



White House Initiative on Educational Excellence for Hispanic Americans

Guidelines: FY1999 Annual Performance Report on Implementing Executive Order 12900

As part of the Administration's ongoing commitment to improving educational opportunities for Latinos, Executive Order 12900 established the White House Initiative and the President's Advisory Commission on Educational Excellence for Hispanic Americans. Executive Order 12900 charges the President's Advisory Commission with surveying federal agencies on an annual basis to assess their performance in providing education opportunities to the Latino community.

White House Initiative staff, with support from the Office of Management and Budget (OMB), have reoriented reporting guidelines for FY99 to help you better highlight your agency's achievements and investments in improving education and employment opportunities for the Hispanic community.

Over the next several months, White House Initiative staff and OMB Examiners will work with agencies to support their programs and activities directly addressing the needs and strengths of the Hispanic community and are tied to their annual plans for the FY2001 budget cycle.

Please prepare your annual report by Wednesday, December 15, 1999, and forward it to:

**Sarita E. Brown
Executive Director
White House Initiative on Educational Excellence for Hispanic Americans
400 Maryland Avenue, SW, Room 5E110
Washington, DC 20202-3601**

Should you and your staff have any questions, please contact Richard Toscano, Special Assistant for Interagency Affairs, White House Initiative at (202) 401-2147.

Guidelines: FY1999 Annual Performance Report

Instructions

Please provide specific information on program/activities that have direct impact on the Latino community. In your report, please address how your agency's current efforts indicate a continuous commitment to increasing Hispanic American participation. To facilitate your assessment, please respond to the following categories:

- ***Programs/Activities:*** Include information on programs that have demonstrated a direct impact on the Latino community. Where appropriate, categorize program descriptions in these areas: *early childhood education, literacy, high school completion, access to college, and workforce training*. Program descriptions must include the number of Latinos served, program purpose, outcomes and effectiveness.
- ***Contributions to Hispanic Serving Institutions (HSIs):*** Include total funding to HSIs (please complete Table A; please see Appendix A for a list of HSIs), and activities that demonstrate agency's support to enhancing the capacity of HSIs to educate the Latino community. Activities should include information on the agency's efforts to provide technical assistance to HSIs for institutional capacity building.
- ***Employment of Hispanics:*** Include in Table B the total number of Hispanics employed in the agency (career and non-career). Please identify strategies that address the under-representation of Hispanics in the agency's employment ranks, and other employment policies (i.e., internships and fellowships) that provide Latinos an opportunity to develop their academic and professional careers.
- ***Future Investments:*** Taking into account the progress of your department in implementing Executive Order 12900, include an action plan for future investments. Plans must identify measurable goals/objectives and an implementation strategy for programmatic activity through 2001. Action plans must include internal budget adjustments required for successful plan implementation..
- ***Point of Contact:*** Provide the name(s) of an agency official(s) who can respond to questions about the programs identified in the annual performance report.

Table A
Summary of Agency Awards by Category: FY 1999
(Dollars in Thousands)

Category	Awards to IHE=s	Awards to IHE for Hispanic Activities	Awards to HSI	Awards to HSI a % of Total Awards to IHEs*
Research & Development				
Program Evaluation				
Training				
Facilities & Equipment				
Fellowships, Traineeships				
Recruitment & IPAs				
Student tuition Assistance				
Scholarships and other Aid				
Administrative/Research				
Infrastructure				
Other				
Total				

***Please do not combine Awards to IHE for Hispanic Activities with Awards to HSIs**

Name of Agency: _____

Agency Head: _____
Name _____ Title _____

Agency Head Signature: _____
Date _____

Table B
Hispanic Employment Profile

Category	All Employees		Hispanic Employees		% Hispanic Employees	
	Career	Non-Career	Career	Non-Career	Career	Non-Career
GS 1-4						
GS 5-8						
GS 9-10						
GS 10-12						
GS 13-14						
GS 15						
SES						

