools Association (NIISA) conducted a survey of its members in 1996. Indian students comprised 28 percent of the enrollment among the responding LEAs. The respondents' estimated cost of bringing their schools into good overall condition was \$6.9 million on average; the median estimate was \$1.0 million. Even though these estimates are large, many of the survey respondents indicated they did not factor in the cost of building additional classroom space to meet anticipated enrollment growth over the next 5 to 10 years. The needs of LEAs with at least 50 percent Indian lands students are likely to be even greater on average, since these districts tend to have a smaller than average tax base, which likely leads to deferred maintenance and overcrowding.

Impact on Education

In addition to posing safety hazards, inadequate school facilities hinder the education of children. A 1997 paper by the Department of Education's Planning and Evaluation Service, Impact of Inadequate School Facilities on Student Learning, found that a number of studies had demonstrated that good facilities are an important precondition for student achievement.

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School Renovation

- In North Dakota high schools, school condition and student achievement were positively correlated.
- In the District of Columbia, students' standardized achievement scores, when controlled for by such variables as socioeconomic status, were found to be lower among students in poor school facilities.
- In rural Virginia high schools, student achievement scores, controlled for socioeconomic status, were as much as 5 percentage points lower in buildings with lower quality ratings.

The link between school condition and student achievement is hardly surprising. Students in climate-controlled environments with adequate light that are free of hazardous substances, such as lead paint, would be expected to perform better than students in poor school facilities that are either too warm or too cold, too dark, and that expose them to hazardous substances.

Need for School Renovation Funds

GAO notes in School Facilities: Condition of America's Schools that LEAs are having difficulty raising funds for school construction. Approximately one-third of LEAs had an average of two bond initiatives fail in the past 10 years. Insufficient tax bases (i.e., low assessed value of property per pupil) and the passage of property tax limitations also limited the availability of funds for school construction. Targeted Federal assistance would enable LEAs to improve the condition of their schools, thereby reducing both: (1) health and safety problems faced by students; and (2) impediments to learning.

By targeting funds to LEAs with large proportions of children residing on Indian lands and other high-need LEAs, funds would be spent by communities that likely would not have been able to improve their school facilities without Federal assistance. The targeting of funds distinguishes this school renovation proposal from others that relied solely on arbitrage to raise funds for schools.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance indicators and strategies for this program will be included in the Department's Annual Program Performance Plan and Annual Program Performance Report.

Performance Goal: To improve the condition of school facilities in communities that lack the necessary resources for school renovation.

SCHOOL RENOVATION

School Renovation

Objective: LEAs receiving funds report that the adequacy of their school facilities is improving.

<u>Indicator</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
Ninety percent of LEAs receiving funds report that the adequacy of their school facilities is improving. <i>Baseline data to be established in FY 2002.</i>		90%	90%	90%

PROGRAM OUTPUT MEASURES ¹ (\$000s)

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Projects	0	8,300	8,300
Grant volume	0	\$175,000	\$175,000
Loan subsidy	0	\$1,125,000	\$1,125,000
Loan volume	0	\$6,540,698	\$6,540,698

¹ All figures are estimates.

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BILINGUAL AND IMMIGRANT EDUCATION

Divider Title: _____

Department of Education
BILINGUAL AND IMMIGRANT EDUCATION
Fiscal Year 2001 Budget Request

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BILINGUAL AND IMMIGRANT EDUCATION

[For carrying out, to the extent not otherwise provided, bilingual, foreign language and immigrant education activities authorized by parts A and C and section 7203 of title VII of the Elementary and Secondary Education Act of 1965, without regard to section 7103(b),² \$406,000,000: *Provided*, That State educational agencies may use all, or any part of, their part C allocation for competitive grants to local educational agencies.³](*Department of Education Appropriations Act, 2000, as enacted by section 1000(a)(4) of Division B of the Consolidated Appropriations Act, 2000 (Public Law 106-113).*)

NOTES

No FY 2001 appropriation language is provided because the requested resources are proposed for later transmittal upon enactment of proposed legislation to revise and reauthorize programs currently authorized under the Elementary and Secondary Education Act.

Each language provision that is followed by a footnote reference is explained in the Analysis of Language Provisions and Changes document which follows the appropriation language.

BILINGUAL AND IMMIGRANT EDUCATION

Analysis of Language Provisions and Changes

Language Provision	Explanation
¹ [... and section 7203 of title VII of the Elementary and Secondary Education Act,]	This language allows funding only for foreign language assistance grants authorized by section 7203; no funding has been made available in recent years for the incentive program authorized by section 7205.
² [... without regard to section 7103(b),...]	This language overrides the statutory requirement that at least 25 percent of the Bilingual Education appropriation be used for Subpart 3, Professional Development.
³ <i>Provided</i> , That State educational agencies may use all, or any part of, their part C allocation for competitive grants to local educational agencies.]	This language provides flexibility to States to make Immigrant Education subgrants on either a formula or discretionary grant basis.

BILINGUAL AND IMMIGRANT EDUCATION

Amounts Available for Obligation
((\$000s))

	1999	2000	2001
<u>Discretionary authority:</u>			
Annual appropriation	\$380,000	\$406,000	\$460,000
Unobligated balance expiring	<u>-677</u>	<u>0</u>	<u>0</u>
Total, direct obligations	379,323	406,000	460,000

BILINGUAL AND IMMIGRANT EDUCATION

Obligations by Object Classification (\$000s)

	1999	2000	2001
Contractual services and supplies:			
Advisory and assistance services	\$3,870	\$3,708	\$3,990
Peer review	610	836	1,065
Other services	<u>1,500</u>	<u>1,500</u>	<u>2,000</u>
Subtotal	5,980	6,044	7,055
Supplies and materials	5	0	0
Grants	<u>373,338</u>	<u>399,956</u>	<u>452,945</u>
Total, direct obligations	379,323	406,000	460,000

BILINGUAL AND IMMIGRANT EDUCATION

Summary of Changes
(\$000s)

2000.....	\$406,000
2001.....	<u>460,000</u>
Net change	+54,000

	<u>2000 base</u>	<u>Change from base</u>
<u>Increases:</u>		
<u>Program:</u>		
Increase in Instructional Services to fund 113 additional projects	\$162,500	+\$17,500
Increase in Support Services to increase size of SEA grants in States with concentrations of limited English proficient students; increase the scope of operations of the National Clearinghouse for Bilingual Education; expand evaluation activities related to data collection on program performance; and implement the new academic excellence and instructional materials activities	14,000	+2,000
Increase in Professional Development, to award 131 additional grants and 195 additional fellowships to address the critical shortage of trained instructional personnel serving limited English proficient students	71,500	+28,500
Increase in Foreign Language Assistance to make 49 additional awards to SEAs and LEAs	8,000	<u>+6,000</u>
Net change		+54,000

