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**VICE PRESIDENT GORE ANNOUNCES ADMINISTRATION WILL SEEK
EXPANSION OF HISPANIC EDUCATION ACTION PLAN**

Washington, DC -- Vice President Gore announced today a proposed expansion of the Administration's Hispanic Education Action Plan, calling for at least an additional \$480 million to improve educational programs and institutions serving high concentrations of Hispanic students and pledged that he and the President would announce additional components of the plan in the coming weeks.

"There is nothing more important to America's future than investing in the education of all of our people," Vice President Gore said. "Our initiative will help ensure that Hispanic students get the education they need and deserve to thrive in the 21st century."

Hispanic Americans are the nation's fastest growing minority group; today about 14 percent of the school-age population is Latino; by 2020 the proportion will grow to about 22 percent. Hispanic students are among the nation's most educationally disadvantaged, with a persistently high dropout rates and low college attendance rates.

To address this important challenge, the Clinton Administration's Fiscal Year 2000 budget includes at least an additional \$480 million for an action plan based on systemic change and high standards for programs and institutions serving large numbers of Hispanic students. The action plan includes the following strategies, as well as additional steps in the FY2000 budget to be announced by President Clinton and Vice President Gore in the near future:

- **\$320 Million to Strengthen Basic Reading & Math Skills, Raise Academic Standards.** All students, including those with limited English skills, must master the basic skills of reading and math and be held to high academic standards, and schools should be held accountable for helping students meet these standards. The Clinton Administration will propose increasing funding for Title I -- the largest federal elementary and secondary program -- by \$320 million to meet these critical needs for all disadvantaged students, including \$200 million to help states identify and improve the performance of low-performing schools. The majority of Hispanic students, as well as students with limited English proficiency, attend schools served by the Title I program, and thirty-two percent of students served are Latino. Moreover, in its proposal to reauthorize the Elementary and Secondary Education Act later this year,

the Administration will propose holding schools participating in this program accountable for helping students with limited English proficiency learn English and master their academic subjects.

- **\$35 Million to Train More Teachers and Improve Instruction to Help Students Learn English and Master Their Basic Academic Subjects.**

This \$35 million increase in federal programs for children with limited English skills, coupled with last year's investment in the Hispanic Education plan, will help train more than 20,000 teachers over five years and improve instruction in order to help students learn English while making progress toward high academic standards. These investments (a \$25 million increase for teacher training and a \$10 million increase for improved instructional services) will help address the growing shortage of teachers prepared to teach students with limited English skills -- 75% of whom are Latino.

- **\$80 million to Prepare Disadvantaged Youth for Success in College.**

The Administration's budget will include a \$30 million increase in federal TRIO programs, including Upward Bound, to fund outreach, counseling, and educational support to help disadvantaged students prepare for academic success in college. The budget will also include more than a 50% increase -- an additional \$14.25 million -- to strengthen colleges with large Latino populations, and another \$35 million for a new initiative to help disadvantaged students stay in college and earn diplomas.

- **\$44 Million to Improve Education Programs for Migrant Youth and Adults:**

Migrant families--the majority of whom are Hispanic--face particularly difficult challenges to gaining a quality education and training. President Clinton and Vice President Gore are seeking a \$25 million increase in the migrant Education Program, a 67% increase -- \$6 million -- for the High School Equivalency Program (HEP), a \$3 million 75% increase for the College Assistance Migrant Program (CAMP), and \$10 million for a new Migrant Farmworker Youth program.

- **New Investments to Help Adults Learn English and Become Literate.**

The Administration's budget will include expanded efforts to help adults learn English and become literate, including a new tax credit to encourage employers to provide English-as-a-Second Language, literacy, and basic education programs for their employees. Under this proposal, businesses could get a 10% income tax credit for these kinds of programs with a maximum credit of up to \$525 per participating employee. Many adult Americans lacking literacy skills are Latino adults and others with limited English proficiency who face long waiting lists in many cities for English-as-a-Second Language courses. This new tax credit, costing \$139 million over five years, will help deploy the resources of businesses to make sure those in greatest need don't get left behind. President Clinton and Vice President Gore will announce additional steps to meet this challenge in the near

future.

The initial Hispanic Education plan was announced last year by Vice President Gore as a direct response to findings from the President's Advisory Commission on Educational Excellence for Hispanic Americans. A nearly \$500 million action plan was passed a few months ago as part of the FY1999 budget, and the Administration will monitor implementation of this plan and undertake special outreach efforts to ensure that Hispanic youths and families benefit from these programs.

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ADDITIONAL STRATEGIES

The Vice President also said that the Administration will continue and expand work to improve education for Hispanic students, including through the following strategies:

Improving education for students and adults with limited proficiency in English, including Hispanics, through additional research and new strategies for other federal education programs.

- The Education Department will invest in research on how to improve learning for Hispanics and other language minority students. This research will build a substantial knowledge base for planning effective instruction for students and adults whose native language is Spanish. Despite considerable learning about reading and skill development for English-speakers, there are few comprehensive studies or instructional models focused on students, including Hispanic students, with limited English proficiency.
- When implementing the recently enacted Reading Excellence Act, the Education Department will draw on recommendations from the National Academy of Science on teaching and learning for children with limited proficiency in English.
- The Administration intends to target part of an increase for the Head Start program to increase participation by underrepresented groups in areas with recent influxes of immigrants and limited English proficient children, including seasonal farmworkers. In 1996, according to the National Center for Educational Statistics, similar percentages of white and black 3 and 4-year-olds were enrolled in center-based programs, including Head Start programs, while their Hispanic peers were less likely to be enrolled.
- In planning for and preparing the reauthorization of the Elementary and Secondary Education Act (ESEA) the Clinton Administration will place a

focus on the needs of students with limited English proficiency. This will include a focus on high standards, assessment, performance, and institutional accountability for achievement for all children, including those with limited proficiency in English. The Administration will propose holding schools participating in Title I of ESEA accountable for helping students with limited English proficiency learn English and master their academic subjects.

Providing quality information to students and their parents:

- The Department of Education has formed a partnership with Univision, the country's largest Spanish-language television network, to address the educational needs of Hispanic students. In August 1998, Univision aired an America Goes Back To School special focusing on parental involvement and broadcasting the Department's 1-800 number. Beginning in early 1999, the Department of Education and Univision will launch a public service announcement campaign to increase the awareness of parental involvement in education.
- The White House Initiative on Educational Excellence for Hispanic Americans will convene conferences in Los Angeles, New York, Chicago, and Miami in 1999 to support Latino parents in their efforts to ensure their children get a good education and to discuss how schools, teachers, community-based organizations and others can reach out to parents and more fully engage them in their children's education. Partners in the Los Angeles conference, to be held March 5-6, include the Los Angeles Annenberg Metropolitan Project (LAAMP), the Mexican American Legal Defense and Educational Fund (MALDEF), People United to Enrich the Neighborhood through Education (PUENTE) Learning Center, and the UCLA Office of Academic Development.
- The Education Department will expand its efforts to provide quality information in Spanish and to Latino students and their families. In the fall of 1998, the Department distributed over 45,000 Read*Write*Now kits--in Spanish--to provide tips for volunteers working with students with limited proficiency in English and has improved its efforts to provide information via toll-free telephone lines and publications accessible to Spanish speakers. The Department of Education will build on this Hispanic Outreach Plan and take additional steps to improve the educational achievement of Hispanic students through additional outreach, information, and efforts to promote family involvement and community partnerships in communities with high concentrations of Latino students.

Ensuring Access to College:

- In November 1998, the Department of Education hosted a satellite town meeting, "Going to College: Financial Aid Night" simulcast in Spanish. This town meeting focused on the priority issue of access to college and what Hispanic students and parents can do to start thinking early about college. The Department of Education

will continue similar efforts throughout the year.

- Under the newly authorized GEAR UP--Gaining Early Awareness and Readiness for Undergraduate Programs--the Department of Education will promote partnerships between schools and institutions of higher education to provide middle school students with support including mentoring, tutoring, counseling, and preparation for rigorous course taking as gateways to success in college. Special outreach efforts will help ensure that communities with high concentrations of Latino and disadvantaged students learn about opportunities to form partnerships under this new program.
- The Department of Education is working with several states to support distance learning opportunities for the teaching of English as a second-language for adults.

The White House and federal agencies will monitor implementation of this plan over the next several months develop new strategies to ensure that Latino and other disadvantaged students benefit from Administration efforts to improve education for all students.

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Internal EXOP DRAFT

Education Program Action Plan: Increasing Funding for and Access to Federal Education Programs for Underserved Groups

Description of Issue

Raising the education achievement of Hispanic Americans continues to require special attention. Their high school drop out rate, for example, is unacceptably high: in 1996, 29 percent of Hispanics aged 16 to 24 were high school dropouts, compared to seven percent of non-Hispanic whites and 13 percent of non-Hispanic blacks. To address these concerns, the President's FY 1999 Budget proposed, for the first time, an Hispanic Education Action Plan (HEAP) that provided significant increases, totaling approximately \$600 million, for certain education programs that enhance educational opportunity for Hispanic Americans. Congress enacted \$494 million of the requested increases. The President's FY 2000 budget built on this progress, requesting an additional \$444 million for HEAP, including a new \$100 million Right Track Partnership initiative to help keep young people from dropping out of school.

In White House meetings, and meetings with Latino organizations, there was consensus that four of the education programs warrant particular emphasis because of the significant effect they can have on Hispanic educational achievement. These programs are GEAR-UP, TRIO, Bilingual Education Professional Development, and Title I-Education for the Disadvantaged. Although all four programs have received funding increases over the past few years, the programs have work to do to ensure that Hispanic Americans, and other emerging populations, have improved access to and improved service from the programs.

Action Plan

GEAR-UP

GEAR-UP is a new program, authorized in the 1998 HEA amendments and funded for the first time, at \$120 million, in FY 1999. The program supports early college preparation and awareness activities at the local and State levels to ensure that low-income elementary and secondary school students are prepared for and pursue post-secondary education. Discretionary grants of up to 5 years in duration are awarded competitively to States or Partnerships of Local Educational Agencies (LEAs), Institutes of Higher Education (IHEs), and community-based organizations.

To ensure appropriate representation of under served groups in GEAR-UP, including LEP children and emerging communities, we propose the following actions: (1) priority points for State and Partnership applications with defined plans to serve under represented groups, including LEP students and rapidly-growing population groups; (2) technical assistance in

appropriate geographic areas to ensure that new applicants are competitive; (3) ensure that Notices of Funding Alerts (NOFAs), RFPs, and applications emphasize a significant role for community-based organizations in GEAR-UP Partnerships. More detail is provided below:

1. Priority Points During Future Grant Competitions. Applicants would receive priority points based on the quality of their answers to the following:

- Identify the children the applicant proposes to serve by demographic, English-proficiency levels, would-be first-generation college students, and areas of high drop-out rates.
- Demonstrate the applicant's capacity to provide high quality support services for the target group(s) specified in the application.
- Demonstrate how the grantee will work on an ongoing basis to address the needs of emerging and historically under-served populations in the TRIO program.

The priority point process should ensure that GEAR-UP funds target emerging populations, not just high poverty groups, thus ensuring increased access for Hispanic Americans as one of the major growing populations. ED would develop a proposal for the appropriate number of priority points and the exact wording that ensures proper targeting.