Name of Agency: _____

Agency Head: _____

Name

Title

Agency Head Signature: _____

Date

Appendix A

HISPANIC SERVING INSTITUTIONS

State	Name of Institution	State	Name of Institution
AZ	ARIZONA INSTITUTE OF BUSINESS AND TECHNOLOGY	NM	ALBUQUERQUE TECHNICAL VOCATIONAL INSTITUTE
AZ	ARIZONA INSTITUTE OF BUSINESS AND TECHNOLOGY	NM	COLLEGE OF SANTA FE
AZ	ARIZONA WESTERN COLLEGE	NM	EASTERN NEW MEXICO UNIVERSITY-ROSWELL CAMPUS
AZ	CENTRAL ARIZONA COLLEGE	NM	LUNA VOCATIONAL TECHNICAL INSTITUTE
AZ	COCHISE COLLEGE	NM	NEW MEXICO HIGHLANDS UNIVERSITY
AZ	ESTRELLA MOUNTAIN COMMUNITY COLLEGE	NM	NEW MEXICO JUNIOR COLLEGE
AZ	PIMA COMMUNITY COLLEGE	NM	NEW MEXICO STATE UNIVERSITY-CARLSBAD
AZ	SOUTH MOUNTAIN COMMUNITY COLLEGE	NM	NEW MEXICO STATE UNIVERSITY-DONA ANA
N=8		NM	NEW MEXICO STATE UNIVERSITY-GRANTS
CA	ALLAN HANCOCK COLLEGE	NM	NEW MEXICO STATE UNIVERSITY-MAIN CAMPUS
CA	BAKERSFIELD COLLEGE	NM	NORTHERN NEW MEXICO COMMUNITY COLLEGE
CA	CALIFORNIA STATE UNIVERSITY-BAKERSFIELD	NM	SANTA FE COMMUNITY COLLEGE
CA	CALIFORNIA STATE UNIVERSITY-DOMINGUEZ HILLS	NM	UNIVERSITY OF NEW MEXICO-LOS ALAMOS CAMPUS
CA	CALIFORNIA STATE UNIVERSITY-FRESNO	NM	UNIVERSITY OF NEW MEXICO-MAIN CAMPUS
CA	CALIFORNIA STATE UNIVERSITY-LOS ANGELES	NM	UNIVERSITY OF NEW MEXICO-TAOS EDUCATION CENTER
CA	CALIFORNIA STATE UNIVERSITY-MONTEREY BAY	NM	UNIVERSITY OF NEW MEXICO-VALENCIA COUNTY BRANCH
CA	CALIFORNIA STATE UNIVERSITY-NORTHridge	NM	WESTERN NEW MEXICO UNIVERSITY
CA	CALIFORNIA STATE UNIVERSITY-SAN BERNARDINO	N=17	
CA	CANADA COLLEGE	NY	BORICUA COLLEGE
CA	CERRITOS COLLEGE	NY	MERCY COLLEGE
CA	CHAFFEY COLLEGE	NY	COLLEGE OF AERONAUTICS
CA	CITRUS COLLEGE	NY	CUNY BOROUGH OF MANHATTAN COMMUNITY COLLEGE
CA	COLLEGE OF THE DESERT	NY	CUNY BRONX COMMUNITY COLLEGE
CA	COLLEGE OF THE SEQUOIAS	NY	CUNY CITY COLLEGE
CA	COMPTON COMMUNITY COLLEGE	NY	CUNY HOSTOS COMMUNITY COLLEGE
CA	D-Q UNIVERSITY	NY	CUNY JOHN JAY COLLEGE CRIMINAL JUSTICE
CA	DON BOSCO TECHNICAL INSTITUTE	NY	CUNY LA GUARDIA COMMUNITY COLLEGE
CA	EAST LOS ANGELES COLLEGE	NY	CUNY LEHMAN COLLEGE
CA	EL CAMINO COLLEGE	NY	CUNY NEW YORK CITY TECHNICAL COLLEGE
CA	FRESNO CITY COLLEGE	N=11	
CA	FULLERTON COLLEGE	PR	AMERICAN UNIVERSITY OF PUERTO RICO-BAYAMON
CA	GAVILAN COLLEGE	PR	AMERICAN UNIVERSITY OF PUERTO RICO-MANATI
CA	HARTNELL COLLEGE	PR	ATLANTIC COLLEGE
CA	HEALD COLLEGE SCHOOL OF BUSINESS-SALINAS	PR	BAYAMON CENTRAL UNIVERSITY
CA	HEALD COLLEGE SCHOOL OF BUSINESS-STOCKTON	PR	CARIBBEAN CENTER FOR ADVANCED STUDIES
CA	HEALD COLLEGE SCHOOL OF BUSINESS AND TECHNOLOGY	PR	CARIBBEAN UNIVERSITY-BAYAMON
CA	HEALD COLLEGE SCHOOL OF BUSINESS AND TECH-HAYWARD	PR	CARIBBEAN UNIVERSITY-CAROLINA
CA	HEALD COLLEGE SCHOOL OF BUSINESS AND TECHNOLOGY	PR	CARIBBEAN UNIVERSITY-PONCE
CA	IMPERIAL VALLEY COLLEGE	PR	CARIBBEAN UNIVERSITY-VEGA BAJA
CA	KELSEY-JENNEY COLLEGE	PR	COLEGIO TECNOLÓGICO DEL MUNICIPIO DE SAN JUAN
CA	LONG BEACH CITY COLLEGE	PR	COLEGIO UNIVERSITARIO DEL ESTE
CA	LOS ANGELES CITY COLLEGE	PR	CONSERVATORY OF MUSIC OF PUERTO RICO
CA	LOS ANGELES COUNTY MEDICAL CENTER SCHOOL OF NURS	PR	ESCUELA DE ARTES PLÁSTICAS DE PUERTO RICO
CA	LOS ANGELES HARBOR COLLEGE	PR	HUMACAO COMMUNITY COLLEGE
CA	LOS ANGELES MISSION COLLEGE	PR	INTER AMERICAN UNIV OF PUERTO RICO-AGUADILLA
CA	LOS ANGELES TRADE-TECHNICAL COLLEGE	PR	INTER AMERICAN UNIV OF PUERTO RICO-ARECIBO
CA	LOS ANGELES VALLEY COLLEGE	PR	INTER AMERICAN UNIV OF PUERTO RICO-BARRANQUITAS
CA	MERCED COLLEGE	PR	INTER AMERICAN UNIV OF PUERTO RICO-BAYAMON
CA	MOUNT SAINT MARY'S COLLEGE	PR	INTER AMERICAN UNIV OF PUERTO RICO-FAJARDO
CA	MT SAN ANTONIO COLLEGE	PR	INTER AMERICAN UNIV OF PUERTO RICO-GUAYAMA
CA	OXNARD COLLEGE	PR	INTER AMERICAN UNIV OF PUERTO RICO-METRO
CA	PALO VERDE COLLEGE	PR	INTER AMERICAN UNIV OF PUERTO RICO-PONCE
CA	PASADENA CITY COLLEGE	PR	INTER AMERICAN UNIV OF PUERTO RICO-SAN GERMAN
CA	PORTERVILLE COLLEGE	PR	PONTIFICAL CATHOLIC UNIV OF PUERTO RICO-ARECIBO
CA	REEDLEY COLLEGE	PR	PONTIFICAL CATHOLIC UNIV OF PUERTO RICO-GUAYAMA
CA	RIO HONDO COLLEGE		