BILINGUAL AND IMMIGRANT EDUCATION

Authorizing Legislation (\$000s)

Activity	2000 Authorized	2000 Estimate	2001 Authorized	2001 Request
Bilingual and immigrant education:				
Instructional services (ESEA-VII-A-1)	Indefinite	\$162,500	To be determined ¹	\$180,000
Support services (ESEA-VII-A-2)	Indefinite	14,000	To be determined ¹	16,000
Professional development (ESEA-VII-A-3)	Indefinite ²	71,500	To be determined ¹	100,000
Foreign language (ESEA-VII-B)	Indefinite ³	8,000	To be determined ¹	14,000
Immigrant education (ESEA-VII-C)	<u>Indefinite</u>	<u>150,000</u>	<u>To be determined</u> ¹	<u>150,000</u>
Total definite authorization				
Total appropriation		\$406,000		\$460,000

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¹The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

²Section 7103(b) of the law reserves a minimum of 25 percent of the total Part A appropriation for subpart 3 (Professional development) programs. Since FY 1986, appropriations language has overridden this requirement.

³From a portion of the funds appropriated for Part B of Title VII, the Secretary is required to make elementary school foreign language incentive payments under section 7205. Funding for incentive payments may not exceed \$20 million. Since FY 1996, appropriations language has overridden the requirement to make incentive payments.

BILINGUAL AND IMMIGRANT EDUCATION

Appropriations History (\$000s)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
1992	\$200,789	\$249,000	\$201,814	\$225,407
1993	233,645	231,308	224,191	225,745
1994	232,251	242,789	232,251	240,155
1995	253,992	247,572	238,082	245,200
1995 Rescission	---	-38,500	-32,380	-38,500
1996	300,000	150,000	150,000	178,000
1997	261,700	167,190	185,000 ¹	261,700
1998	354,000	354,000	354,000	354,000
1999	387,000	354,000	354,000	380,000
2000	415,000	380,000	394,000	406,000
2001	460,000			

¹Reflects Senate Committee action.

DEPARTMENT OF EDUCATION FISCAL YEAR 2001 BUDGET REQUEST

(in thousands of dollars)	D	1999	2000	2001	President's Request Compared	
<u>Office, Account, Program and Activity</u>	M	<u>Appropriation</u>	<u>Appropriation</u>	<u>President's Request</u>	<u>to FY 2000 Appropriation</u>	
					<u>Amount</u>	<u>Percent</u>
OFFICE OF BILINGUAL EDUCATION AND MINORITY LANGUAGES AFFAIRS (OBEMLA)						
<u>Bilingual and Immigrant Education (ESEA VII)</u>						
1. Bilingual education (Part A):						
(a) Instructional services (subpart 1).....	D	160,000	162,500	180,000	17,500	10.8%
(b) Support services (subpart 2).....	D	14,000	14,000	16,000	2,000	14.3%
(c) Professional development (subpart 3).....	D	50,000	71,500	100,000	28,500	39.9%
Subtotal.....		224,000	248,000	296,000	48,000	19.4%
2. Foreign language assistance (Part B section 7203).....	D	6,000	8,000	14,000	6,000	75.0%
3. Immigrant education (Part C).....	D	150,000	150,000	150,000	0	0.0%
Total.....		380,000	406,000	460,000	54,000	13.3%
Outlays.....		311,331	496,446	406,760	(89,686)	-18.1%
TOTAL, OBEMLA.....		380,000	406,000	460,000	54,000	13.3%

NOTE: All activities in this account for which funds are proposed in fiscal year 2001 are requested under proposed legislation.

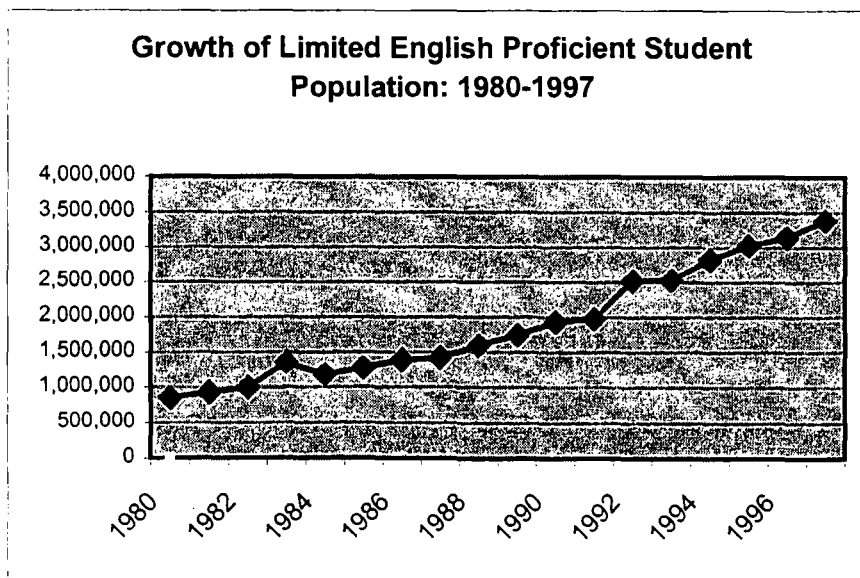
BILINGUAL AND IMMIGRANT EDUCATION

Summary of Request

The programs in the Bilingual and Immigrant Education account all deal with second language learning. The Bilingual Education program assists school districts in teaching English to limited English proficient (LEP) students and in helping these students meet the same challenging State standards required of all other students. The Foreign Language Assistance program provides discretionary grants to State and local educational agencies to support innovative model programs that contribute to improving the quality of foreign language instruction in the United States. Immigrant Education provides formula grants to support school districts with large numbers of recent immigrant students. Typically, school districts use Immigrant Education funds to teach English and prepare LEP students to enter all-English classrooms.

The resources in this account are proposed for later transmittal upon enactment of proposed legislation. Under current law, these activities are authorized by Title VII of the Elementary and Secondary Education Act (ESEA). For the programs in this account, the Educational Excellence for All Children Act of 1999, the Administration's ESEA reauthorization proposal, would consolidate certain bilingual education authorizations and significantly increase the ability of the Department to hold grantees accountable for the effectiveness of services provided in teaching English to LEP students and assisting them to meet challenging State standards. The legislative proposal would also shift the Foreign Language Assistance program to Title X of ESEA, and increase its emphasis on improving and expanding foreign language instruction at the elementary school level.