2. ED would undertake outreach and technical assistance efforts to:

- Assist new applicants, in geographic areas representative of underserved populations, in applying for GEAR-UP funds.
- Enlist the cooperation of national, regional and state organizations representing ethnic and language minority groups in identifying potential new grantees and helping them to compete successfully.
- Coordinate outreach efforts for this program with ED's Think College Early/Prepare for College information campaign to education students and parents in the target population(s) on the many steps necessary to attend college, as well as involving Latino and other organizations representing ethnic and language minority groups in the information campaign.

3. ED would ensure that notices of funding, RFPs and applications point out the authority for community-based organizations to serve a significant role in the Partnerships. This would encourage more local organizations representing ethnic and language minority groups to become GEAR-UP partners and help increase service to ethnic and language-minority students.

4. ED would include in the program evaluation an assessment of how well grantees are serving under-served and emerging populations.

TRIO

The TRIO programs fund postsecondary education outreach and student support services designed to encourage individuals from disadvantaged backgrounds to enter and complete college and prepare for doctoral studies. According to La Raza, Latinos constitute only 16% of U.S. mainland TRIO participants, about one-half of the expected participation rate. Currently, priority points are given for prior participation in the program, which serves to perpetuate awarding the funds to applicants who serve the same population from year to year. As part of last year's HEA reauthorization proposals, the Administration recommended that priority points be added to applicants proposing TRIO projects in under-served geographic areas. This priority was intended to respond to changing national demographics and would likely have increased the number of Hispanic students served in TRIO programs. The Administration's proposal was not adopted in the final HEA amendments. In addition, Reps. Hinojosa and Bingaman introduced an HEA amendment that would have given priority for targeting new TRIO funds to programs serving students in areas with high dropout rates. Again, this proposal was not enacted.

One of the TRIO programs, Upward Bound, which provides intensive academic services to high school students, holds exceptional promise for helping Hispanic students. The National Evaluation of Upward Bound found that among all racial/ethnic groups, Hispanic participants benefit the most from the program. Increasing Hispanic student participation in Upward Bound will help to increase the number of Hispanic students completing high school and help combat one of the most troubling Hispanic education problems.

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Bilingual Education -- Professional Development

Bilingual Education Professional Development 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. The four grant activities are:

- Teachers and Personnel grants, primarily to IHEs that have entered into a consortium with an SEA or LEA, for inservice and preservice professional development activities for teachers teaching, or planning to teach, LEP students.
- Training for All Teachers Program to assist schools of education with developing and implementing courses and curriculum to provide inservice and preservice professional development for all teachers in methods for instructing LEP students.
- Career Ladder Program designed to help paraprofessionals and other educational personnel obtain teaching and/or bilingual education certification.
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- Graduate Fellowship program to provide assistance at the masters, doctoral, and post-doctoral levels in fields related to bilingual education for professionals seeking to work in the area of bilingual education.

As of 1994, Hispanics constituted nearly 75 percent of all students enrolled in bilingual education programs. Student enrollment in bilingual education programs experienced a dramatic increase from 1.5 million students in 1988 to 2.3 million in 1994, with Hispanics accounting for the major part of that increase. This increase has exacerbated a shortage of bilingual/ESL teachers, with the California SEA alone reporting a shortage of more than 20,000 teachers. The Final Report on Limited English Proficient Students from the Title I Prospects Study concluded that less than half of LEP students have regular teachers certified in either bilingual education or ESL. Because of the increasing dispersion of LEP students to communities that have little prior experience in serving them, all teacher training programs should now provide some instruction in how to serve LEP students.

In an effort to address the continuing ESL/bilingual education teacher shortage, the Administration proposed and won significant funding increases -- from \$25 to \$50 million -- for Professional Development in FY 1999 and has proposed a further increase to \$75 million in FY 2000. In FY 1999, ED began funding its Training for All Teachers initiative to help provide training to all teachers so that can more effectively teach LEP students. To continue this progress, we propose the following actions:

1. Continue to support funding increases for Bilingual ED/Prof Development to increase the number of certified ESL and/or Bilingual education teachers. The FY 2000 budget proposal of \$75 million is an increase of \$25 million over FY 1999 enacted and should help train 6,000 additional teachers a year.
2. ESEA reauthorization proposals will concentrate on ensuring that teachers are well trained to teach LEP students and promoting programs leading to a bachelor's degree and certification for paraprofessionals.

Title I - Education for the Disadvantaged

Title I, the largest Federal elementary and secondary education program, supplements State and local funding for disadvantaged children, especially in high-poverty areas, to enable them to meet the same high standards that all children are expected to meet. Title I Grants to LEAs provides funds to almost all school districts and more than half of public schools in the country to extend and reinforce the regular curriculum for poor, low-achieving children who do not typically have access to the same resources as other more affluent children, either at home or at school. Currently, more than 45,000 schools across the country, including two-thirds of the Nation's elementary schools, are using Title I funds to give disadvantaged students the benefit of, for example, more individualized and accelerated instruction, smaller classes, extra time to learn after school and during the summer, computer reinforcement, and preschool programs. Over one-third of the students served in Title I schools are Hispanic.

To help ensure that Title I schools are addressing the needs of LEP children, we propose the following:

1. The President's FY 2000 budget includes \$200 million in Title I to hold States and school districts

strengthen Title I schoolwide
requirement to show plans for
serving LEP kids

more accountable for raising student achievement. States will use funds to fix their lowest performing schools through a variety of approaches. Within this context, low-performing schools that have a high concentration of LEP students will be required to adopt programs that work for raising the academic achievement of LEP students.

2. Building on the school improvement strategies described in 1. above, ED should also develop a technical assistance plan, to be carried out by the Comprehensive Regional Assistance Centers, to provide assistance to LEAs and schools serving large percentages of Latino and LEP students to evaluate and improve service to these students.

3. Reauthorization proposals for Title I will focus on the following areas to work to improve service to all children in Title I schools, including LEP students:

- holding States and LEAs accountable for the academic achievement for all students, including LEP students,

- providing technical assistance to the lowest performing schools,

- improving professional development, part of which will focus on helping teachers teach LEP students, and

- ensuring that LEP students are included in Title I assessments. Proposed language would enhance the current requirement that LEP students be included in the Title I assessments and be assessed, to the extent practicable, in the language most likely to yield accurate and reliable results with language that would require that Spanish-speaking LEP students be assessed in Spanish during the assessment period, if testing in Spanish is most likely to yield accurate and reliable information on what they know and can do in subjects other than English.

Research Efforts:

Hispanic serving institutions

Part of the difficulty in improving programs that serve LEP students, or developing new programs or strategies, is the lack of definitive knowledge on what works best. To help build our knowledge of best practices for helping LEP students, we propose that ED develop a comprehensive research plan, as a collaborative effort between OERI and OBEMLA, to focus on additional research efforts that could be undertaken regarding LEP students. For example, to build a knowledge base for improving the literacy learning of Spanish-speaking LEP students, NICHD and ED are planning a joint R&D program. ED's contribution to the 5-year study is \$5 million in FY 2000.

Performance and Accountability Tracking of the Action Plan's Impact

To track the implementation of the action plan and ED's progress in addressing the issues of under-representation and improved service, the Department would prepare and submit monthly reports to the White House Initiative on Educational Excellence for Hispanic Americans and OMB. The

Department would also modify its GPRA performance plan, developing annual measurable goals for improvement of service levels to currently under represented groups, enhanced academic achievement of LEP students, and other relevant performance indicators, regardless of the size of the annual appropriations for the affected programs.

Hispanic Education Action Plan 1999

The Hispanic population of America is expanding at a rapid rate. Today, about 14 percent of the school-age population is Latino; by 2020 the proportion will grow to about 22 percent. Yet, Hispanic students remain among the nation's most educationally disadvantaged. In order to address this issue head on, the Clinton Administration designed the Hispanic Education Action Plan. For fiscal year 1999, the Administration requested an increase of over \$600 million for the Plan and Congress appropriated \$520 million. The Plan addresses this educational disparity through five school reforms:

- Strengthening Basic Reading and Math Skills by increasing funding for Title I by 5.3% (\$300.8 million increase appropriated),
- Modernizing Bilingual Education by training teachers to more effectively teach English in the context of high academic standards to both children and adults (\$50.4 million increase appropriated),
- Comprehensive School Reform will offer new models of teaching and learning specifically designed to target schools with high Hispanic dropout rates (\$30 million increase appropriated),
- Preparing Disadvantaged Youth for Success in College by providing outreach and support programs equipped with counseling and academic assistance (\$86 million increase appropriated),
- Improving Educational Programs for Migrant Youth by strengthening high school equivalency, college assistance, and job training programs (\$58 million appropriated).

Consultation for the Hispanic Education Action Plan was provided by the Congressional Hispanic Caucus, education and Latino organizations and the White House Initiative on Educational Excellence for Hispanic Americans.

In addition the Hispanic Education Action Plan, the Administration has taken other actions to strengthen our nation's education system. Initiatives are in the works to help dropout prevention, increase technology in classrooms, expand school-to-work programs, modernize school buildings, reduce class size, and target high poverty areas as Education Opportunity Zones.

Head Start Action Plan: Increasing Representation of Under Served Groups

Description of Issue

Expansion of Head Start under the Clinton Administration has been dramatic, with funding growing by 68 percent and the creation of 100,000 slots since 1993, including the addition of 39,000 slots for infants and toddlers in the Early Head Start program which began in 1995. The program is on track to attain the President's goal of serving 1 million children by 2002.

Despite the significant expansion of Head Start during the 1990s, the program still has work to do in order to ensure that traditionally under represented groups and other emerging populations, including recent immigrants and LEP children, have equal access to Head Start services. Hispanics are one group currently under represented in Head Start -- Hispanics constitute 29 percent of low-income 3 and 4 year olds (excluding Puerto Rico), yet they only comprise 23 percent of the Head Start population.¹

Expansion Process Favors Existing Grantees

Planned expansions of Head Start offer an opportunity to address this historical disparity by making special efforts to expand services to under represented groups. However, the existing grant award process, which favors current grantees, appears ill-equipped to meet this challenge. Under the priority system set up in the authorizing statute, almost all expansion grants go to existing grantees. For example, in 1999, HHS plans to award 90 new expansion grants, yet they only anticipate adding 7 new grantees. This system clearly makes it extremely difficult for new groups to become Head Start providers. New grantees *can* enter the program when an existing grantee gets defunded due to poor performance and the grant is subsequently recompeted, but that happens infrequently (100 times since 1993, out of 1,500 grantees). The current law bias toward existing grantees is also problematic since current grantees may have one population that they traditionally serve, causing difficulty in bringing new groups into their Head Start centers.

Given the rarity of recompetitions and the existence of a priority system favoring current grantees, the best entree into the program for organizations representing under served groups is to become a delegate agency of an existing grantee. For example, current grantees, such as New York City government, run many Head Start centers through a multitude of delegate agencies.

Head Start's Efforts To Improve Its Track Record

Head Start has taken steps to improve its track record in serving under represented groups over

¹From 1996 Census Data and 1997 Head Start population data.

the years, including development of bilingual curricula and other activities. More recently, in the announcement for FY99 grant expansions, HHS stated its intention to give priority to applicants that make a special effort to reach under served populations. HHS also holds “bidders conferences” for community groups to educate them on the application process. The Department states that announcements of grant expansions and bidders conferences are broadly circulated in the ethnic press and sent to minority organizations.