Appendix A

HISPANIC SERVING INSTITUTIONS

State	Name of Institution	State	Name of Institution
CA	RIVERSIDE COMMUNITY COLLEGE	PR	PONTIFICAL CATHOLIC UNIV OF PUERTO RICO-MAYAGUEZ
CA	SAN BERNARDINO VALLEY COLLEGE	PR	PONTIFICAL CATHOLIC UNIV OF PUERTO RICO-PONCE
CA	SAN DIEGO STATE UNIVERSITY	PR	UNIVERSIDAD ADVENTISTA DE LAS ANTILLAS
CA	SANTA ANA COLLEGE	PR	UNIVERSIDAD DEL TURABO
CA	SOUTHWESTERN COLLEGE	PR	UNIVERSIDAD METROPOLITANA
CA	THE NATIONAL HISPANIC UNIVERSITY	PR	UNIVERSIDAD POLITECNICA DE PUERTO RICO
CA	UNIVERSITY OF LAVERNE	PR	UNIVERSITY OF PUERTO RICO-AGUADILLA REGIONAL COL
CA	VENTURA COLLEGE	PR	UNIVERSITY OF PUERTO RICO-ARECIBO UNIVERSITY COL
CA	WEST HILLS COMMUNITY COLLEGE	PR	UNIVERSITY OF PUERTO RICO-BAYAMON UNIVERSITY COL
CA	WHITTIER COLLEGE	PR	UNIVERSITY OF PUERTO RICO-CAROLINA UNIVERSITY COL
CA	WOODBURY UNIVERSITY	PR	UNIVERSITY OF PUERTO RICO-CAYEY UNIVERSITY COL
	N=58	PR	UNIVERSITY OF PUERTO RICO-HUMACAO UNIVERSITY COL
CO	ADAMS STATE COLLEGE	PR	UNIVERSITY OF PUERTO RICO-LA MONTANA REGIONAL COL
CO	COMMONWEALTH INTERNATIONAL UNIVERSITY	PR	UNIVERSITY OF PUERTO RICO-MAYAGUEZ UNIVERSITY COL
CO	COMMUNITY COLLEGE OF DENVER	PR	UNIVERSITY OF PUERTO RICO-MEDICAL SCIENCES CAMPUS
CO	OTERO JUNIOR COLLEGE	PR	UNIVERSITY OF PUERTO RICO-PONCE UNIVERSITY COL
CO	PUEBLO COMMUNITY COLLEGE	PR	UNIVERSITY OF PUERTO RICO-RIO PIEDRAS CAMPUS
CO	TRINIDAD STATE JUNIOR COLLEGE	PR	UNIVERSITY OF SACRED HEART
	N=6		N=43
FL	BARRY UNIVERSITY	TX	COASTAL BEND COLLEGE
FL	CARIBBEAN CENTER FOR ADV STUDIES-MIAMI INST PSYCH	TX	DEL MAR COLLEGE
FL	FLORIDA INTERNATIONAL UNIVERSITY	TX	EL PASO COMMUNITY COLLEGE
FL	MIAMI-DADE COMMUNITY COLLEGE	TX	LAREDO COMMUNITY COLLEGE
FL	ST THOMAS UNIVERSITY	TX	MOUNTAIN VIEW COLLEGE
FL	TRINITY INTERNATIONAL UNIVERSITY SOUTH FLORIDA CAMPUS	TX	ODESSA COLLEGE
FL	UNIVERSITY OF MIAMI	TX	OUR LADY OF THE LAKE UNIVERSITY-SAN ANTONIO
	N=7	TX	PALO ALTO COLLEGE
IL	CITY COLLEGES OF CHICAGO-HARRY S TRUMAN COLLEGE	TX	SAINT EDWARD'S UNIVERSITY
IL	CITY COLLEGES OF CHICAGO-MALCOLM X COLLEGE	TX	SAN ANTONIO COLLEGE
IL	CITY COLLEGES OF CHICAGO-RICHARD J DALEY COLLEGE	TX	SOUTH PLAINS COLLEGE
IL	CITY COLLEGES OF CHICAGO-WILBUR WRIGHT COLLEGE	TX	SOUTH TEXAS COMMUNITY COLLEGE
IL	LEXINGTON COLLEGE	TX	SOUTHWEST TEXAS JUNIOR COLLEGE
IL	MACCORMAC	TX	ST MARY'S UNIVERSITY
IL	MORTON COLLEGE	TX	ST PHILIP'S COLLEGE
IL	NORTHEASTERN ILLINOIS UNIVERSITY	TX	SUL ROSS STATE UNIVERSITY
IL	SAINT AUGUSTINE COLLEGE	TX	TEXAS A & M INTERNATIONAL UNIVERSITY
	N=9	TX	TEXAS A & M UNIVERSITY-CORPUS CHRISTI
KS	DODGE CITY COMMUNITY COLLEGE	TX	TEXAS A & M UNIVERSITY-KINGSVILLE
	N=1	TX	TEXAS SOUTHMOST COLLEGE
NJ	HUDSON COUNTY COMMUNITY COLLEGE	TX	TEXAS STATE TECHNICAL COLLEGE-HARLINGEN
NJ	NEW JERSEY CITY UNIVERSITY	TX	THE UNIVERSITY OF TEXAS-PAN AMERICAN
NJ	PASSAIC COUNTY COMMUNITY COLLEGE	TX	THE UNIVERSITY OF TEXAS AT BROWNSVILLE
NJ	SAINT PETER'S COLLEGE	TX	THE UNIVERSITY OF TEXAS AT EL PASO
	N=4	TX	THE UNIVERSITY OF TEXAS AT SAN ANTONIO
		TX	THE UNIVERSITY OF TEXAS HEALTH SCIENCE-SAN ANTONIO
		TX	THE UNIVERSITY OF TEXAS OF THE PERMIAN BASIN
		TX	UNIVERSITY OF HOUSTON-DOWNTOWN
		TX	UNIVERSITY OF THE INCARNATE WORD
	PREPARED BY	TX	VICTORIA COLLEGE
	THE WHITE HOUSE INITIATIVE ON EDUCATIONAL		N=30
	EXCELLENCE FOR HISPANIC AMERICANS	WA	HERITAGE COLLEGE
			N=1
		TOTAL	
		195	