Over the last two decades, the LEP student population in the 50 States has grown dramatically, increasing from less than 1 million in 1980 to more than 3.3 million in the 1996-97 school year.

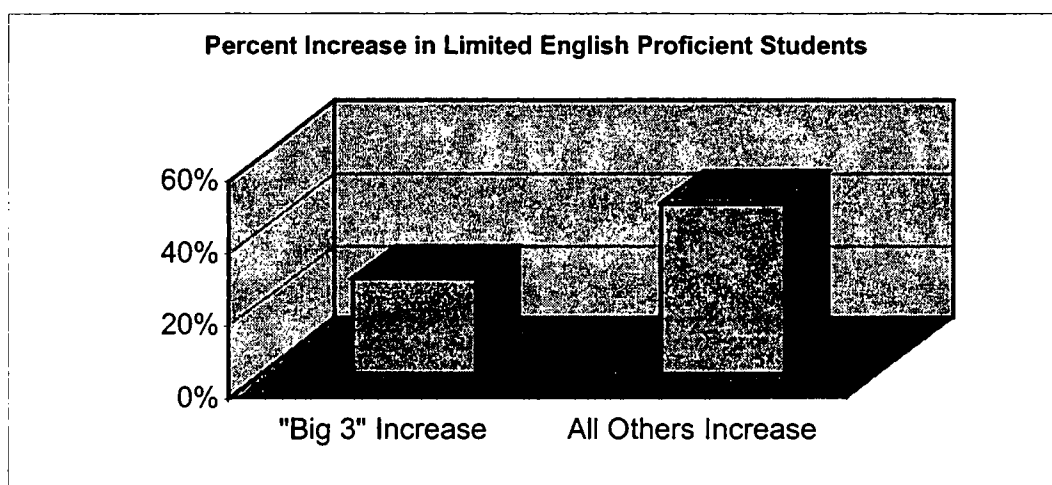


Source: State educational agency reports.

BILINGUAL AND IMMIGRANT EDUCATION

Summary of Request (cont'd)

The Title I "Prospects" study found that, in 1994, LEP students represented between 6 and 8 percent of students enrolled in public schools. California, New York, and Texas, traditionally the "big three" in terms of the number of LEP students, continue to enroll the majority of LEP students (63 percent in 1997). However, since 1993, the rate of growth of the LEP student population in other States has far exceeded that of the "big three."



In 10 States (Alabama, Alaska, Florida, Idaho, Nebraska, Nevada, North Carolina, Oregon, South Carolina, and Tennessee) the LEP population grew by more than 50 percent between school years 1992-93 and 1996-97. Just a few years ago, several of these States enrolled only a handful of LEP students. These demographic trends underscore the need for continued Federal assistance for the programs in this account.

The Administration's 2001 request for this account totals \$460 million, a 13.3 percent increase over the 2000 level. The request supports the Administration's commitment to improving educational services for LEP students and ensuring that educational reform benefits these students.

The request emphasizes the following activities:

- For Part A, Subpart 1 (Instructional Services), the Department would increase the number of grants, particularly to the growing number of districts that are experiencing an influx of LEP students but have little prior experience serving them.
- For Part A, Subpart 2 (Support Services), the Department would increase funding for State educational agency grants to enable States to assist local school districts in implementing accountability systems.

BILINGUAL AND IMMIGRANT EDUCATION

Summary of Request (cont'd)

- For Part A, Subpart 3 (Professional Development), the Department would increase the number of grants to address the critical shortage of trained bilingual and English as a second language teachers.
- For Foreign Language Assistance, the Department would increase the number of grants to improve the quality of foreign language instruction at the elementary level. This program supports the national goal (proposed in the Educational Excellence for All Children Act) that, by 2010, half of all elementary schools will offer high-quality foreign language programs.

The continuing growth in the number of limited English proficient students, and their presence in schools that often have little prior experience in serving them, signals a need to continue and strengthen Federal programs to assist schools in improving services for this population. The Administration's request targets Instructional Services funds to school districts with little prior experience in serving LEP students.

The Department's 1993-94 Schools and Staffing Survey found that only 30 percent of public school teachers instructing LEP students had received training for teaching LEP students and that fewer than 3 percent of teachers with LEP students had earned a degree in English as a second language or bilingual education. The Administration's request for Bilingual Professional Development grants would produce an estimated 8,000 new bilingual and English as a second language teachers to address this critical need.

BILINGUAL AND IMMIGRANT EDUCATION

Bilingual education: Instructional services

(Elementary and Secondary Education Act, Title VII, Part A, Subpart 1)

FY 2001 Authorization (\$000s): To be determined¹

Budget authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
\$162,500	\$180,000	+ \$17,500

¹The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

Title VII, Part A, Subpart 1 of the Elementary and Secondary Education Act (ESEA) currently authorizes four discretionary grant activities to assist local educational agencies (LEAs) in implementing high-quality programs for limited English proficient (LEP) students. The Administration's ESEA reauthorization proposal would consolidate two of the activities (Program Development and Implementation Grants and Enhancement Grants) into a new three-year grant activity, "Program Development and Enhancement Grants." The Administration's proposal would also strengthen accountability provisions, replacing the current requirement that projects be evaluated every two years with an annual evaluation requirement that specifically includes an assessment of student progress in English. The proposal would also require that all projects develop the English language skills of participating students and help them meet challenging State content standards.

Under the Administration's proposal, Subpart 1 would authorize three different categories of grants, primarily to LEAs, for instructional services to LEP students. The three categories are:

- Three-year Program Development and Enhancement Grants for school districts to develop and implement comprehensive preschool, elementary, or secondary education programs for LEP students;
- Five-year Comprehensive School Grants to implement school-wide education programs, in coordination with Title I, for LEP students in schools with concentrations of such students; and
- Five-year Systemwide Improvement Grants to improve, reform, and upgrade relevant programs and operations within an entire LEA that enrolls a significant concentration of LEP students.

BILINGUAL AND IMMIGRANT EDUCATION

Bilingual education: Instructional services

All grants build local capacity to provide appropriate educational services to LEP children, and must be aligned with standards-based State and local school reform efforts. All projects must be coordinated with other relevant programs and services to meet the full range of needs of participating students.