Head Start also has a growing Training and Technical Assistance (T&TA) budget, funded at \$113 million in FY99. T&TA funds organizations that work with local Head Start programs to customize services so that they better respond to varying local needs. T&TA funds are not used to coach any potential grantees through the application process -- the Department has held that such assistance runs contrary to the competitive grant process.

Action Plan

In order to improve representation of under served groups in Head Start, including LEP children and recent immigrants, we propose a four pronged action plan that uses both the carrot and stick approach in order to improve the track record of existing Head Start programs and modify the expansion grant process. Specifically, the plan includes: (1) priority points during expansion grant competitions for applicants with defined plans for serving under represented groups, with those not meeting a minimum threshold excluded from consideration; (2) specific focus during the tri-annual review of existing grantees on their effectiveness in meeting the community’s needs; (3) increased outreach and T&TA efforts to existing grantees, as well as families; and, (4) specific focus on at least 10 communities with the greatest problems with parity in representation, in order to model different T&TA and outreach strategies and track progress. More detail is provided below.

- 1) **Priority Points During Expansion Grant Competitions.** Building on the process currently in place for FY99, applicants would be required to provide the following information during the expansion grant competition:
 - Provide data on the demographic make-up of their community, including information on the racial and ethnic background and English proficiency of children living below poverty. Current grantees would also be required to compare the racial/ethnic background and English proficiency of the below poverty population in the community to the background of the children they serve.
 - Provide an analysis of recent demographic changes in the community and whether such changes have created new pockets of need, either due to recent influxes of immigrants or other emerging low-income populations.

Applicants would then be asked to address the following, with priority points given based on the quality of their answers:

- Identify the children the applicant proposes to serve by demographic and English-proficiency levels. What are their plans for outreach to traditionally under served groups?
- For grantees that run several centers through delegate agencies, the grantee would explain whether their strategy for serving under represented groups includes any new delegate agencies, or greater service delivery for specific delegate agencies that are particularly successful in serving under represented groups.
- Demonstrate the grantee's/delegate agencies' capacity to provide a high quality Head Start program to the target group(s) specified in the application.
- How will the grantee work on an ongoing basis to address the need of emerging and traditionally under served populations and ensure that those groups are receiving Head Start services?

On the flip side of earning priority points, applicants would be denied consideration for expansion grants if their commitment to serving emerging groups and under represented families, as gauged by the above questions, did not meet a minimum threshold.

In addition to strengthening the effectiveness of the priority points system, the Department would also increase the number of grant application reviewers who have expertise in serving Hispanic and language minority children, so that each set of proposal review teams includes persons with such expertise.

This process builds on the priority system currently in practice, rewards grantees that address the diverse needs of their community and penalizes those that do not, ensuring that, beginning with the FY99 award process and each year thereafter, LEP and other under served groups will be increasingly served by Head Start. This process also ensures that grantees consider the ability of sub-grantees to serve under represented groups when constructing their delegate agency arrangements. HHS would develop a proposal for the appropriate number of priority points that would be given and the means for determining a minimum threshold for consideration for expansion grants.

- 2) **Additional Focus During Tri-Annual Program Review.** All Head Start grantees undergo extensive reviews of their program operations every three years. At that time, reviewers assess the Head Start Center's compliance with program performance

standards, including the grantees' plan for recruitment of children, taking into account the demographic make-up of the community.

During the review process, greater attention would be placed on the grantees effectiveness in responding to their community needs assessment. As with other areas of deficiency found during the review, grantees would be required to develop an action plan and time line for correcting any problems. By using the program review process, the effectiveness of the grantees' recruitment plans for under served children and the responsiveness to each communities' needs assessment will be reviewed for all grantees over a three year period. HHS would draft for clearance a letter to send to all grantees explaining the heightened attention this particular performance measure will receive during the review process and outlining the steps that need to be documented in order to ensure a satisfactory review.

3) **Outreach and Training and Technical Assistance.** HHS would undertake outreach and T&TA efforts designed to:

- Assist current grantees in drawing under served groups into their existing programs.
- Develop outreach strategies that encourage a diverse group of low-income families to seek Head Start services. Research suggests that Hispanic parents tend to use relative care, instead of formal child care programs, to care for their young children.² Tailoring outreach efforts to address cultural differences among groups may draw more families from under represented groups into Head Start.
- Provide education and outreach to a broad array of existing and potential grantees and delegate agencies to educate them on the application and expansion grant award process and the grantee/delegate agency structure. For instance, HHS can target "bidders conferences" in areas with the greatest problem in serving under represented groups and provide information to a diverse set of community groups on the importance or pursuing delegate agency status.
- Enlist the cooperation of national, regional and state organizations representing ethnic and language minority groups in identifying potential new grantees/delegate agencies and helping them to compete successfully.
- Target part of the \$3 million in T&TA funds set-aside for family literacy services under the recent Head Start reauthorization to Head Start centers that serve or collaborate with organization serving language minority populations.

HHS would specify in a T&TA plan how each form of outreach listed above is now being

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addressed and what new efforts will be made on all four components, identifying how each activity level will be measured (i.e., FTE, dollars or number of activity units).

- 4) **Ten "Model" Communities.** HHS would identify at least 10 communities where the unmet need of emerging populations and traditionally under served groups is most dramatic. The Department would then work closely with existing and potential grantees and leaders in that community in order to implement various outreach and T&TA strategies, improve representation of under served children, and improve the participation in Head Start of local organizations representing under served groups. In this way, while generally broadening its efforts using current known techniques, the Department can also (1) develop and test the effectiveness of new T&TA and outreach strategies designed to improve the representation of under served children into Head Start; (2) actively work with grantees and local leaders to ensure that the skills, expertise and capabilities of local organizations in under represented communities are effectively utilized; (3) provide focused attention to the communities with the most dramatic problems; and (4) ultimately, point to these as model communities where the representation of LEP and other under served groups has improved and where that progress has effectively drawn upon the skills of community groups dedicated to addressing the needs of under served populations.

The four pronged strategy proposed above attempts to effect change in the program at the national level by altering the culture of grant awarding and placing greater attention on the efforts of current grantees to address their communities diverse needs, while also pushing progress forward at the local level through targeted assistance to "model" communities and other efforts that assist local organizations in under represented communities so they can participate and better compete in the Head Start world.

Performance and Accountability Tracking of the Action Plan's Impact

In order to track the implementation of the action plan and Head Start's progress in addressing the issue of under representation, the Department would prepare and submit monthly reports to the White House Initiative on Educational Excellence for Hispanic Americans and OMB. The Department would also modify the ACF GPRA performance plan, developing annual measurable goals for improvement of service levels to currently under represented groups and inclusion of new grantees, regardless of the size of the annual appropriation.

Internal EXOP DRAFT

Education Program Action Plan: Increasing Funding for and Access to Federal Education Programs for Underserved Groups

Description of Issue

Raising the education achievement of Hispanic Americans continues to require special attention. Their high school drop out rate, for example, is unacceptably high: in 1996, 29 percent of Hispanics aged 16 to 24 were high school dropouts, compared to seven percent of non-Hispanic whites and 13 percent of non-Hispanic blacks. To address these concerns, the President's FY 1999 Budget proposed, for the first time, an Hispanic Education Action Plan (HEAP) that provided significant increases, totaling approximately \$600 million, for certain education programs that enhance educational opportunity for Hispanic Americans. Congress enacted \$494 million of the requested increases. The President's FY 2000 budget built on this progress, requesting an additional \$444 million for HEAP, including a new \$100 million Right Track Partnership initiative to help keep young people from dropping out of school.

In White House meetings, and meetings with Latino organizations, there was consensus that four of the education programs warrant particular emphasis because of the significant effect they can have on Hispanic educational achievement. These programs are GEAR-UP, TRIO, Bilingual Education Professional Development, and Title I-Education for the Disadvantaged. Although all four programs have received funding increases over the past few years, the programs have work to do to ensure that Hispanic Americans, and other emerging populations, have improved access to and improved service from the programs.

Action Plan

GEAR-UP

GEAR-UP is a new program, authorized in the 1998 HEA amendments and funded for the first time, at \$120 million, in FY 1999. The program supports early college preparation and awareness activities at the local and State levels to ensure that low-income elementary and secondary school students are prepared for and pursue post-secondary education. Discretionary grants of up to 5 years in duration are awarded competitively to States or Partnerships of Local Educational Agencies (LEAs), Institutes of Higher Education (IHEs), and community-based organizations.

To ensure appropriate representation of under served groups in GEAR-UP, including LEP children and emerging communities, we propose the following actions: (1) priority points for State and Partnership applications with defined plans to serve under represented groups, including LEP students and rapidly-growing population groups; (2) technical assistance in

appropriate geographic areas to ensure that new applicants are competitive; (3) ensure that Notices of Funding Alerts (NOFAs), RFPs, and applications emphasize a significant role for community-based organizations in GEAR-UP Partnerships. More detail is provided below:

1. Priority Points During Future Grant Competitions. Applicants would receive priority points based on the quality of their answers to the following:

- Identify the children the applicant proposes to serve by demographic, English-proficiency levels, would-be first-generation college students, and areas of high drop-out rates.
- Demonstrate the applicant's capacity to provide high quality support services for the target group(s) specified in the application.
- Demonstrate how the grantee will work on an ongoing basis to address the needs of emerging and historically under-served populations in the TRIO program.

The priority point process should ensure that GEAR-UP funds target emerging populations, not just high poverty groups, thus ensuring increased access for Hispanic Americans as one of the major growing populations. ED would develop a proposal for the appropriate number of priority points and the exact wording that ensures proper targeting.

2. ED would undertake outreach and technical assistance efforts to:

- Assist new applicants, in geographic areas representative of underserved populations, in applying for GEAR-UP funds.
- Enlist the cooperation of national, regional and state organizations representing ethnic and language minority groups in identifying potential new grantees and helping them to compete successfully.
- Coordinate outreach efforts for this program with ED's Think College Early/Prepare for College information campaign to education students and parents in the target population(s) on the many steps necessary to attend college, as well as involving Latino and other organizations representing ethnic and language minority groups in the information campaign.

3. ED would ensure that notices of funding, RFPs and applications point out the authority for community-based organizations to serve a significant role in the Partnerships. This would encourage more local organizations representing ethnic and language minority groups to become GEAR-UP partners and help increase service to ethnic and language-minority students.

4. ED would include in the program evaluation an assessment of how well grantees are serving under-served and emerging populations.

TRIO

The TRIO programs fund postsecondary education outreach and student support services designed to encourage individuals from disadvantaged backgrounds to enter and complete college and prepare for doctoral studies. According to La Raza, Latinos constitute only 16% of U.S. mainland TRIO participants, about one-half of the expected participation rate. Currently, priority points are given for prior participation in the program, which serves to perpetuate awarding the funds to applicants who serve the same population from year to year. (As part of last year's HEA reauthorization proposals, the Administration recommended that priority points be added to applicants proposing TRIO projects in under-served geographic areas. This priority was intended to respond to changing national demographics and would likely have increased the number of Hispanic students served in TRIO programs. The Administration's proposal was not adopted in the final HEA amendments. In addition, Reps. Hinojosa and Bingaman introduced an HEA amendment that would have given priority for targeting new TRIO funds to programs serving students in areas with high dropout rates. Again, this proposal was not enacted.)