Yzaguirre 10/20
9/24
cleared by Echaveste, (Lasso)
Chow (for law/omb)
Belmont/DEC
Brian Keady/NEC

THE WHITE HOUSE
WASHINGTON

Copied
Echaveste
Reed/EL
Podesta
Ibarra

cc Andy
ERIC

+ return

- Andy, are we
pushing hard enough
on this?
-BR

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

Dear Raul:

Thank you for your letter about the Hispanic Education Action Plan (HEAP) and the White House Initiative on Educational Excellence for Hispanic Americans. Your letter raises serious questions, and I have asked Secretary Riley and OMB Director Jack Lew to address them.

The White House Initiative and HEAP are important components of our work to strengthen education for Hispanic children, and I firmly believe that these efforts will have a significant and lasting impact on our nation if we work together to ensure their success. I want to assure you that my Administration is deeply committed to providing a world-class education to every child in our nation and that improving opportunities for Hispanic children remains an important part of this endeavor.

Thanks, again, for your candid assessment. I have directed Maria Echaveste, my Deputy Chief of Staff, to work with you and keep me apprised of our progress. Best wishes.

Sincerely,

Barack

you have raised some
disturbing questions
& I get on it -

NCLR

NATIONAL COUNCIL OF LA RAZA

Raul Yzaguirre, President

September 21, 1999
(Delivered by hand)

Hon. Bill Clinton
President of the United States
1600 Pennsylvania Ave., N.W.
Washington, D.C. 20500

Dear Mr. President:

I write to you on an urgent matter that demands your immediate attention. You have noted the Administration's success in conceiving and then winning increased funding from Congress for the Hispanic Education Action Plan (HEAP), and deservedly so. NCLR has supported HEAP vigorously, both in its planning stages within the Administration and in our lobbying efforts with the Congress. In addition, we have given the Administration substantial credit for this first-ever, major programmatic federal education initiative targeted to the Hispanic community. We recognize that, on symbolic grounds alone, the HEAP is an important, precedent-setting, groundbreaking initiative, and we very much appreciate the personal attention you and the Vice President have given to its conception and implementation.

Having said that, we are obligated to call to your attention several serious and long-standing problems which threaten to turn the HEAP into a complete sham. Permit me to give you some background. Latinos have long been under-served by federal education programs (see attachment 1). The theory behind HEAP – to provide major increases in funding to programs for which Latinos students are disproportionately *eligible* – makes sense as a strategy only to the extent that Hispanic children are *actually served* by such programs. Thus, HEAP makes sense only if the problem of underrepresentation is addressed. The Executive Order signed by President Bush in 1990 and that you re-issued designed in part to address the underrepresentation issue. It established a structural mechanism to monitor and encourage progress toward improving the responsiveness of federal education programs to the Hispanic community.

Thus, our support for the HEAP was conditioned on "off-budget" improvements in program implementation that would make such programs, as well as other important programs like Head Start, more responsive to our community. We believed, inaccurately as it turns out, that the combination of the White House Initiative overseeing the Executive Order and a special inter-departmental team overseeing HEAP implementation together would produce the kinds of programmatic and policy changes needed to increase Hispanic access to HEAP and related programs.