Under the reauthorization proposal, Program Development and Enhancement grants would generally support programs in school districts with little prior experience in operating bilingual and English as a second language programs. Comprehensive School and Systemwide Improvement grants would be designed for districts with concentrations of LEP students that typically already have experience in serving such students; grantees would develop their proposal in consultation with a parent advisory council; would focus their program on assisting participants to meet challenging State content and performance standards; and make their projects an integral part of the overall academic program in the school or district. Prior to making fourth- and fifth-year continuation grants for Comprehensive and Systemwide projects, the Department would determine if a program is making continuous and substantial progress in assisting children to learn English and achieve to challenging State content and performance standards. If the Department determined that these grantees were not making such progress, it would require that the grantee develop and submit an improvement plan for its program. If the Department determined that the grantee was not making substantial progress after the following year, it would deny the grantee its fifth-year continuation award.

Funding levels for the past 5 fiscal years were:

	(\$ in 000s)
1996	\$117,200
1997	141,650
1998	160,000
1999	160,000
2000	162,500

FY 2001 BUDGET REQUEST

For 2001, the Administration's request for Subpart 1 is \$180 million, \$17.5 million more than the 2000 level. State reports indicate that the number of LEP students grew by 34 percent between school years 1992-93 and 1996-97. Reports also show that the rate of growth of this population has been especially rapid in many States that had only a handful of LEP students just a few years ago. Consequently, there is a critical need to expand the level of services provided under Subpart 1.

Within Subpart 1, the Administration proposes to continue the policy, adopted for fiscal year 2000, of allocating most of the increase to grants to school districts that are experiencing rapid growth in the number of LEP students and that have little prior experience in serving these students. The Department would also give priority to school districts that have a proven record of success in helping LEP students learn English and achieve to high academic standards.

BILINGUAL AND IMMIGRANT EDUCATION

Bilingual education: Instructional services

Two recent studies by the National Research Council (NRC) support the Administration's policies regarding bilingual education. In its 1997 report, Improving Schooling for Language-Minority Children, the NRC concluded that "the beneficial effects of native-language instruction are clearly evident in programs that have been labeled 'bilingual education,' but they also appear in some programs that are labeled 'immersion.'"

A second NRC report, Preventing Reading Difficulties in Young Children (1998), states that, "schools have the responsibility to accommodate the linguistic needs of students with limited proficiency in English." Further, the report recommends teaching language minority children to read first in their native language if they arrive at school with no proficiency in English and if appropriate materials and teachers are available.

These two studies cut through the controversy regarding appropriate services for limited English proficient students and strongly support the provision of special instructional programs for LEP students. They are also consistent with the Administration's policy of funding a variety of instructional approaches that local schools believe are best suited to serving LEP students in the district.

Over the past 31 years, the Bilingual Education program has made a major contribution to the growth of special instructional programs designed to meet the needs of LEP students. While States typically ignored these students as late as the 1960s, at least 41 States now have laws relating to the provision of appropriate services to limited English proficient students, and 36 States provide State funds to serve this population. The Department's Title I "Prospects" report concluded that, in 1994, between 83 and 91 percent of LEP students attended schools that offered English as a second language or bilingual education programs in those students' grade level. The "Prospects" report also provided encouraging evidence that schools have become more responsive to the special needs of LEP students, as measured by the extent to which they coordinate and integrate instruction for LEP students with regular instruction, and show support and respect for the families of LEP students.

Census data also suggest an improvement in the quality of instructional services for these students. Although the number of children who spoke a language other than English at home grew by nearly 1.8 million between 1980 and 1990, 71 percent of this increase was among the group that spoke English very well and likely no longer needed special instructional services. While the Census data do not establish a direct link between these positive statistics and the availability of bilingual education, we can infer that the provision of bilingual instructional services contributed to the increased English proficiency of language minority students over the decade.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward

BILINGUAL AND IMMIGRANT EDUCATION

Bilingual education: Instructional services

achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by the program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: Help limited-English proficient (LEP) students reach high academic standards.

Objective: Improve English proficiency and academic achievement of students served by Title VII of the Bilingual Education Act.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Students in the program will annually demonstrate continuous and educationally significant progress on oral or written English proficiency measures. <i>FY 1998 baseline: According to biennial evaluation reports from a sample of 1998 projects, in 91 percent of projects, at least 75 percent of students showed gains in oral English proficiency and in 82 percent of projects at least 75 percent of students made gains in written English proficiency.</i>	92% (oral)	93% (oral)	94% (oral)	95% (oral)
	85% (written)	88% (written)	91% (written)	95% (written)

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Students in the program will annually demonstrate continuous and educationally significant progress on appropriate academic achievement measures of language arts, reading, and math. <i>FY 1998 baseline: According to biennial evaluation reports from a sample of 1998 projects in more than 61 percent of projects at least 75 percent of students, showed gains in academic achievement in language arts, reading, and math.</i>	65%	67%	70%	75%

BILINGUAL AND IMMIGRANT EDUCATION

Bilingual education: Instructional services

These data are from the biennial reports submitted by each Instructional Services grantee. The Department will evaluate progress on the indicators at regular intervals through synthesis of the data in these reports. The Educational Excellence for all Children Act of 1999 would require annual evaluations and would specifically require data on the speed at which LEP students are redesignated as English proficient. Enactment of these provisions would significantly improve the quality of available data to measure the progress of LEP students in Title VII projects.

The Department recently contacted a number of State educational agencies to obtain data on how quickly LEP students are exited from bilingual and ESL programs. Most of these States reported that students typically exit within a period of three to four years. The Department is developing a form to be used by grantees to collect and report uniform data on the rates at which students are reclassified as English proficient. Further, the Department intends to add an indicator on reclassification rates in time to include it in the fiscal year 2002 request.

PROGRAM OUTCOME MEASURES

(\$000s)

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Development and enhancement	0	0	\$36,000
Number of projects	0	0	240
Number of students	0	0	104,348
Program development	\$17,304	\$31,959	\$26,375
Number of projects	111	208	173
Number of students	50,284	92,903	76,670
Program enhancement	\$9,694	\$9,679	0
Number of projects	70	70	0
Number of students	38,563	38,563	0
Comprehensive school grants	\$90,748	\$87,891	\$80,507
Number of projects	369	343	312
Number of students	146,072	141,532	129,641
Systemwide grants	\$41,730	\$32,378	\$36,378
Number of projects	90	69	78
Number of students	1,098,074	852,058	957,321
Peer review of new award applications	\$524	\$593	\$740
Total -- Projects	640	690	803
Total -- Students	1,332,993	1,125,056	1,267,980

BILINGUAL AND IMMIGRANT EDUCATION

Bilingual education: Support services

(Elementary and Secondary Education Act, Title VII, Part A, Subpart 2)

FY 2001 Authorization (\$000s): To be determined¹

Budget authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
\$14,000	\$16,000	+\$2,000

¹The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

Part A, Subpart 2 of the Bilingual Education Act currently authorizes five kinds of support service awards that contribute to the improvement of the quality of instructional services for limited English proficient (LEP) students. These activities help ensure that local educational agencies (LEAs) have access to the best information available about services for those students. The Educational Excellence for All Children Act of 1999, the Administration's ESEA reauthorization proposal, would reauthorize all five activities but would convert the Academic Excellence activity to a State recognition program. The proposal would also expand the authorized activities for SEA grants to include assisting LEAs to develop data collection and accountability systems.