One of the TRIO programs, Upward Bound, which provides intensive academic services to high school students, holds exceptional promise for helping Hispanic students. The National Evaluation of Upward Bound found that among all racial/ethnic groups, Hispanic participants benefit the most from the program. Increasing Hispanic student participation in Upward Bound will help to increase the number of Hispanic students completing high school and help combat one of the most troubling Hispanic education problems.

To ensure that under served groups are appropriately represented in TRIO, including LEP children and emerging communities, we propose the following actions: (1) priority points for applicants with defined plans to serve under represented groups, including LEP students and rapidly-growing population groups and (2) technical assistance in appropriate geographic areas to ensure that new applicants are competitive. More detail is provided below:

1. Add Priority Points to the Application [with a Federal register notice]. Applicants would receive priority points based on the quality of their answers to the following:

- Identify the children the applicant proposes to serve by demographic, English-proficiency levels, would-be first-generation college students, and areas of high drop-out rates.
- Demonstrate the applicant's capacity to provide high quality support services for the target group(s) specified in the application.
- Demonstrate how the grantee will work on an ongoing basis to address the needs of emerging and historically under-served populations in the TRIO program.

The priority point process should ensure that TRIO funds are more targeted toward emerging populations, not just high poverty groups or to applicants with prior experience, thus

ensuring increased access for Hispanic Americans as one of the major growing populations. ED would develop a proposal for the appropriate number of priority points and the exact wording for ensuring proper targeting. Adding priority points to reach under-served populations, that will compete with priority points currently in statute for prior experience, will be controversial since attempts to do this in statute during the HEA reauthorization failed. It may be more workable to target only new TRIO funds to the underserved populations.

2. ED would undertake outreach and technical assistance efforts to:

- Providing technical assistance in appropriate geographic areas to ensure that new applicants are competitive.
- Enlist the cooperation of national, regional and state organizations representing ethnic and language minority groups in becoming or identifying potential new grantees and helping them to compete successfully.
- Including in the program evaluation an assessment of how well current and new grantees are serving under-served populations.

3. ED would include in the program evaluation an assessment of how well current and new grantees are serving under-served and emerging populations.

Bilingual Education -- Professional Development

Bilingual Education Professional Development 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. The four grant activities are:

- Teachers and Personnel grants, primarily to IHEs that have entered into a consortium with an SEA or LEA, for inservice and preservice professional development activities for teachers teaching, or planning to teach, LEP students.
- Training for All Teachers Program to assist schools of education with developing and implementing courses and curriculum to provide inservice and preservice professional development for all teachers in methods for instructing LEP students.
- Career Ladder Program designed to help paraprofessionals and other educational personnel obtain teaching and/or bilingual education certification.
- Graduate Fellowship program to provide assistance at the masters, doctoral, and post-doctoral levels in fields related to bilingual education for professionals seeking to work in the area of bilingual education.

As of 1994, Hispanics constituted nearly 75 percent of all students enrolled in bilingual

education programs. Student enrollment in bilingual education programs experienced a dramatic increase from 1.5 million students in 1988 to 2.3 million in 1994, with Hispanics accounting for the major part of that increase. This increase has exacerbated a shortage of bilingual/ESL teachers, with the California SEA alone reporting a shortage of more than 20,000 teachers. The Final Report on Limited English Proficient Students from the Title I Prospects Study concluded that less than half of LEP students have regular teachers certified in either bilingual education or ESL. Because of the increasing dispersion of LEP students to communities that have little prior experience in serving them, all teacher training programs should now provide some instruction in how to serve LEP students.

In an effort to address the continuing ESL/bilingual education teacher shortage, the Administration proposed and won significant funding increases -- from \$25 to \$50 million -- for Professional Development in FY 1999 and has proposed a further increase to \$75 million in FY 2000.

In FY 1999, ED began funding its Training for All Teachers initiative to help provide training to all teachers so that can more effectively teach LEP students. To continue this progress, we propose the following actions:

1. Continue to support funding increases for Bilingual ED/Prof Development to increase the number of certified ESL and/or Bilingual education teachers. The FY 2000 budget proposal of \$75 million is an increase of \$25 million over FY 1999 enacted and should help train 6,000 additional teachers a year.
2. ESEA reauthorization proposals will concentrate on ensuring that teachers are well trained to teach LEP students and promoting programs leading to a bachelor's degree and certification for paraprofessionals.

Title I - Education for the Disadvantaged

Title I, the largest Federal elementary and secondary education program, supplements State and local funding for disadvantaged children, especially in high-poverty areas, to enable them to meet the same high standards that all children are expected to meet. Title I Grants to LEAs provides funds to almost all school districts and more than half of public schools in the country to extend and reinforce the regular curriculum for poor, low-achieving children who do not typically have access to the same resources as other more affluent children, either at home or at school. Currently, more than 45,00 schools across the country, including two-thirds of the Nation's elementary schools, are using Title I funds to give disadvantaged students the benefit of, for example, more individualized and accelerated instruction, smaller classes, extra time to learn after school and during the summer, computer reinforcement, and preschool programs. Over one-third of the students served in Title I schools are Hispanic.

To help ensure that Title I schools are addressing the needs of LEP children, we propose the following:

1. The President's FY 2000 budget includes \$200 million in Title I to hold States and school

districts more accountable for raising student achievement. States will use funds to fix their lowest performing schools through a variety of approaches. Within this context, low-performing schools that have a high concentration of LEP students will be required to adopt programs that work for raising the academic achievement of LEP students.

2. Building on the school improvement strategies described in 1. above, ED should also develop a technical assistance plan, to be carried out by the Comprehensive Regional Assistance Centers, to provide assistance to LEAs and schools serving large percentages of Latino and LEP students to evaluate and improve service to these students.

3. Reauthorization proposals for Title I will focus on the following areas to work to improve service to all children in Title I schools, including LEP students:

- holding States and LEAs accountable for the academic achievement for all students, including LEP students,

- providing technical assistance to the lowest performing schools,

- improving professional development, part of which will focus on helping teachers teach LEP students, and

- ensuring that LEP students are included in Title I assessments. Proposed language would enhance the current requirement that LEP students be included in the Title I assessments and be assessed, to the extent practicable, in the language most likely to yield accurate and reliable results with language that would require that Spanish-speaking LEP students be assessed in Spanish during the assessment period, if testing in Spanish is most likely to yield accurate and reliable information on what they know and can do in subjects other than English.

Research Efforts:

Part of the difficulty in improving programs that serve LEP students, or developing new programs or strategies, is the lack of definitive knowledge on what works best. To help build our knowledge of best practices for helping LEP students, we propose that ED develop a comprehensive research plan, as a collaborative effort between OERI and OBEMLA, to focus on additional research efforts that could be undertaken regarding LEP students. For example, to build a knowledge base for improving the literacy learning of Spanish-speaking LEP students, NICHD and ED are planning a joint R&D program. ED's contribution to the 5-year study is \$5 million in FY 2000.

Performance and Accountability Tracking of the Action Plan's Impact

To track the implementation of the action plan and ED's progress in addressing the issues of under-representation and improved service, the Department would prepare and submit monthly reports to the White House Initiative on Educational Excellence for Hispanic Americans

and OMB. The Department would also modify its GPRA performance plan, developing annual measurable goals for improvement of service levels to currently under represented groups, enhanced academic achievement of LEP students, and other relevant performance indicators, regardless of the size of the annual appropriations for the affected programs.

Head Start Action Plan: Increasing Representation of Under Served Groups

Description of Issue

Expansion of Head Start under the Clinton Administration has been dramatic, with funding growing by 68 percent and the creation of 100,000 slots since 1993, including the addition of 39,000 slots for infants and toddlers in the Early Head Start program which began in 1995. The program is on track to attain the President's goal of serving 1 million children by 2002.

Despite the significant expansion of Head Start during the 1990s, the program still has work to do in order to ensure that traditionally under represented groups and other emerging populations, including recent immigrants and LEP children, have equal access to Head Start services. Hispanics are one group currently under represented in Head Start -- Hispanics constitute 29 percent of low-income 3 and 4 year olds (excluding Puerto Rico), yet they only comprise 23 percent of the Head Start population.¹

Expansion Process Favors Existing Grantees

Planned expansions of Head Start offer an opportunity to address this historical disparity by making special efforts to expand services to under represented groups. However, the existing grant award process, which favors current grantees, appears ill-equipped to meet this challenge. Under the priority system set up in the authorizing statute, almost all expansion grants go to existing grantees. For example, in 1999, HHS plans to award 90 new expansion grants, yet they only anticipate adding 7 new grantees. This system clearly makes it extremely difficult for new groups to become Head Start providers. New grantees *can* enter the program when an existing grantee gets defunded due to poor performance and the grant is subsequently recompeted, but that happens infrequently (100 times since 1993, out of 1,500 grantees). The current law bias toward existing grantees is also problematic since current grantees may have one population that they traditionally serve, causing difficulty in bringing new groups into their Head Start centers.

Given the rarity of recompetitions and the existence of a priority system favoring current grantees, the best entree into the program for organizations representing under served groups is to become a delegate agency of an existing grantee. For example, current grantees, such as New York City government, run many Head Start centers through a multitude of delegate agencies.

Head Start's Efforts To Improve Its Track Record

Head Start has taken steps to improve its track record in serving under represented groups over

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the years, including development of bilingual curricula and other activities. More recently, in the announcement for FY99 grant expansions, HHS stated its intention to give priority to applicants that make a special effort to reach under served populations. HHS also holds “bidders conferences” for community groups to educate them on the application process. The Department states that announcements of grant expansions and bidders conferences are broadly circulated in the ethnic press and sent to minority organizations.

Head Start also has a growing Training and Technical Assistance (T&TA) budget, funded at \$113 million in FY99. T&TA funds organizations that work with local Head Start programs to customize services so that they better respond to varying local needs. T&TA funds are not used to coach any potential grantees through the application process -- the Department has held that such assistance runs contrary to the competitive grant process.

Action Plan

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1) **Priority Points During Expansion Grant Competitions.** Building on the process currently in place for FY99, applicants would be required to provide the following information during the expansion grant competition:

- Provide data on the demographic make-up of their community, including information on the racial and ethnic background and English proficiency of children living below poverty. Current grantees would also be required to compare the racial/ethnic background and English proficiency of the below poverty population in the community to the background of the children they serve.
- Provide an analysis of recent demographic changes in the community and whether such changes have created new pockets of need, either due to recent influxes of immigrants or other emerging low-income populations.

Applicants would then be asked to address the following, with priority points given based on the quality of their answers:

- Identify the children the applicant proposes to serve by demographic and English-proficiency levels. What are their plans for outreach to traditionally under served groups?
- For grantees that run several centers through delegate agencies, the grantee would explain whether their strategy for serving under represented groups includes any new delegate agencies, or greater service delivery for specific delegate agencies that are particularly successful in serving under represented groups.
- Demonstrate the grantee's/delegate agencies' capacity to provide a high quality Head Start program to the target group(s) specified in the application.
- How will the grantee work on an ongoing basis to address the need of emerging and traditionally under served populations and ensure that those groups are receiving Head Start services?

On the flip side of earning priority points, applicants would be denied consideration for expansion grants if their commitment to serving emerging groups and under represented families, as gauged by the above questions, did not meet a minimum threshold.