Program Offices: Phoenix, Arizona • San Antonio, Texas • Los Angeles, California • Chicago, Illinois

National Office

1111 19th Street, N.W., Suite 1000

Washington, DC 20036

Phone: (202) 785-1670

Fax: (202) 776-1792

Mania E. Brown
We need to get on
this -
COPY

1 We have participated in numerous discussions with, and have provided specific recommendations to Administration officials to address the chronic denial of access of Hispanic students from federal education programs (see attachment 2). We had confidence in the commitment and competence of the very able public servants involved in these efforts, and expected by now to see some real, substantive changes.

Unfortunately, two related sets of documents have led us to conclude that, in the absence of your immediate personal intervention, these efforts will result in failure. First, we have reviewed an initial draft of the Department of Education's HEAP implementation plan. While the plan lists numerous ongoing actions that relate to Hispanics, it does not include a single, substantive program or policy change that will materially improve Latino access to and participation in the Department's programs. While we have not seen a counterpart document related to Head Start, we have reason to believe that no important developments have taken place with respect to that program either.

Second, we have reviewed a preliminary draft of the FY 1998 Annual Performance Report on Implementing Executive Order #12900. As the draft report states, in pertinent part:

The majority of the reporting agencies have not adequately monitored and addressed Hispanic participation in educational and employment related programs since 1995. ... Agency reports show a gross underrepresentation of Hispanic American participation in programs. This deficiency is increased because most reports do not provide either specific strategies to gauge Hispanic participation or design plans that address program effectiveness.

I would add that many of the agency reports seemed designed deliberately to obfuscate rather than enlighten.

We believe that three major problems underlie the failure of both the Bush and Clinton Administrations to reverse the chronic, gross underrepresentation of Latinos in federal education programs. First, all of us have underestimated the intransigence of the federal bureaucracy, a few political appointees, and other entrenched interests who have resisted change consistently and energetically. Second, the existing Executive Order has failed to be the kind of effective accountability mechanism that we had hoped it would be, in part because too many people involved, including the White House, simply have never made a serious commitment to making it work.

Third, however, I must take some personal responsibility for failing to bring greater public attention to the scope and persistence of this problem. I had hoped that by working quietly with the many able Administration officials of good will, together we would be able to reverse this situation. It is now clear to me that this has not worked.

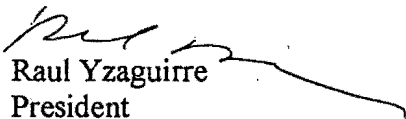
1 Unless we are able to come up with a solution very quickly, I must say that I face some difficult questions. As it now stands, HEAP borders on fraud. It purports to target

resources to Hispanics, but in fact many of the programs it funds actually under-serve Latino children. How can I, in good conscience, continue to ask public officials and leaders in my own community to continue to support increased appropriations for programs which deny equal opportunity to Hispanics? With respect to the Executive Order, since my resignation as Commission Chair in 1996, I have kept my commitment to the you, Secretary Riley, and other members of the Commission to refrain from publicly criticizing the initiative, and I have instructed my staff to cooperate fully with its work. In light of recent developments, don't I have an obligation to declare the effort a failure and call for its abolition?

I request immediate personal intervention by you and/or the Vice President to see if we might be able to develop an effective response to the problem, and ask for a meeting with you and/or the Vice President within the next 10 days to discuss the issue. Please have your staff contact me or my scheduling assistant Helen Coronado at (202) 776-1739 to arrange a mutually convenient time to meet.

Thank you for your personal attention to this issue.

Sincerely,


Raul Yzaguirre
President

cc: Vice President Al Gore



HISPANIC PARTICIPATION IN FEDERAL TRIO PROGRAMS ISSUE BRIEF

April 1998

Contact: Raul González
(202) 776-1734

Overview

The Hispanic population is rapidly growing; it is projected to be one-fourth of the total U.S. population by the year 2050. Even though Hispanics constitute more than 40% of net, new labor force entrants, our education system is not meeting the challenge of adequately preparing Latinos for the 21st century workplace. Hispanics continue to face some of the most daunting challenges to completing high school and going on to college. For example:

- **Latino children have a higher poverty rate than any group of children.** Between 1993 and 1995, the number of Latino children living at the poverty level nearly doubled from 21% to 40%. Today, Hispanics constitute 10% of the total U.S. population, but nearly 30% of low-income children, according to Census data.
- **Latino students are more likely to be retained in grade.** According to the *U.S. Census Current Population Survey (CPS)*, among 15- to 17-year-olds, 39.9% of Latinos were retained in grade, compared to only 29.6% of White students.
- **The Latino dropout rate of 30% exceeds that of all other groups.** The CPS data also show that students who are retained in grade are at higher risk of dropping out of school. Of the 13.3% of 16- to 24-year-olds who repeated one or more grades by 1995, approximately one-quarter had dropped out by 1995. Thus, Latinos are doubly disadvantaged.