Under the reauthorization proposal, Subpart 2 would authorize:

- Grants to State Educational Agencies for technical assistance to LEAs related to program design, capacity building, assessment of student performance, program evaluation, and data collection on LEP students and on educational programs and services for those students. SEAs would also review each Subpart 1 and Subpart 2 application from applicants within the State and comment on its consistency with the State plan developed under ESEA, Title I;
- Research and Evaluation grants and contracts to gather data related to improving educational programs for limited English proficient students;
- A National Clearinghouse contract to collect, analyze, synthesize, and disseminate information about programs for limited English proficient students;

BILINGUAL AND IMMIGRANT EDUCATION

Bilingual education: Support services

- Competitive Academic Excellence awards to assist States in recognizing local educational agencies and other public and non-profit entities with exemplary programs; and
- Instructional Materials Development grants to foster the creation of instructional materials in languages where they are not readily available.

Funding levels for the past 5 fiscal years were:

	(\$ in 000s)
1996	\$9,700
1997	10,000
1998	14,000
1999	14,000
2000	14,000

FY 2001 BUDGET REQUEST

For 2001 the Administration requests \$16 million for Subpart 2, an increase of \$2 million over the 2000 level.

The request would provide an increase for State agency grants so that States can continue to collect data, provide technical assistance, and review Instructional Services and Professional Development applications from within the State. The increase would also allow States to assist LEAs in developing accountability systems.

The request would also provide an increase for research and evaluations to support a variety of studies that will collect data needed for the Subpart 1 and Subpart 3 performance indicators and continue to expand the knowledge base for educating LEP students. In keeping with the larger reauthorization themes, the Department plans to focus the bilingual research effort on issues relating to accountability and on professional development. The Department will continue to contract for an annual analysis of evaluation reports that OBEMLA receives from Subpart 1 grantees; this analysis is essential for measuring progress against two of the key bilingual performance indicators. In fiscal years 2000 and 2001, the Department will fund a similar project for evaluation reports submitted by Subpart 3 (Professional Development) grantees.

Continuing prior efforts, the Department would fund additional projects to improve assessments of LEP students within large-scale surveys such as NAEP. We also propose to fund a new study of preservice and inservice preparation programs for teachers of LEP students. Research funds would also support the continuation of a descriptive study of services to LEP students across the Nation, which we plan to initiate in fiscal year 2000 -- the last descriptive study, completed in 1993, provided exceptional information. The new study would measure changes in the way LEP students have been served over the past decade, including changes resulting from the 1994 amendments to Titles I and VII of ESEA.

BILINGUAL AND IMMIGRANT EDUCATION

Bilingual education: Support services

The National Clearinghouse for Bilingual Education currently processes more than three million data requests each year (including queries to the Clearinghouse website). The number of requests has grown dramatically over the last five years, reflecting the growth of the LEP student population, the presence of these students in districts that have little experience in serving them, and educators' increasing need for current information on serving LEP students. The Clearinghouse is an integral part of the Department's efforts to achieve Objective 4.1 of the Strategic Plan, to provide "fast, seamless service and dissemination of high-quality information and products." The requested increase would permit the Clearinghouse to expand its Internet operations to make a broader range of data readily available to teachers and practitioners.

The Administration also requests funds to implement the proposed State Academic Excellence grants. This activity will enable States to recognize exemplary programs for LEP students and to encourage other school districts to adopt these successful practices.

Finally, the Administration requests funds for instructional materials grants to make a small number of grants to develop and disseminate high-quality instructional materials in languages where such materials are not readily available.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance indicators and strategies for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: Help limited-English proficient (LEP) students reach high academic standards.

Objective: Provide effective guidance and technical assistance and identify and disseminate reliable information on effective practices.

BILINGUAL AND IMMIGRANT EDUCATION

Bilingual education: Support services

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
The number of inquiries to the National Clearinghouse on Bilingual Education will increase 15 percent per year. <i>FY 1998 baseline: 3,100,000</i>	3,565,000 (+15%)	4,100,000 (+15%)	4,700,000 (+15%)	5,400,000 (+15%)

The contractor reports monthly data on the number of "hits" on the Clearinghouse website. In school year 1998-99, the number of "hits" exceeded the target since it grew to 4.4 million, a 42 percent increase rather than the than the projected 15 percent.

The Department is aware that the above indicator is insufficient to show the effectiveness of the range of activities funded under Support Services. The Department intends to conduct an evaluation of the SEA grant activity during fiscal year 2000 and to use the results to design a new performance indicator to be included in the fiscal year 2002 budget submission.

PROGRAM OUTPUT MEASURES

(\$000s)

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Grants to SEAs	\$7,600	\$8,594	\$9,100
Number of projects	53	58	58
Research and evaluation	\$3,899	\$3,900	\$4,200
National clearinghouse	\$1,500	\$1,500	\$2,000
Academic excellence	\$1,000	0	\$200
Number of projects	7	0	10
Instructional materials	0	0	\$490
Number of projects	0	0	2
Peer review of new award applications	\$1	\$6	\$10

BILINGUAL AND IMMIGRANT EDUCATION

Bilingual education: Professional development

(Elementary and Secondary Education Act, Title VII, Part A, Subpart 3)

FY 2001 Authorization (\$000s): To be determined¹

Budget authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
\$71,500	\$100,000	+\$28,500

¹The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

Part A, Subpart 3 of the Bilingual Education Act currently authorizes four grant activities designed to increase the pool of appropriately trained educational personnel and to strengthen the skills of teachers already providing instruction to limited English proficient (LEP) children. Grants are made for up to five years. The Educational Excellence for All Children Act of 1999, the Administration's ESEA reauthorization proposal, would amend the current law to focus each training activity on a specific kind of professional development, eliminate the authorization for post-doctoral fellowships, and increase accountability by expanding the list of evaluation requirements and requiring annual rather than biennial evaluations. Under the Administration's reauthorization proposal, the four authorized activities would be:

- The Training for All Teachers program, which would provide 3-year grants to one or more local educational agencies (LEAs) (in consortium with one or more State educational agencies (SEAs), institutions of higher education, or nonprofit organizations) to develop and support ongoing professional development to teachers and other educational personnel with a baccalaureate degree to improve their provision of services to limited English proficient students;
- Teachers and Personnel Grants, which would provide 5-year grants to institutions of higher education for preservice professional development to improve the preparation of prospective teachers who are preparing to teach LEP students;
- The Career Ladder program, which would provide 5-year grants to assist consortia of one or more institutions of higher education and one or more LEAs or SEAs to develop and implement bilingual education programs that provide pre-baccalaureate coursework and teacher training to educational personnel who do not have a BA degree and assist participants in obtaining a degree and certification or licensure as a teacher; and

BILINGUAL AND IMMIGRANT EDUCATION

Bilingual education: Professional development

- The Graduate Fellowship program, which provides financial assistance to fellows at the masters and doctoral levels in fields related to bilingual education. Fellows must subsequently work in the field of bilingual education for a period of time equal to the period of the fellowship or repay the fellowship amount.

Funding levels for the past 5 fiscal years were:

	(\$ in 000s)
1996	\$1,100
1997	5,000
1998	25,000
1999	50,000
2000	71,500

FY 2001 BUDGET REQUEST

The Administration's fiscal year 2001 budget request for Subpart 3 is \$100 million, \$28.5 million more than the 2000 level. The request reflects the growing body of evidence of the need for additional and better-trained teachers to serve the rapidly increasing number of LEP students. It also supports performance indicator 16 for Objective 2.4 in the Department's Strategic Plan that, "increasing percentages of teachers will be equipped with strategies to enable students with limited English proficiency or disabilities to meet challenging standards." The Department's Title I "Prospects" report concluded that less than half of LEP students have regular teachers certified in either bilingual education or English as a second language (ESL). Further, according to the report, administrators in 26 percent of schools with vacancies for bilingual and ESL teachers reported that it would be difficult or impossible to fill those vacancies. The State of California by itself recently reported a shortfall of 20,000 bilingual and ESL teachers.

A 1992 program evaluation documented a high placement rate for participants in the Department's bilingual professional development programs. Specifically, the evaluation found that 83 percent of participants planned to seek positions in bilingual education, 77 percent of a sample of program graduates were employed in bilingual education positions, and 93 percent of sampled program graduates reported holding a position as education professionals since graduation. The Department recently funded a study under Subpart 2 to obtain more current data on participants in these programs.

The Administration's request to increase funding for the Training for all Teachers activity addresses the need to improve the quality of teaching skills for teachers who are currently providing services to limited English proficient students. Specifically, the requested funding would address the research finding that less than half of all LEP students have regular teachers who are certified in bilingual education or English as a second language. The request to continue to invest funds in the Teacher and Personnel Grants program addresses the well documented shortage of bilingual and English as a second language teachers and the need to

BILINGUAL AND IMMIGRANT EDUCATION

Bilingual education: Professional development

prepare new teachers to fill these positions. The request to continue funding the Career Ladder program recognizes that another way to remedy the shortage is to assist teacher aides and other non-certified personnel to become fully certified bilingual and English as a second language teachers.

Funds requested for Academic Fellowships will increase the pool of individuals with advanced training in bilingual education who can serve as teacher trainers, researchers, and support service providers. These individuals can make an important contribution to promoting systemic educational reform, as it relates to LEP students, as members of the faculty of schools of education, as resource teachers or program administrators in LEAs with concentrations of LEP students, and as researchers.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: Help limited-English proficient (LEP) students reach high academic standards.

Objective: Improve quality and quantity of educational personnel serving LEP students.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
At least 4,000 teachers per year will complete high-quality bilingual education/English as a second language certification or degree programs through Title-VII funded professional development programs. <i>Fiscal year 1997 baseline: 770</i>	4,000	6,000	8,000	8,000

BILINGUAL AND IMMIGRANT EDUCATION

Bilingual education: Professional development

In fiscal year 1997, Congress appropriated only \$5 million for bilingual professional development. Because of limited 1997 funds, the Department was unable to meet this goal in 1997, but expects to exceed the goal in 1999 and thereafter. ED project officers collect data on the number of participants in all 4 programs. The Department estimates the number of these participants who annually complete certification or degree programs based on a 1991 evaluation of bilingual professional development programs. In 1997, more than 2,300 individuals participated in these projects. The Department estimates that 770 of these participants received a certificate or a degree. The Department recently awarded a small contract to update these estimates. The Administration's reauthorization proposal would significantly improve the quality of data available on the performance of these programs by requiring professional development grantees to provide annual data on the numbers of participants, graduates, and placements in bilingual education classrooms.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
Ninety percent of educational personnel trained through Title VII will be placed in an instructional setting with LEP students. <i>Fiscal year 1991 baseline: 83 percent</i>	90%	90%	90%	90%

ED project officers collect data on the number of participants in these programs through normal monitoring but do not routinely collect data on the placement of participants. Baseline data are from a 1991 study of the antecedent Educational Personnel Development program. ED staff will work with grantees to improve placement rates by ensuring that professional development activities are directly related to the needs of LEAs. The Administration's reauthorization proposal would significantly improve the quality of data available on the performance of these programs by requiring professional development grantees to annually provide data on the numbers of participants, graduates, and placements in bilingual education classrooms.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
At least 93 percent of the bilingual fellows who have completed their studies will be employed training classroom teachers or in other positions directly related to serving LEP students. <i>Fiscal year 1998 baseline: 92 percent</i>	93%	93%	93%	93%

By statute, individuals participating in the bilingual fellowship program must subsequently work in a position directly related to serving LEP students for a period of time equivalent to the fellowship period or must repay the amount of the fellowship. The Department maintains a data base to track compliance with this requirement.