In addition to strengthening the effectiveness of the priority points system, the Department would also increase the number of grant application reviewers who have expertise in serving Hispanic and language minority children, so that each set of proposal review teams includes persons with such expertise.

This process builds on the priority system currently in practice, rewards grantees that address the diverse needs of their community and penalizes those that do not, ensuring that, beginning with the FY99 award process and each year thereafter, LEP and other under served groups will be increasingly served by Head Start. This process also ensures that grantees consider the ability of sub-grantees to serve under represented groups when constructing their delegate agency arrangements. HHS would develop a proposal for the appropriate number of priority points that would be given and the means for determining a minimum threshold for consideration for expansion grants.

- 2) **Additional Focus During Tri-Annual Program Review.** All Head Start grantees undergo extensive reviews of their program operations every three years. At that time, reviewers assess the Head Start Center's compliance with program performance

standards, including the grantees' plan for recruitment of children, taking into account the demographic make-up of the community.

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- Provide education and outreach to a broad array of existing and potential grantees and delegate agencies to educate them on the application and expansion grant award process and the grantee/delegate agency structure. For instance, HHS can target "bidders conferences" in areas with the greatest problem in serving under represented groups and provide information to a diverse set of community groups on the importance or pursuing delegate agency status.
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addressed and what new efforts will be made on all four components, identifying how each activity level will be measured (i.e., FTE, dollars or number of activity units).

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The four pronged strategy proposed above attempts to effect change in the program at the national level by altering the culture of grant awarding and placing greater attention on the efforts of current grantees to address their communities diverse needs, while also pushing progress forward at the local level through targeted assistance to "model" communities and other efforts that assist local organizations in under represented communities so they can participate and better compete in the Head Start world.

Performance and Accountability Tracking of the Action Plan's Impact

In order to track the implementation of the action plan and Head Start's progress in addressing the issue of under representation, the Department would prepare and submit monthly reports to the White House Initiative on Educational Excellence for Hispanic Americans and OMB. The Department would also modify the ACF GPRA performance plan, developing annual measurable goals for improvement of service levels to currently under represented groups and inclusion of new grantees, regardless of the size of the annual appropriation.

Hispanic Education Action Plan

THE WHITE HOUSE

Office of the Vice President

For Immediate Release

February 2, 1998

"America's future prosperity depends on our ability to provide a sound education to all of our children. The President's Hispanic education initiative will offer Latino students a better chance to develop their full academic potential so they can contribute the full force of their talent to the success of America in the Twenty-First Century."

— Vice President Gore, February 2, 1998

EXCELLENCE IN EDUCATION

THE CLINTON ADMINISTRATION'S HISPANIC EDUCATION ACTION PLAN

Vice President Gore today (2/2) announced the Administration's \$600 million Hispanic education action plan. In his State of the Union address, President Clinton reinforced his commitment to excellence in education for all Americans. America cannot prosper as a nation unless educational opportunity is made available to all of our children. Today, about 14 percent of the school-age population is Latino; by 2020, the proportion will grow to about 22 percent. Hispanic students are among the nation's most educationally disadvantaged. To address this educational disparity, the Clinton Administration's FY99 Budget includes more than \$600 million dollars for a comprehensive action plan based on high standards and research-based school reform:

I. \$393 Million to Strengthen Basic Reading and Math Skills: Students, including those with limited English skills, must be held to challenging academic standards, with a firm foundation in reading and math. President Clinton proposes to increase funding for Title I -- the largest elementary and secondary program --

by 5.3 percent -- a \$393 million increase -- to meet these critical needs for all disadvantaged students. Thirty-two percent of those served are Latino.

II. \$66 Million to Train 20,000 Teachers to Teach Students English, and Help Adults Learn English: A 17 percent increase -- \$33 million -- in the Federal program for children with limited English skills would help train 20,000 teachers over five years to more effectively teach English in the context of high academic standards. A \$33 million increase in adult education will provide more parents and other adults with English training, including the first year of a five-year, \$100 million effort to promote model approaches to adult English-as-a-Second Language (ESL) programs.

III. \$30 Million to Transform Schools with High Dropout Rates: The President is calling for a 25% expansion of a new effort to reform failing schools, specifically targeting schools with high-dropout rates. This increase will allow low-achieving schools to receive expert advice to adopt research-based models to improve teaching and learning.

IV. \$69 Million to Prepare Disadvantaged Youth for Success in College: The federal TRIO programs fund outreach and support programs to help disadvantaged students prepare for and successfully complete college through counseling and academic assistance. One of the programs -- Upward Bound, which helps high school students with academic preparation for college -- has been found to be especially helpful to Hispanic youth. The President has proposed a \$40 million (20 percent) increase in funding for Upward Bound. All other TRIO programs will receive a total increase of \$13 million. In addition, the Federal program to strengthen colleges with large Latino populations is slated for a \$16 million -- 133 percent -- increase.

V. \$60 Million to Improve Education Programs for Migrant Youth and Adults: Migrant families face particularly difficult obstacles to gaining the education and training they would need to improve their standard of living. President Clinton seeks significant increases in the Migrant Education Program (16 percent increase of \$50 million), High School Equivalency Program (HEP: 31 percent increase of \$2.4 million), College Assistance Migrant Program (CAMP: 138 percent increase of \$2.9 million) and Migrant Youth Job Training Demonstration (a new \$5 million).

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OTHER CLINTON ADMINISTRATION ACTIONS TO IMPROVE EDUCATION FOR HISPANIC AMERICANS

The Hispanic Education Action Plan is the result of months of consultation with the Congressional Hispanic Caucus, education and Latino organizations, and the White House Initiative on Educational Excellence for Hispanic Americans. It is a response both to the final report of the Hispanic Dropout Project, No More Excuses, and to the earlier recommendations of the President's Advisory Commission on Educational Excellence for Hispanic Americans, Our Nation on the Fault Line.

As a result of these and other efforts, the Administration has not only invested in programs that address the education needs of Hispanic Americans, but has also taking a number of other actions to improve Federal programs. Below is a sample of some of the current or planned actions.

Getting Information to Parents and Students.

- The Education Department is improving its toll-free line to make it easier for Spanish-speaking callers to get the information they need, and to expand the capacity to handle large influxes of calls that could result from public service announcements.
- Univision, the country's largest Spanish language television network, is partnering with the Department in several cities with large Hispanic populations to develop TV spots and other programming with education themes.
- About 200,000 Spanish-language copies of the Education Department document, Getting Ready for College Early, were distributed by La Opinion - the largest Spanish newspaper in the U.S. La Opinion will also make the document available on computer disk to other newspapers, as well as on its web site.

Helping all Children to Read Independently by the End of the Third Grade. The America Reads Challenge includes several efforts directly targeted to Hispanic and limited-English students and their families.

- The Read*Write*Now! Campaign which combats "summer reading drop-off" through the use of reading partners for children, the active use of libraries, and new vocabulary – has developed Spanish language tutoring kits that will be distributed to Hispanic communities.
- With the Education Department, Scholastic, Inc. created and disseminated 50,000 posters conveying the message "Reading is Power/Leer es Poder" to commemorate Hispanic Heritage Month for 1997. The poster includes reading activities in English and Spanish that teachers and parents can reproduce for use in the classroom and at home.
- The League of United Latin American Citizens (LULAC), the nation's largest constituency-based organization of Hispanics, has committed to work with the Department to prepare its 110,000 members to tutor Hispanic students through the America Reads Challenge.

Encouraging Parental Involvement in Early Childhood. For America's working families, the President has proposed that \$22 billion be devoted over five years to improve child care – the largest investment in the nation's history. This will double the number of children covered by child care subsidies, help working families pay for child care through tax credits, and improve the safety and quality of child care. To enable more young children to improve their readiness for school, 1998 funding for Head Start was increased by \$374 million for a total of \$4.4 billion. The Department of Health and Human Services (HHS) will implement an outreach plan to ensure that programs are reaching the Hispanic community and that Head Start efforts are linking effectively with kindergarten and first grade. As a part of that effort, HHS will identify and disseminate a "best practices" guide for serving limited-English children.

Promoting Successful Models for Dropout Prevention. School and community leaders need "one-stop shopping" for ideas and information on best practices for keeping kids in school. The Education Department will provide thorough dropout prevention resources through its various research centers. In addition, as part of the Comprehensive School Reform program, the Department will identify model approaches that show promise in reducing high dropout rates, and that address the needs of limited-English proficient children, and will encourage states to use FY98 funding to implement those models where needed.

Increasing Technology in the Classroom. To ensure that all schools take advantage of the funding available through the \$2 billion Technology Literacy Challenge Fund and the E-rate discounts of up to 90 percent to connect to the Internet, the Education Department will target technical assistance workshops to communities with large populations of Hispanic students.

Providing Second Chances and Job Training Opportunities. \$250 million has been appropriated for FY99, targeted to the highest poverty areas in the country, to help out-of-school youth (age 16-24) become employable. Currently six cities are funded. In New York City, 67 percent of those served are Hispanic; in Houston, 65 percent; in Los Angeles, 50 percent.

Collecting Data and Supporting Research. The Department of Education and the National Center for Educational Statistics will seek to acquire more information to increase awareness of education issues involving Hispanics and limited-English students. For example, to ensure that limited-English students fully benefit from tests they are given, the Department plans to invest approximately \$5 million in 1998 research that addresses the most urgent questions relevant to assessment of limited-English students.

Forming an Interdepartmental Council for Hispanic Education Improvement. The Administration's initiative on education excellence for Hispanic Americans will launch a new interdepartmental council for Hispanic educational improvement this spring. Senior level representatives from all Departments will participate in the council and in working groups on early childhood, K through 12, undergraduate and graduate education and community and federal employment to pursue aggressive programs to improve educational opportunities for the nation's Latino community.

PRESIDENT CLINTON'S FY 1999 BALANCED BUDGET EDUCATION: PREPARING OUR CHILDREN FOR THE 21ST CENTURY

MAINTAINING THE COMMITMENT TO MAKING EDUCATION OUR NUMBER ONE PRIORITY. Building on the historic balanced budget agreement in 1997 which secured the largest education investment in 30 years and the largest investment in higher education since the G.I. Bill in 1945, the President's FY 1999 budget supports initiatives that will dramatically strengthen elementary and secondary education. These proposals will help ensure that all students start out in a small class with a good teacher, in a safe, modern school. They will also

help ensure that students, especially in high poverty urban and rural areas, attend schools where high standards are taken seriously and kids are given the help they need to succeed. The President's proposals will dramatically expand access to safe havens for after-school learning, and ensure that low-income students receive the support and encouragement to finish school and continue onto college.

Small Classes with Qualified Teachers to Improve Reading in Grades 1-3. President Clinton is proposing a \$12.4 billion initiative over 7 years (\$7.3 billion over 5 years) to help local schools provide small classes with qualified teachers in the early grades. This will help ensure that every child receives personal attention, learns to read independently and gets a solid foundation for further learning. The new initiative will reduce class size in grades 1-3 to a nationwide average of 18, providing funds to help local school districts hire an additional 100,000 well-prepared teachers. The initiative will also provide funds to states and local school districts to test new teachers, develop more rigorous teacher testing and certification requirements, and train teachers in effective reading instruction practices. Schools districts will be accountable for demonstrating gains in reading achievement. These steps will help ensure that first through third grade students are receiving high-quality reading instruction in smaller classes from competent teachers.