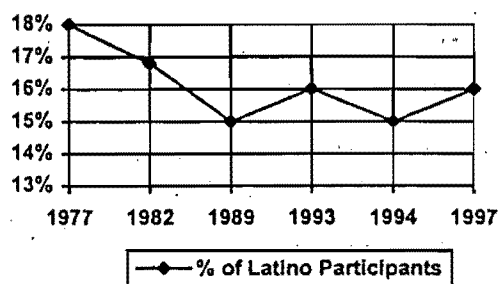
Hispanic Participation in TRIO Programs

Given that in 1997 Hispanics constituted approximately 30% of poor children in the United States, Hispanics should constitute about 30% of children served by federal education programs. Unfortunately, despite the alarming statistics cited above, Hispanic students are under served by federal education programs designed to serve the neediest of our children, including the so-called "TRIO" programs. TRIO programs were created to serve disadvantaged children and youth by providing intervention services, such as outreach to school dropouts, to increase secondary school completion rates. In addition, support services, including financial and personal counseling, are provided to help disadvantaged students complete postsecondary education. The most important of these programs for Latinos are Talent Search and Upward Bound. Unfortunately, Latino youth are underrepresented in these programs, as the data below clearly show.



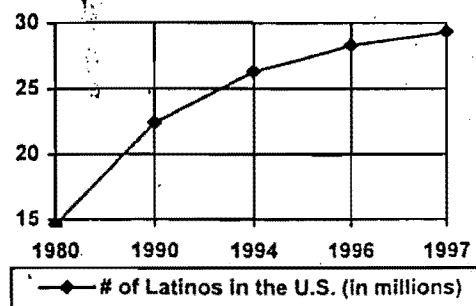
- While Latinos constitute approximately 30% of all poor children. In 1997, *only 16% of students participating in TRIO programs were Hispanic.*
- The percentage of Latinos served by TRIO has decreased over time. In 1977, for example, 18% of students participating in TRIO programs were Latino, compared to 16% in 1997 (see chart A below). This decrease occurred during a period in which the Hispanic population increased from nearly 15 million of the total population in the 1980 Census to more than 29 million in 1997 (see chart B below).

Chart A - Latino Participation Rate Has Decreased



Source: US Dept. of Education

Chart B - While Population Has Increased



Source: US Census

Misleading Participation Data

Because some published data includes Puerto Rican participants, but excludes Puerto Rico poverty statistics, it may appear that TRIO programs are reaching disadvantaged children from all backgrounds proportionately. Some have inaccurately claimed that about 20% of TRIO participants are Latino. This percentage is based on U.S. Department of Education data which include students from Puerto Rico participating in TRIO programs. *However, these numbers are measured against population eligibility data that do not include Puerto Rico.*

In order to achieve "apples to apples" comparisons, one must either delete Puerto Ricans from the participant category, or add Puerto Rican poverty statistics to the eligibility category.

- If Puerto Rican participants are eliminated from the participant category, the percentage of Hispanics served by TRIO drops from 20% to 16% in 1997.
- If Puerto Rico poverty statistics are added to the eligibility category, then the proportion of Hispanics within all persons eligible for TRIO increases from 28% to approximately 33%.
- By either standard, Hispanics are under-served by 12 to 13 percentage points.

If Latinos were equitably served by TRIO, which according to the U.S. Department of Education included approximately 671,102 participants in the 1996-97 program year, by either method of comparison, Hispanic TRIO program participation would be dramatically higher.

- In the 1996-97 program year, there were about 107,376 Hispanic participants (16% of 671,102).
- If, in 1996-97, Hispanics were equitably served, then Latino participation would have been approximately 187,909 (28% of 671,102).

Thus, more than 80,000 eligible Latinos should be, but are not, served by TRIO programs. Moreover, these data understate the degree of underrepresentation in TRIO. In addition to poverty status, TRIO eligibility is based on first-generation college attendance. Since Hispanics have the lowest rates of college attendance of any major population group, the actual proportion of Latinos within the total pool of TRIO-eligible students is higher than the 28% (excluding Puerto Rico data) or 33% (including Puerto Rico data) figures cited above.

Latino Participation in Selected TRIO Programs

Talent Search

Talent Search programs reach students in grades six through 12 to identify, encourage, and assist students from disadvantaged backgrounds in completing high school and entering college. Additionally, the program serves high school dropouts by encouraging them to complete their education. Program services include counseling, information on college admissions, financial aid and scholarships, and trips to college campuses.

- Total number of students served in FY 1993: 300,981
- Percentage of Latino students who are eligible: 28%
- Number of Latino students served: 49,248
- Percentage of all participants who are Latino: 16%
- Number of eligible Latino students who would be served if equitably represented: 84,275

Upward Bound

Through special instruction, Upward Bound programs provide participants ages 13 to 19 with skills to succeed in postsecondary education. In addition to instruction in basic skills, participants receive academic and financial counseling to enhance their chances of completing high school and entering and graduating from college.

- Total number of students served in FY 1993: 44,684
- Percentage of Latino students who are eligible: 28%
- Number of Latino students served: 7,062
- Percentage of all participants who are Latino: 15%
- Number of eligible Latino students who would be served if equitably represented: 12,512

Policy Recommendations

Representative Ruben Hinojosa (D-TX) and Senator Jeff Bingaman (D-NM) have introduced legislation to the "Higher Education Amendments Act of 1998" (H.R. 6) that would give new applicants a chance to compete for TRIO funds. Some who oppose their efforts have argued incorrectly that Representative Hinojosa and Senator Bingaman are attempting to alter the scope of the program to focus solely on dropout prevention, and that they are making participation in the program "race based." *Their legislation would not change the way existing or new programs operate, nor would it grant preferential treatment to applicants proposing to serve specific racial or ethnic groups.* Representative Hinojosa and Senator Bingaman are attempting to create a "level playing field" for all applicants, while ensuring that current programs can continue providing services.