BILINGUAL AND IMMIGRANT EDUCATION

Bilingual education: Professional development

PROGRAM OUTCOME MEASURES

(\$000s)

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Training for all teachers	\$6,641	\$15,768	\$24,768
Number of projects	33	77	125
Teachers and personnel	\$23,868	\$30,908	\$40,408
Number of projects	119	159	207
Career ladder	\$14,176	\$18,609	\$25,609
Number of projects	62	87	122
Graduate fellowships	\$5,270	\$6,000	\$9,000
Number of fellows	344	392	587
Peer review of new award applications	\$45	\$215	\$215

BILINGUAL AND IMMIGRANT EDUCATION

Bilingual education: Foreign language assistance

(Elementary and Secondary Education Act, Title VII, Part B)

FY 2001 Authorization (\$000s): To be determined¹

Budget authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
\$8,000	\$14,000	+\$6,000

¹The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

Title VII, Part B of the Elementary and Secondary Education Act (ESEA) currently authorizes competitive grants to local educational agencies (LEAs) and State educational agencies (SEAs) to increase the quality and quantity of foreign language instruction in the United States. Current law also authorizes the Elementary School Foreign Language Incentive program, which has not been funded in recent years. This program authorizes formula grants to public elementary schools that operate programs designed to lead to communicative competency in a foreign language.

The Educational Excellence for All Children Act of 1999, the Administration's ESEA reauthorization proposal would reauthorize the Elementary School Foreign Language Assistance program as Title X, Part I. The new legislation would continue to authorize competitive grants to SEAs and LEAs, but would eliminate the authorization for the Elementary School Foreign Language Incentive program. The Department would make 3-year grants to SEAs to promote systemic improvement of foreign language instruction and to LEAs for model programs of instruction that exhibit the potential for continuing beyond the grant period. SEAs would be eligible to apply for grants only if they had established or were establishing State standards for foreign language instruction or require foreign language instruction in all public elementary schools. States could use grants to develop foreign language standards and assessments aligned with those standards, or to support institutions of higher education in developing programs to prepare elementary foreign language teachers needed in the State. LEAs could use grants to develop and implement standards-based elementary school foreign language programs. Specifically, they would be authorized to spend grant funds for professional development activities, partnerships with institutions of higher education, and implementation of instructional approaches that make use of advanced educational technologies.

BILINGUAL AND IMMIGRANT EDUCATION

Bilingual education: Foreign language assistance

Both SEA and LEA grant recipients would provide a 50 percent match from non-Federal or private funds. If the applicant demonstrated sufficient hardship, the Secretary could waive the matching requirement. Grantees would submit an annual evaluation of the project's effectiveness in meeting its goals and objectives.

Funding levels for the past 5 fiscal years were:

	(\$ in 000s)
1996	\$10,093
1997	5,050
1998	5,000
1999	6,000
2000	8,000

FY 2001 BUDGET REQUEST

The Administration's request for Foreign Language Assistance is \$14 million, a \$6 million increase compared with the 2000 level. This increase is justified by the potential of the proposed new foreign language program to have a major impact on foreign language instruction in the United States. The program could greatly expedite the rate at which States establish foreign language standards for elementary schools, significantly increase the pool of teachers prepared to provide elementary level foreign language instruction, and greatly expand the number of elementary schools that offer high-quality foreign language programs.

The optimal time to begin learning a second language is in elementary school, when children have the greatest ability to learn and excel in foreign language. However, less than one-third of elementary schools in the United States offer foreign language instruction and those programs typically offer only an introductory exposure to the language. State educational agency projects funded under this authority could use their grant to develop State elementary-level foreign language standards and the assessments needed to measure student progress towards meeting those standards. LEA projects would contribute to the expansion of high-quality language instruction at the elementary level and could serve as models for other districts. An investment in high-quality elementary foreign language programs will produce bilingual adults who can work to make America's industry more competitive in international markets. The request supports the national goal (set forth in the Administration's bill) that by 2010, 50 percent of all public elementary schools will offer high-quality, standards-based foreign language programs.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in

BILINGUAL AND IMMIGRANT EDUCATION

Bilingual education: Foreign language assistance

previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: Help students reach national education objective of mastering one or more foreign languages.

Objective: Improve foreign language proficiency of students served by the Foreign Language Assistance Program.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
The percentage of students participating in Foreign Language Assistance program-supported instruction who demonstrate educationally significant progress toward achieving communicative language proficiency will increase annually. <i>Baseline will be established in the spring of 2000.</i>				

The Department awarded a contract in fiscal year 1999 to obtain baseline data for this indicator and to design a strategy for future data collection.

PROGRAM OUTPUT MEASURES

(\$000s)

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Number of new awards	54	11	49
Number of continuations	0	54	65
Peer review of new award applications	\$60	\$22	\$100

BILINGUAL AND IMMIGRANT EDUCATION

Bilingual education: Immigrant education

(Elementary and Secondary Education Act, Title VII, Part C)

FY 2001 Authorization (\$000s): To be determined¹

Budget authority (\$000s):

<u>2000</u>	<u>2001</u>	<u>Change</u>
\$150,000	\$150,000	0

¹The GEPA extension expires September 30, 2000; new authorizing legislation is proposed.

PROGRAM DESCRIPTION

Part C of Title VII, ESEA authorizes a formula program to States for services to immigrant students who have been enrolled in U.S. schools for less than three academic years. Each State receives an award equal to its share of all eligible immigrant students. State educational agencies pass funds to local educational agencies that have at least 500 recent immigrant students, or in which such students represent at least 3 percent of the enrollment. School districts typically use these funds to operate programs for limited English proficient students, including recent immigrants.

The statute authorizes States to use a portion of their allocation to make discretionary (rather than formula) grants to local educational agencies if the appropriation exceeds \$50 million. Since fiscal year 1996, Congress has enacted special appropriations language, proposed by the Administration, to authorize States to use all or any part of their allocation for discretionary grants to local educational agencies based on the quality of their proposed program or the special needs of the district.

The Educational Excellence for All Children Act of 1999 would reauthorize this program and would authorize SEAs to use any part of the allocation to make discretionary grants, regardless of the appropriation level.

Funding levels for the past 5 fiscal years were:

	(\$ in 000s)
1996	\$50,000
1997	100,000
1998	150,000
1999	150,000
2000	150,000

BILINGUAL AND IMMIGRANT EDUCATION

Bilingual education: Immigrant education

FY 2001 BUDGET REQUEST

The Administration's fiscal year 2001 request for the Immigration Education program is \$150 million, the same as the 2000 level. The Department proposes to continue this level of support for the program in response to evidence of the financial burden that educating immigrant students places on school districts, particularly in the States where immigrants are concentrated.

The Urban Institute documented in 1994 that the burden of educating immigrant students falls disproportionately on seven States: Arizona, California, Florida, Illinois, New Jersey, New York and Texas. In fiscal year 1999, these seven States received 74 percent of program funding. Since State shares are calculated annually based on the reported numbers of eligible students, the program responds immediately to changes in the distribution of recent immigrant students. Program data for fiscal year 1999 show that the influx of eligible students into California is declining, while the population in States such as Colorado, Iowa, Nebraska, North Carolina, Ohio, Pennsylvania, Tennessee, Utah, and Washington is growing rapidly.