Modern School Buildings to Improve Student Learning. In order for students to learn and to compete in the global economy, schools must be well-equipped and they must be able to accommodate smaller class sizes. To address these and other critical needs, President Clinton is proposing Federal tax credits to pay interest on nearly \$22 billion in bonds to build and renovate public schools. This is more than double the assistance proposed last year, which covered half the interest on an estimated \$20 billion in bonds. The tax credits will cost the Treasury \$5 billion over 5 years, and more than \$10 billion over ten years. Of the \$22 billion in bond authority, nearly \$20 billion is for a new School Modernization Bonds. Half of this bond authority will be allocated to the 100 school districts with the largest number of low-income children, and the other half will be allocated to the States. In addition, the President is proposing a more than \$2.4 billion expansion of the Qualified Zone Academy Bonds, school-business partnerships that will include funding for school construction and renovation.

Education Opportunity Zones: Helping Students in Poor Communities Reach High Standards. This initiative will strengthen public schools and help students master the basics where the need is the greatest: in high poverty urban and rural

communities where low expectations, too many poorly prepared teachers, and overwhelmed school systems create significant barriers to high achievement. The Education Department will select approximately 50 high poverty urban and rural school districts that agree to: (1) use high standards and tests of student achievement to identify and provide help to students, teachers and schools who need it; (2) prevent students from falling behind by ensuring quality teaching, challenging curricula, and extended learning time; and (3) end social promotion and turn around failing schools. Added investments in these communities will accelerate their progress and provide successful models of system-wide, standards-based reform for the nation. The President's initiative will invest \$200 million in FY99, and \$1.5 billion over 5 years, to raise achievement and share lessons learned with school districts around the country.

Expanding Access to Safe After-School Care. To help create safe, positive learning environments for American school-age children who lack adult supervision during a typical week, the President has proposed to increase the 21st Century Learning Center Program by \$800 million over five years. The program will support school-community partnerships that expand or establish programs providing after-school care for up to half a million children a year.

Early Intervention to Promote College Attendance. President Clinton will soon announce a long-term effort to bring college opportunity to children in high-poverty areas by providing their families with early information about financial aid and the best courses to take to be well-prepared for college, as well as support services to help the children stay on track through high school graduation and into college.

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**President's Response and FY99 Appropriation to the
President's Advisory Commission on Educational Excellence for Hispanic Americans
"Our Nation on the Fault Line": Hispanic American Education**

Programs	President's Advisory Commission Recommendations	President's proposed FY 1999 budget	Actual FY 1999 budget appropriation
Comprehensive School Reform*	- Improve quality of instruction & condition of schools that Latinos attend - Address Hispanic high school drop out rates; - Enhance capacity to teach bilingual & multicultural students	\$30 million increase (20%) in existing program to reform schools with high dropout rates	\$30 million increase (25%) in the existing program; can be used to reform schools with high dropout rates
Bilingual Education*	- Equip educators to effectively teach bilingual & multicultural students - Promote multilingualism for all Americans	\$33 million increase (17%) to train more teachers over the next 5 years	\$26 million increase (9%) for existing programs and expand teacher training
TRIO Programs*	- Facilitate collaborations between higher education and community to provide apprenticeships, mentoring and summer training opportunities	\$53 million increase (10%) for all programs combined	\$70 million increase (13%) for all programs combined
Hispanic-Serving Institutions (HSIs)*	- Commit special initiatives and resources to <u>HSIs</u>	\$16 million increase (133%)	\$16 million increase (133%)
Migrant Education Program*	- Increase resources to better meet needs	\$50 million increase (16%)	\$50 million increase (16%)
High School Equivalency Program (Migrant HEP)*	- Increase resources to better meet needs	\$2.4 million increase (31%)	\$1.4 million increase (18%)
College Assistance Migrant Program (CAMP)*	- Increase resources to better meet needs	\$2.9 million increase (138%)	\$1.9 million increase (92%)
Migrant Youth Job Training Demonstration [Dept. of Labor]*	- Facilitate collaborations between higher education and community to provide apprenticeships, mentoring and summer training opportunities	\$5 million, new investment	\$5 million, new investment
Adult Education/ESL*	- Establish programs to train young and other adults for a technology driven workplace	\$33 million increase (9%); \$20 million of it for model ESL	\$24.4 million increase overall (7%)
High Hopes for College/ Gear Up	- Facilitate collaborations between higher education and community to provide apprenticeships, mentoring and summer training opportunities	\$140 million (new program) \$15 million - Info. Campaign (new program)	\$120 million (new program)
Title I*	- Increase resources to better meet need	\$392 million increase (5.3%)	\$300.8 million increase (5.3%)
Head Start [HHS]	- Improve participation of Latino preschoolers and parents in early childhood programs	\$305 million increase (7%)	\$305 million increase (7%)
Goals 2000	- Increase resources to better meet need	\$10 million increase (2%)	\$0 million increase (0%)
Teacher Recruitment and Training	- Develop national campaign to recruit more educators who effectively teach bilingual & multicultural students - Improve the quality of instruction	\$65 million (\$350 million over 5 years)	\$75 million (new program)

**President's Response and FY99 Appropriation to the
President's Advisory Commission on Educational Excellence for Hispanic Americans
"Our Nation on the Fault Line": Hispanic American Education**

Programs	President's Advisory Commission Recommendations	President's proposed FY 1999 budget	Actual FY 1999 budget appropriation
Education Opportunity Zones	- Improve the quality of instruction - Improve knowledge, skills, and cross cultural competencies of teachers and administrators - Improve the condition of schools	\$200 million (\$1.5 billion over 5 years)	\$0 (initiative not included)
After-School and 21st Century Learning Center	- Provide access to quality learning environments for Hispanic students	\$200 million (\$1 billion over 5 years)	\$160 million increase
Modern School Buildings	- Improve condition of schools	\$19.4 billion in zero-interest bonds over 2 years	\$0 (initiative not included)

***Hispanic Education Action Plan**

Hispanic Education Action Plan - FY1999

(Increase in funding by program)

<u>Program</u>	President's Request	Actual Appropriation
Title I	\$ 391,768	\$ 300,788
Bilingual Education	33,000	26,000
Adult Education	33,449	24,449
Comprehensive School Reform	55,000	25,000
TRIO	53,333	70,333
Hispanic Serving Institutions	16,000	16,000
Migrant Education	49,216	49,216
High School Equivalency Program (HEP)	2,366	1,366
College Assistance Migrant Program (CAMP)	2,919	1,919
Migrant Youth Job Training (DoL)	5,000	5,000
Total:	\$ 642,051	\$ 520,071

Title I, Part A (formerly Chapter 1) Program—Improving Basic Programs Operated by Local Education Agencies, Education for the Disadvantaged

Basic Information

Topical Heading: Disadvantaged

Administering Office: Office of Elementary and Secondary Education (OESE)

CEDA #84.010

Agencies Who May Apply (Categories): State Education Agencies

Who May Apply (Specify): The secretary of the interior may also apply: local education agencies and Indian tribal schools are subgrantees of state education agencies and the secretary of the interior.

Type of Assistance (Categories): Formula Grants

Program Details

Legislative Citation: Elementary and Secondary Education Act (ESEA) of 1965, Title I, Part A, as amended, 20 U.S.C. 6301-6514

Program Regulations: 34 CFR Part 200

Program Description: This program provides formula grants through state education agencies (SEAs) to local education agencies (LEAs) to improve teaching and learning in order to enable low-achieving children to meet challenging state content and student performance standards.

Federal funds are currently allocated through two formulas, with most of the funds distributed as Basic Grants. Concentration grants provide additional funds to counties and LEAs where the number of poor children exceeds 6,500 or 15 percent of the total school-age population. Federal allocations are based primarily on the number of children from low income families and state per-pupil expenditures for education.

LEAs target funds to schools with the highest percentages of children from low-income families. Unless a participating school is operating a schoolwide program, the school must target Title I services to children who are failing, or most at risk of failing, to meet state academic standards. Beginning in 1996, schools enrolling at least 50 percent of students from poor families are eligible to use Title I funds for schoolwide programs that serve all children in the school. (Prior to 1996, higher poverty thresholds applied.)

Types of Projects: More than 50,000 public schools across the country use Title I funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curriculum and meet state standards in core academic subjects. For example, funds support extra instruction in reading and mathematics, science, and computers, and special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum.

Education Level: K-12, Preschool

Subject Index: Compensatory Education, Educationally Disadvantaged, High Risk Students, Language Arts, Low Income, Mathematics, Poverty, Reading

Appropriations:

Fiscal Year 1997: \$7,295,232,000

Fiscal Year 1998: \$7,375,232,000

Awards Information:

Number of New Awards Anticipated: 53

Average Award: \$140,000,000

Range of Awards: \$16,000,000 - \$830,000,000

Note: The Department is not bound by any estimates in this notice.

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Comprehensive School Reform Demonstration Program

Basic Information

Topical Heading: School Reform

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA #84.332A

Who May Apply (Categories): State Education Agencies

Current Competitions: SEA applications for federal formula awards starting in 1998

Type of Assistance (Categories): Formula Grants

Type of Assistance (Specify): Formula grants under Title I, section, and under the Fund for the Improvement of Education (FIE)

Program Details

Legislative Citation: P.L. 105-78;

Program Description: This program, first funded in 1998, provides formula grants to state education agencies (SEAs) for competitive grant awards to local education agencies and participating schools. Schools receive annual awards of not less than \$50,000 to adopt or develop comprehensive school reforms based on reliable research and effective practices. SEAs are encouraged to give competitive preference to LEAs that target funds on schools that have low levels of student achievement and high dropout rates.

Types of Projects: All participating schools must use program funds to adopt or develop research-based comprehensive school reform approaches that: (1) employ innovative strategies and proven methods for student learning, teaching, and school management; (2) have a comprehensive design for effective school functioning, including instruction, assessment, classroom management, and professional development that aligns the school's curriculum, technology, and professional development into a schoolwide reform plan designed to enable all students to meet challenging state content and performance standards and addresses needs identified through a school needs assessment; (3) provide high-quality and continuous teacher and staff professional development and training; (4) have measurable goals for student performance and benchmarks for meeting those goals; (5) are supported by school faculty, administrators, and staff; (6) provide for the meaningful involvement of parents and the local community in planning and implementing school improvement activities; (7) utilize high-quality external support and assistance from a comprehensive school reform entity (which may be a university) with experience or expertise in schoolwide reform and improvement; (8) include a plan for the evaluation of the implementation of school reforms and the student results achieved; (9) identify how other resources (federal/state/local/private) available to the school will be utilized to coordinate services to support and sustain the school reform.

Education Level: K-12

Subject Index: Comprehensive Programs, Research

Appropriations

Fiscal Year 1997: \$0

Fiscal Year 1998: \$145,000,000

Fiscal Year 1999: \$145,000,000

Awards Information

Number of New Awards Anticipated: 52

Average Award: \$2,788,462

Range of Awards: \$318,175 - \$16,293,800

Note: The Department is not bound by any estimates in this notice.

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Adult Education--Basic Grants to States

Basic Information

Topical Heading: Adult Education

Administering Office: Office of Vocational and Adult Education (OVAE)

CFDA #84.002

Who May Apply(Categories): State Education Agencies

Who May Apply(Specify): The following recipients are eligible to apply to state education agencies for funds: local education agencies; community-based organizations of demonstrated effectiveness; volunteer literacy organizations; institutions of higher education; public or private nonprofit agencies; libraries; public housing authorities; nonprofit institutions that have the ability to provide literacy services to adults and families; and consortia of the agencies, organizations, institutions, libraries, or authorities previously described.