The amendment authored by Representative Hinojosa and Senator Bingaman would be triggered *only if the amount of funds appropriated for TRIO exceeds the fiscal year 1998 amount, \$530 million.* If future allocations exceed this figure, the excess funds would be distributed in a way that provides *equal* preference points for programs with "prior experience" and applicants serving eligible populations in geographic areas which have been underserved by TRIO, and the degree to which these applicants serve schools with high dropout rates.

Sources

"Dropout Rates in the United States: 1995," National Center for Education Statistics, July 1997.

"Federal TRIO Programs," Office of Postsecondary Education, United States Department of Education, Spring 1998.

"Digest of Education Statistics, 1997," National Center of Education Statistics, December 1997.

"Historical Poverty Tables," United States Bureau of the Census Website.

ATTACHMENT #2



Raul Yzaguirre, President

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MEMORANDUM

TO: Barbara Chow, Associate Director, Office of Management and Budget
Janet Murguia, Deputy Director for White House Legislative Affairs
Sarita Brown, Executive Director, White House Initiative on Educational Excellence for Hispanic Americans

FROM: Charles Kamasaki, Senior Vice-President, NCLR
Cecilia Muñoz, Vice-President, NCLR
Roberto Rodríguez, School Reform Coordinator, NCLR

DATE: March 4, 1999

CC: Maria Echaveste, Deputy White House Chief of Staff
Jonathan Schnur, Associate Director for Domestic Policy, Office of the Vice-President
Mo Vela, Chief Financial Officer, Office of the Vice-President

SUBJ: Recommendations for Implementation of Hispanic Education Action Plan

BACKGROUND

Thank you for your recent meeting to discuss the implementation of the Hispanic Education Action Plan (HEAP). NCLR appreciates the seriousness of your commitment to addressing our concerns. Per your request, we have developed a substantial list of recommendations designed to improve the responsiveness of certain federal education programs to Hispanics.

Before listing specific recommendations, we would make several observations. First, reversing the long-term neglect of Latinos in federal education programs will require a major and sustained effort. Given this reality, we recognize and appreciate the significance of your leadership. Second, we believe that reversing the situation will require affirmative steps, not just passive outreach efforts. We acknowledge some of the steps taken with respect to GEAR UP—i.e. holding outreach meetings in predominantly Hispanic communities and disseminating flyers to Latino organizations. However, as experience to date has shown, outreach is not enough. This holds true given past instances of inertia, reluctance by some elements of the bureaucracy to accept new policies, and in this case, the wording of the regulations themselves, which do not explicitly clarify a *major* role for community-based organizations.



Finally, we would note that, in many other contexts, the federal government exercises discretion to “de-target” funds. One example of such discretion is evident in the competitive grant process and funding of the 21st Century Community Learning Centers Program. Although the statute explicitly targets funding to *inner city* and *rural* schools, the Department of Education has permitted all school districts to apply for this competitive grants program. This raises an issue concerning why it appears to be so difficult to do the reverse, that is, to target funds to deserving populations.

NCLR offers its recommendations below in three categories. The first notes recommendations that are applicable to a broad range of competitive programs, such as Head Start, TRIO, and GEAR UP. Following these recommendations appear sub-recommendations in italics, particularly applicable to a single program. Specific programs are identified in the context of these recommendations. The second category outlines recommendations for the implementation of Title I— a formula-driven program that warrants separate and particular attention. The third and final category lists recommendations for other programs included in the broader scope of the Hispanic Education Action Plan.

RECOMMENDATIONS

A. COMPETITIVE PROGRAMS

1. **PROCEDURAL IMPROVEMENTS:** These include actions that might improve the process through which policies are designed, grantees are selected, and programs are implemented. The value of such changes lies in the potential to improve the basic “infrastructure” of the program; the downside is that it is likely to be many years before any tangible changes result from these “process” improvements.
 - Increase staff expertise on education of Latino and language minority children (both career and political appointees).
 - Increase number of proposal reviewers who have expertise in serving Hispanic and language minority children, such that each set of proposal review teams includes persons with such expertise.
 - Enhance the capacity of the agencies to serve Latino and language minority children through hiring of qualified Latino staff, retaining a pool of consultants who specialize in these issues, conducting relevant staff development and training sessions, and other means.
2. **IMPROVE TARGETING OF EXISTING FUNDING:** These include actions to help immediately shift program resources to more effectively and equitably serve Hispanic and language minority children. The value of such changes lies in the potential to realign significant dollars to Latinos and other underserved communities in the short term, and to build an “infrastructure” within Hispanic and other underserved communities which will

maximize their capacity to effectively compete for funds; the downside includes likely resistance from the bureaucracy and presumably grantees.