SELECTED PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including goals; indicators; targets; and, where possible, an assessment of the progress made toward achieving program results. Achievement of targets is based on the cumulative effect of the resources provided in previous years and those requested in FY 2001 and future years, and the resources and efforts invested by those served by this program.

Other performance data for this program are included in the Department's Annual Performance Plan and Annual Program Performance Report.

Performance goal: Help offset cost of supplementary services to recent immigrant students.

Objective: Provide financial assistance to schools that serve large numbers of recently arrived immigrant students.

<u>Indicator</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>
90 percent of program funds will be used for direct services to students. <i>FY 1996 baseline: 88.6 percent</i>	90%	90%	90%	90%

BILINGUAL AND IMMIGRANT EDUCATION

Bilingual education: Immigrant education

Baseline data are from biennial grantee reports. Data for future years will also be provided through biennial reports. Data for school year 1997-98 will be available in June 2000.

The program statute allows school districts to use these funds for a variety of purposes including overhead costs, construction, rental of space, and transportation. A 1991 report by the General Accounting Office found that "most school districts receiving EIEA [Immigrant Education] funds have a bilingual education program and most of these use EIEA funds for its support." GAO found that these programs usually benefited all limited English proficient students, not just recent immigrants. Consequently, it would be difficult or impossible to develop an appropriate academic achievement indicator that measured the progress of immigrant students who generate funds under this program.

PROGRAM OUTPUT MEASURES

	<u>1999</u>	<u>2000</u>	<u>2001</u>
Number of States and outlying areas	48	48	48
Number of students	808,391	808,391	808,391
Number of school districts	1,047	1,047	1,047
Per-pupil amount	\$186	\$186	\$186

BILINGUAL AND IMMIGRANT EDUCATION

Immigrant Education -- Distribution of Budget Authority by State 1996-1999

State or Outlying Area	1996	1997	1998	1999
Alabama	0	\$200,965	\$308,999	\$528,086
Alaska	0	0	0	0
Arizona	\$1,504,225	\$3,189,935	\$4,643,755	\$4,780,793
Arkansas	0	0	0	\$316,555
California	\$14,366,920	\$26,513,471	\$38,894,464	\$36,457,049
Colorado	\$379,086	\$734,576	\$1,392,506	\$1,605,597
Connecticut	\$223,301	\$469,971	\$778,707	\$837,404
Delaware	0	0	0	0
Florida	\$5,582,933	\$12,302,293	\$19,298,576	\$18,258,120
Georgia	\$544,133	\$1,246,185	\$2,029,680	\$2,544,684
Hawaii	\$177,338	\$302,970	\$408,164	\$445,144
Idaho	\$210,724	\$399,560	\$508,059	\$499,325
Illinois	\$3,520,740	\$7,128,325	\$10,757,266	\$10,612,562
Indiana	0	0	0	0
Iowa	\$138,920	\$251,968	\$626,765	\$636,078
Kansas	\$266,006	\$555,164	\$934,120	\$1,209,439
Kentucky	0	\$158,650	\$296,033	\$429,186
Louisiana	\$142,865	\$273,745	\$429,714	\$490,790
Maine	\$25,326	\$54,839	\$89,120	\$91,292
Maryland	\$494,110	\$1,103,444	\$1,550,475	\$1,775,935
Massachusetts	\$1,070,028	\$2,208,356	\$3,264,581	\$3,713,488
Michigan	\$364,680	\$748,794	\$1,476,330	\$1,337,472
Minnesota	\$239,652	\$507,208	\$925,537	\$1,148,392
Mississippi	0	0	0	0
Missouri	\$136,062	\$301,278	\$538,923	\$628,285
Montana	\$10,919	\$30,805	\$37,803	\$35,070
Nebraska	\$135,490	\$336,145	\$494,910	\$669,107
Nevada	\$274,067	\$719,456	\$1,048,625	\$1,170,659
New Hampshire	0	0	0	\$121,909
New Jersey	\$1,620,392	\$3,306,948	\$5,169,346	\$5,574,035
New Mexico	\$542,360	\$924,822	\$1,451,128	\$1,428,764
New York	\$8,571,432	\$17,458,546	\$23,956,028	\$22,336,221
North Carolina	\$16,350	\$618,917	\$1,093,185	\$1,752,370
North Dakota	\$20,752	\$50,213	\$88,938	\$98,529
Ohio	\$113,366	\$206,042	\$429,531	\$450,339
Oklahoma	\$106,162	\$235,945	\$390,632	\$449,411
Oregon	\$330,550	\$720,697	\$1,159,113	\$1,170,659
Pennsylvania	\$263,262	\$429,575	\$808,475	\$867,278
Rhode Island	\$530,469	\$963,299	\$1,540,613	\$1,464,576
South Carolina	0	0	0	0
South Dakota	0	0	0	0
Tennessee	\$124,571	\$264,041	\$517,556	\$525,488
Texas	\$4,798,463	\$8,757,031	\$11,881,680	\$12,243,023
Utah	\$490,508	\$1,040,594	\$2,141,993	\$2,103,809
Vermont	\$8,861	\$23,583	\$38,534	\$51,398
Virginia	\$628,285	\$1,314,000	\$2,170,665	\$2,486,977
Washington	\$961,808	\$1,900,082	\$3,132,544	\$3,469,670
West Virginia	0	0	0	0
Wisconsin	\$118,225	\$281,644	\$529,791	\$539,776
Wyoming	0	0	0	0
District of Columbia	\$192,545	\$251,516	\$456,742	\$355,335
Puerto Rico	\$207,237	\$251,065	\$426,609	\$1,464,576
American Samoa	\$93,871	\$254,563	\$177,328	\$213,016
Guam	\$248,170	\$565,658	\$919,328	\$946,695
Virgin Islands	\$97,873	\$180,880	\$370,726	\$268,496
Northern Mariana Islands	\$106,963	\$218,680	\$389,719	\$317,483
Undistributed	0	0	\$26,684	\$2
TOTAL	\$50,000,000	\$100,000,000	\$150,000,000	\$150,000,000

Clinton Presidential Records Digital Records Marker

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SPECIAL EDUCATION

Divider Title: _____

Department of Education
SPECIAL EDUCATION
Fiscal Year 2001 Budget Request

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