Current Competitions: Awards are made automatically to state education agencies on a formula basis.

Type of Assistance(Categories): Formula Grants

Program Details

Legislative Citation: Adult Education and Family Literacy Act of 1998, Section 211(b).

Program Regulations: None at this time.

Program Description: This program provides grants to states to fund local programs of adult education and literacy services, including workplace literacy services, family literacy services, and English literacy programs.

Education Level: Adult, Out of School Youth

Subject Index: Adult Education, Adult Learning, Adult Literacy, Out of School Youth, State Federal Aid

Appropriations:

Fiscal Year 1997: \$340,339,000

Fiscal Year 1998: \$345,339,000

Fiscal Year 1999: \$365,000,000

Awards Information:

Note: The Department is not bound by any estimates in this notice.

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Adult Education—National Leadership Activities
Adult Education National Program--Evaluation and Technical Assistance

Basic Information

Topical Heading: Adult Education

Administering Office: Office of Vocational and Adult Education (OVAE)

CFDA #84.191

Who May Apply(Specify): Public or private nonprofit agencies, organizations, or institutions are eligible for grants, cooperative agreements, or contracts. Business concerns are eligible for contracts.

Current Competitions: Competitions are held when a national evaluation study is funded. This is done on an as-needed basis.

Type of Assistance(Categories): Contracts

Program Details

Legislative Citation: Adult Education and Family Literacy Act of 1998, Section 243.

Program Regulations: None at this time.

Program Description: This program supports national evaluations of the impact of federal money allocated to the states for adult education and literacy programs. It also supports technical assistance to the states regarding adult education and literacy programs.

Types of Projects: Projects include: professional development, national evaluations and surveys, curriculum development, distance learning, data analysis, professional papers/seminars/colloquia, and technical assistance.

Education Level: Adult, Out of School Youth

Subject Index: Adult Education, Adult Learning, Adult Literacy, Technical Assistance

Appropriations

Fiscal Year 1997: \$4,998,000

Fiscal Year 1998: \$4,998,000

Fiscal Year 1999: \$6,000,000

Awards Information

Note: The Department is not bound by any estimates in this notice.

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Bilingual Education Training for All Teachers

Basic Information

Topical Heading: Bilingual/ESL

Administering Office: Office of Bilingual Education and Minority Languages Affairs (OBEMLA)

CFDA #84.195B

Who May Apply(Categories): Institutions of Higher Education, Local Education Agencies, Nonprofit Organizations, Other Organizations and/or Agencies, State Education Agencies

Who May Apply(Specify): Institutions of higher education, nonprofit organizations, and other organizations that have a consortia agreement with a local or state education agency.

Current Competitions: February 23, 1999

Type of Assistance(Categories): Discretionary/Competitive Grants

Program Details

Legislative Citation: Elementary and Secondary Education Act of 1965, Title VII, Part A, Subpart 3, as amended, 20 U.S.C. 7473

Program Regulations: None

Program Description: The program provides discretionary grants for professional development of bilingual education teachers and other education personnel for the purpose of improving education services to limited English proficient students.

Types of Projects: Professional Development

Education Level: Postsecondary

Subject Index: Bilingual Education, English (Second Language), Language Proficiency, Limited English Speaking, Professional Development, Teacher Education

Appropriations:

Fiscal Year 1997: \$0

Fiscal Year 1998: \$0

Fiscal Year 1999: \$3,500,000

Awards Information

Number of New Awards Anticipated: 18

Average Award: \$200,000

Range of Awards: \$100,000 - \$250,000

Note: The Department is not bound by any estimates in this notice.

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Bilingual Education Teachers and Personnel Grant

Basic Information

Topical Heading: Bilingual/ESL

Administering Office: Office of Bilingual Education and Minority Languages Affairs (OBEMLA)

CFDA #84.195A

Who May Apply(Categories): Local Education Agencies, State Education Agencies

Who May Apply(Specify): Other organizations include institutions of higher education that have consortia arrangements with local or state education agencies. The state education agency and local education agencies for in-service professional development programs that have consortia arrangements are also eligible.

Current Competitions: Closes February 23, 1999

Type of Assistance(Categories): Discretionary/Competitive Grants

Program Details

Legislative Citation: Elementary and Secondary Education Act of 1965, Title VII, Part A, Subpart 3, as amended, 20 U.S.C. 7473

Program Regulations: None

Program Description: The program provides discretionary grants to institutions of higher education that have entered into consortia arrangements with local or State educational agencies for professional development of bilingual education teachers and other education personnel for the purpose of improving education services to limited English proficient (LEP) students.

Education Level: Postsecondary

Subject Index: Bilingual Education, English (Second Language), Language Proficiency, Limited English Speaking, Professional Development, Teacher Education

Appropriations

Fiscal Year 1997: \$4,682,000

Fiscal Year 1998: \$12,500,000

Fiscal Year 1999: \$23,000,000

Awards Information

Number of New Awards Anticipated: 50

Average Award: \$200,000

Range of Awards: \$150,000 - \$250,000

Note: The Department is not bound by any estimates in this notice.

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Bilingual Education Comprehensive School Grants

Basic Information

Topical Heading: Bilingual/ESL

Administering Office: Office of Bilingual Education and Minority Languages Affairs (OBEMLA)

CFDA #84.290U

Who May Apply(Categories): Local Education Agencies

Who May Apply(Specify): Local education agencies alone or in collaboration with an institution of higher education, community-based organizations, or state education agency.

Current Competitions: February 26, 1999

Type of Assistance (Categories): Discretionary/Competitive Grants

Program Details

Legislative Citation: Elementary and Secondary Education Act of 1965, Title VII, Part A, Subpart 1, as amended, 20 U.S.C. 7424

Program Regulations: None

Program Description: The program provides discretionary grants for schoolwide bilingual education or English-as-a-second-language programs and other special alternative instructional programs to schools with concentrations of limited English proficient students. Programs should reform, restructure, and upgrade all relevant programs and operations that serve all (or virtually all) limited English proficient (LEP) students in a particular school. Grants may be used for family education, parent outreach, curriculum development, instructional materials, improved assessment procedures, education software, tutoring and counseling, and professional development that improves services to LEP students, or for compensation of personnel trained to serve LEP students.

Education Level: K-12

Subject Index: Bilingual Education, English (Second Language), Language Proficiency, Limited English Speaking

Appropriations

Fiscal Year 1997: \$69,512,000

Fiscal Year 1998: \$84,500,920

Fiscal Year 1999: \$91,000,000

Awards Information

Number of New Awards Anticipated: 24

Average Award: \$250,000

Range of Awards: \$150,000 - \$350,000

Note: The Department is not bound by any estimates in this notice.

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Migrant Education—High School Equivalency Program (HEP)

Basic Information:

Topical Heading: Migrant Education

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA #84.141

Who May Apply (Categories): Nonprofit Organizations

Who May Apply (Specify): Institutions of higher education or a public or nonprofit private agency in cooperation with an institution of higher education

Current Competitions: None.

Type of Assistance (Specify): Competitive five-year project grants

Program Details

Legislative Citation: Higher Education Act of 1965, Title IV, Part A, Subpart 5, as amended, 20 U.S.C. 1070d-2(b)

Program Regulations: EDGAR

Program Description: Helps migratory and seasonal farmworkers (or children of such workers), 16 years of age or older and not currently enrolled in school, to obtain the equivalent of a high school diploma and subsequently to gain employment or begin postsecondary education or training. Competitive, five-year grants for HEP projects are made to institutions of higher education or other nonprofit private agencies that cooperate with such institutions.

Types of Projects: HEP participants receive developmental instruction and counseling services intended to prepare them (1) to complete the requirements for high school graduation or the general education development (GED) certificate (2) to pass a standardized test of high school equivalency and (3) to participate in subsequent postsecondary education or career activities. HEP major services include counseling, placement services, health care, financial aid stipends, housing for residential students, and cultural and academic programs. HEP serves about 3,600 students annually.

Subject Index: Academic Subjects, Adult Education, Daily Living Skills, Health, Migrants

Appropriations

Fiscal Year 1997: \$7,441,000

Fiscal Year 1998: \$7,634,000

Fiscal Year 1999: \$9,000,000

Awards Information

Number of New Awards Anticipated: 25

Average Award: \$375,000

Range of Awards: \$150,000 - \$495,000

Note: The Department is not bound by any estimates in this notice.

Contact Information:

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Mailing Address:

U.S. Department of Education

OESE, Office of Migrant Education

400 Maryland Avenue, SW, Room 3E227, FOB6

Washington DC 20202-6134

Fax: (202)205-0089 Telephone: (202)260-1396

Migrant Education—Basic State Formula Grant Program

Basic Information

Topical Heading: Migrant Education

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA #84.011

Who May Apply (Categories): State Education Agencies

Who May Apply (Specify): cont., the District of Columbia, and Puerto Rico.

Type of Assistance (Categories): Formula Grants

Program Details

Legislative Citation: Elementary and Secondary Education Act of 1965, Title I, Part C, as amended, 20 U.S.C. 6391-6399

Program Regulations: 34 CFR 200

Program Description: Funds help ensure migratory children have the opportunity to meet the same challenging state content and performance standards all children are expected to meet. Priority is given to migratory children who are failing or at risk of failing to meet state content and performance standards and whose education has been interrupted by a "qualifying" move during the past three years. Federal funds are allocated by formula to SEAs, based on each state's per-pupil expenditure for education and counts of migratory children, ages 3-21, residing within the state. The Secretary can set aside up to \$6 million for contracts/grants to improve intra- and inter-state migrant coordination activities.

Types of Projects: States identify eligible children and provide education and support services, including: academic instruction, remedial and compensatory instruction, bilingual and multicultural instruction, vocational instruction, career education services, special guidance, counseling and testing services, health services, and preschool services.

Education Level: Pre-K, K-Adult

Subject Index: Health, Migrant Education, Migrant Workers, Migrants, Mobility

Appropriations

Fiscal Year 1997: \$305,473,000

Fiscal Year 1998: \$305,473,000

Fiscal Year 1999: \$354,689,000

Awards Information

Number of New Awards Anticipated: 51

Average Award: \$5,900,000

Range of Awards: \$62,000 - \$89,000,000

Note: The Department is not bound by any estimates in this notice.

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Migrant Education--College Assistance Migrant Program (CAMP)

Basic Information

Topical Heading: Disadvantaged

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA: #84.149A

Who May Apply(Categories): Nonprofit Organizations

Who May Apply(Specify): Institutions of higher education or a nonprofit private agency in cooperation with an institution of higher education may apply.

Current Competitions: None

Type of Assistance(Specify): Competitive five-year project grants

Appropriations

Fiscal Year 1997: \$2,028,000

Fiscal Year 1998: \$2,081,000

Fiscal Year 1999: \$4,000,000

Awards Information:

Number of New Awards Anticipated: 12

Average Award: \$325,000

Range of Awards: \$150,000 - \$450,000

Note: The Department is not bound by any estimates in this notice.

Program Details

Legislative Citation: Higher Education Act of 1965, Title IV, Part A, Subpart 5, as amended, 20 U.S.C. 1070d-2(c)

Program Regulations: EDGAR

Program Description: CAMP assists students who are migratory or seasonal farmworkers (or children of such workers) enrolled in the first undergraduate year at an institution of higher education to complete their study for that year. Competitive five-year grants for CAMP projects are made to institutions of higher education or to other nonprofit private agencies that cooperate with such institutions.

Types of Projects: CAMP services include: counseling, tutoring, skills workshops, financial aid stipends, and housing assistance to eligible students in their first year of college and limited follow-up services to participants after their first year. CAMP serves approximately 360 participants annually.

Education Level: Undergraduate

Subject Index: Colleges, Migrants

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Hispanic Serving Institutions Program

Basic Information

Topical Heading: Higher and Continuing Education

Administering Office: Office of Postsecondary Education (OPE)

CFDA: #84.031S

Who May Apply (Categories): Institutions of higher education must be designated eligible for the Title V Strengthening Hispanic Serving Institutions Program.

Current Competitions: Competitions are held every two years. The next competition will be FY 2000.

Type of Assistance(Categories): Five-year development grants awarded competitively

Program Details:

Legislative Citation: Higher Education Act of 1965, Title III, Part A, Section 316, as amended.

Program Regulations: 34 CFR Part 607

Program Description: This program helps eligible institutions of higher education increase their self-sufficiency by providing funds to improve and strengthen their academic quality, management, and fiscal capabilities.

Types of Projects: Funds may be used for faculty development; administrative management, development, and improvement of academic programs; and for joint use of facilities and student services.

Education Level: Postsecondary

Subject Index: Higher Education, Staff Development

Appropriations:

Fiscal Year 1997: \$10,800,000

Fiscal Year 1998: \$12,000,000

Fiscal Year 1999: \$28,000,000

Awards Information:

Number of New Awards Anticipated: 37

Average Award: \$325,000

Note: The Department is not bound by any estimates in this notice.

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Federal TRIO Programs

The Federal TRIO Programs are educational opportunity programs designed to motivate and support students from disadvantaged backgrounds. TRIO includes five distinct outreach programs targeted to serve and assist students to progress through the academic pipeline from middle school to postbaccalaureate programs. TRIO also includes a training program for directors and staff of TRIO projects.

Over the years, the TRIO Programs have been expanded and improved to provide a wider range of services and to reach more students who need assistance. The Higher Education Amendments of 1972 added the fourth program to the TRIO group by authorizing the Educational Opportunity Centers. The 1976 Education Amendments authorized the Training Program for Federal TRIO Programs, initially known as the Training Program for Special Programs Staff and Leadership Personnel. Amendments in 1986 added the sixth program, the Ronald E. McNair Postbaccalaureate Achievement Program. Additionally, in 1990, the Department created the Upward Bound Math/Science program to address the need for specific instruction in the fields of math and science. The Upward Bound Math/Science program is administered under the same regulations as the regular Upward Bound program, but it must be applied for separately. The legislative requirements for all six TRIO programs can be found in the Higher Education Act of 1965, Title IV, Part A, Subpart 2. Persons requesting additional information can contact the TRIO Clearinghouse at www.trioprograms.org.

Program Overviews

EDUCATIONAL OPPORTUNITY CENTERS: The goal of EOC is to increase the number of adult participants who enroll in postsecondary education institutions.

Types of projects: •Academic advice •Personal counseling •Career workshops •Information on postsecondary educational opportunities •Information on student financial assistance •Assistance in completing applications for college admissions, testing and financial aid •Coordination with nearby postsecondary institutions •Media activities designed to involve and acquaint the community with higher education opportunities •Tutoring •Mentoring

Eligible applicants: Educational Opportunity Centers projects may be conducted by institutions of higher education, public and private not-for-profit agencies, a combination of institutions, agencies, and organizations and in exceptional cases, secondary schools. Only these entities may apply under this program. If you have further questions about eligibility, please contact TRIO@ed.gov.

Eligible participants: Participants must reside in the target area served by an Educational Opportunity Center. The students must be at least 19 years old and two-thirds of them must be potential first-generation college students and low-income persons. If the services of a Talent Search program are not available in the target area, persons under 19 may be served.

Application/Competition: Competitions for the funding of Educational Opportunity Centers are held every fourth year. Applications for FY 1998 funding were submitted in September 1997. The next competition under this program will be in summer or fall of 2001.

RONALD E. MCNAIR POST BACCALAUREATE ACHIEVEMENT: The goal of McNair is to increase graduate degree attainment of students from segments of society that are underrepresented.

Type of Projects: •Research opportunities for participants who have completed their sophomore year of college •Mentoring •Seminars and other scholarly activities designed to prepare students for doctoral studies •Summer internships •Tutoring •Academic counseling •Assistance in obtaining student financial aid •Assistance in securing admission and financial aid for enrollment in graduate programs

Eligible participants: Only institutions of higher education and combinations of institutions of higher education are eligible to apply for McNair awards. If you have further questions about eligibility, please contact TRIO@ed.gov.

Eligible participants: Students who qualify for McNair must be enrolled in a degree-granting program at an eligible institution. In all projects, at least two-thirds of the participants must be low-income, potential first-generation college students. The remaining participants may be from groups that are underrepresented in graduate education.

Applying for a grant/next competition: Competitions are held every fourth year. The next closing date for the receipt of competitive applications under this program will be October 2, 1998.

STUDENT SUPPORT SERVICES: The goal of Student Support Services (SSS) is to increase the college retention and graduation rates of its participants and facilitate the process of transition from one level of higher education to the next.

Types of projects: Instruction in basic study skills •Tutorial services •Academic, financial, or personal counseling •Assistance in securing admission and financial aid for enrollment in four-year institutions •Assistance in securing admission and financial aid for enrollment in graduate and professional programs •Information about career options •Mentoring •Special services for students with limited English proficiency

Eligible applicants: SSS projects may only be sponsored by institutions of higher education or combinations of institutions of higher education. Institutions must assure that SSS participants will be offered financial aid packages sufficient to meet their full financial needs. If you have further questions about eligibility, please contact TRIO@ed.gov.

Eligible participants: To receive assistance, students must be enrolled or accepted for enrollment in a program of postsecondary education at a grantee institution. Only potential first-generation college students, low-income students, and students with disabilities evidencing academic need are eligible to participate in SSS projects. Two-thirds of the participants in any SSS project must be either disabled or potential first-generation college students from low-income families. One-third of the disabled participants must also be low-income students.

Application/next competition: Student Support Services competitions are held every fourth year. Applications for FY 1997 funding were submitted in October 1996. The next closing date for receipt of applications under this program will be in the summer or fall of 2000.

TALENT SEARCH: The goal of Talent Search is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in the postsecondary education institution of their choice.

Type of projects: Academic, financial, career, or personal counseling including advice on entry or re-entry to secondary or postsecondary programs •Career exploration and aptitude assessment •Tutorial services •Information on postsecondary education •Exposure to college campuses •Information on student financial assistance •Assistance in completing college admissions and financial aid applications •Assistance in preparing for college entrance exams •Mentoring programs •Special activities for sixth, seventh, and eighth graders •Workshops for the parents of participants

Eligible applicants: Talent Search projects may be sponsored by institutions of higher education, public or private agencies or organizations, a combination of the above, and in exceptional cases, secondary schools. If you have further questions about eligibility, please contact TRIO@ed.gov.

Eligible participants: Students must be between the ages of 11 and 27 and have completed the fifth grade. In any given project, two-thirds of the participants must be students who are low-income and potential first-generation college students.

Application/next competition: Competitions for Talent Search funding are held every fourth year. Applications for FY 1998 funding were submitted in October 1997. The next closing date for receipt of competitive applications under this program will be in the summer or fall of 2001.

TRAINING PROGRAM FOR FEDERAL TRIO PROGRAMS STAFF: The Training Program for Federal TRIO Programs provides funding to enhance the skills and expertise of project directors and staff employed in the Federal TRIO Programs.

Types of projects: The Training program provides training and information on the following topics: Student retention and graduation strategies •Reporting student retention and project performance •Counseling services •Legislative and regulatory requirements •Assisting students in securing adequate financial aid •The design and operation of model TRIO projects •New director training •Coordinating activities

Eligible applicants: Only institutions of higher education as well as public and private not-for-profit institutions or organizations may apply. If you have further questions about eligibility, please contact TRIO@ed.gov.

Eligible participants: Individuals who are employed (or who are preparing for employment) in a TRIO project are eligible to participate in training programs.

Application/next competition: Competitions for Training funding are held every second year. Applications for FY 1998 funding were submitted in October 1997. The next closing date for receipt of competitive applications under this program will be in winter of 2001.

UPWARD BOUND: The goal of Upward Bound is to increase the rates at which participants enroll in and graduate from institutions of postsecondary education.

Types of projects: All Upward Bound projects MUST provide instruction in math, laboratory science, composition, literature, and foreign language. Other services include:

- Instruction in reading, writing, study skills, and other subjects necessary for success in education beyond high school
- Academic, financial, or personal counseling
- Exposure to academic programs and cultural events
- Tutorial services
- Information on postsecondary education opportunities
- Assistance in completing college entrance and financial aid applications
- Assistance in preparing for college entrance exams

Eligible applicants: Only institutions of higher education, public or private not-for-profit agencies, a combination of institutions, agencies, and organizations, and in exceptional cases, secondary schools may apply. If you have further questions about eligibility, please contact TRIO@ed.gov.

Eligible participants: In order to qualify for the program, students: must have completed the 8th grade; are between the ages of 13 and 19 (except veterans); and must have a need for academic support in order to pursue a program of postsecondary education. All students must be either from low-income families or be potential first-generation college students. The program requires that two-thirds of the participants in a project must be both low-income and potential first-generation college students. The remaining one-third must be either low-income or potential first-generation college students. Students are selected based on recommendations from local educators, social workers, clergy, or other interested parties.

Application/next competition: Competitions are held every fourth year. The next closing date for the receipt of competitive applications under this program will be October 30, 1998.

UPWARD BOUND MATH/SCIENCE: The goal of the program is to help students recognize and develop their potential to excel in the fields of math and science and encourage them to pursue postsecondary degrees in math and science.

Types of projects: Summer programs of intensive math and science training •Year-round counseling and advisement •Exposure to university faculty who do research in math and science •Computer training •Participant-conducted scientific research under the guidance of a faculty member or graduate student serving as the participant's mentor.

Eligible applicants: Upward Bound Math/Science projects may only be sponsored by institutions of higher education, public or private not-for-profit agencies or organizations, a combination of institutions, agencies, or organizations, and, in exceptional cases, secondary schools. If you have further questions about eligibility, please contact TRIO@ed.gov.

Eligible participants: Student applicants must be eligible to participate in the Upward Bound program and must have completed the ninth grade. However, participants do not necessarily have to be participating in a regular Upward Bound program. Two-thirds of all participants must be low-income, potential first-generation college students. The remaining one-third must be low-income or potential first-generation college students.

Application/next competition: Competitions are held every fourth year. The next closing date for the receipt of competitive applications under this program will be October 2, 1998.

For additional information for each of the TRIO programs, contact the teams listed below.

Robert L. Belle, Director (202) 708-4804

College and University Preparation Team (202) 708-5545

- Talent Search
- Upward Bound
- Upward Bound Math/Science
- Educational Opportunity Centers

College and University Support Team (202) 708-5546

- TRIO Training Program
- Student Support Services
- McNair Program