- Revise specific Notice of Funding Alerts (NOFAs) and proposal scoring systems to require/encourage improved targeting, based on special population groups or geographic areas. For example, at least one set of NOFAs released by the Department of Housing and Urban Development in the early 1990s explicitly established priorities for serving communities in the Southwest, based on research demonstrating a shortage of community development corporations in this region. Similarly, a recent HUD NOFA for homeownership programs established priorities for applicants serving new immigrants, based on research demonstrating the importance of this population group as prospective homeowners.
- In the Head Start/TRIO context, NOFAs could be written to target funding to rapidly-growing population groups such as new immigrants, language minorities, and/or children of high school dropouts (all of which are somewhat effective proxies for Latinos); or geographic areas such as broad regions— i.e. California, the Southwest, the Northeast, and Washington, DC— that might be underserved; and/or specific neighborhoods experiencing significant Latino population growth.
 - *This should be easier to accomplish with GEAR UP, inasmuch as it is a new program. One important NOFA/regulation issue here is that community-based organizations should be explicitly authorized to play a "lead role" or "significant role" in partnerships permitted under the program. Given that the initial funding round for GEAR UP is imminent, some thought might be given to reserving a portion of this funding for a more targeted NOFA to be issued in the near future.*
- A variant of this "proxy targeting" approach that might meet less resistance may be to take some portion of "new" money— i.e. funding available due to new authority, or increases in appropriations— for such special targeting.
 - *One particularly interesting opportunity involves the potential new funding in the Head Start reauthorization's Family Literacy Services provisions, which provide for 100 Head Start agencies to engage in collaborative partnerships with other entities. This would appear to be an ideal opportunity to draft a NOFA which targets a substantial portion of such funding to collaborations that serve Latino and language minority populations.*

3. **AGGRESSIVE TARGETING OF DISCRETIONARY FUNDING:** These include measures to maximize the use of discretionary funding to alleviate underrepresentation of Latino children, and improve the quality of services available to them. One advantage of this approach is that we might reasonably expect quick results, such as implementation in a single funding cycle; the downside is that gains could be transitory and the resource levels affected are relatively small.

- Conduct pilot and demonstration programs assessing the efficacy of various approaches to serving language minorities, new immigrants, and/or children of high school dropouts. One way to make this happen would be to use existing research and/or evaluation dollars to fund programs that serve Latinos to test various innovative approaches. In effect, the existing set of grantees would serve as the "control" group against which the innovations would be compared. This also has the effect of expanding and adding program flexibility by "transferring" research funds to programs. Such efforts also have the virtue of being able to modestly improve both the quantity and quality of services to Latinos simultaneously.
 - *One particularly attractive approach, given the Administration's literacy initiative, might be programs consistent with the National Research Council's recent report designed to provide early intervention to children to encourage phonological awareness and literacy development.*
 - *Similarly, various "family reading" programs (such as the Family Literacy program mentioned above, to the extent the program includes any discretionary funding) to encourage greater parental involvement, or tutoring programs that use volunteers, should aggressively target Latino organizations and communities.*
- In this connection, there may be opportunities to conduct joint "research and demonstration" programs between Head Start, TRIO, and GEAR UP and various divisions in the Department of Education, particularly with the Office of Bilingual Education and Minority Language Affairs (OBEMLA), various Adult Education Act programs, the National Center for Education Statistics (NCES) and/or the Office of Educational Research and Improvement (OERI).
- Establish a clearinghouse or center to evaluate, identify, and disseminate "best practices" for serving the target populations. One center (modeled after the Title VII bilingual education clearinghouse) or a group of centers (modeled after the regional Title I or desegregation assistance centers) could encourage existing mainstream providers to serve greater numbers of Latino and language minority kids by helping them to establish and implement special initiatives responsive to their needs.
 - *One specific application may include establishing a Head Start clearinghouse devoted principally or exclusively to identifying and disseminating early childhood development "best practices" with respect to Latino/language minority children.*
 - *A similar approach would involve a TRIO/GEAR UP clearinghouse devoted to identifying and promoting exemplary and innovative practices involving Hispanic and language minority children. We note*

parenthetically that we believe that unfounded but understandable fears and misperceptions of the college residential component of Upward Bound may deter Latino participation, particularly among immigrants. One way of addressing this might be through partnerships with trusted community groups; another angle might be to experiment with innovative, non-residential programs.

4. OUTREACH, TRAINING AND TECHNICAL ASSISTANCE:

- These and other changes should be accompanied by improved outreach and technical assistance to prospective grantees— either for those replacing de-funded providers, for new competitions as service areas are re-defined, or for new programs. This could be done as part of existing Training and Technical Assistance (T&TA) Cooperative agreements, or through discretionary funding, such as purchase orders or unsolicited proposals. Specific actions should be considered that would:
 - *Assure that training and technical assistance resources are targeted to providers with a commitment to and expertise in serving the target populations, a description that most observers would agree does not include the existing T&TA Head Start or TRIO providers. One variant of this idea could involve encouraging – or requiring if necessary – the principal T&TA providers to establish partnerships with organizations with greater expertise in serving Latinos and other language minority populations. A related idea would be to separately bid out T&TA contracts targeted exclusively to organizations demonstrating commitment to and expertise in serving Latino and language minority populations.*
 - *Assure that, for new programs such as GEAR UP – and for special subsets of existing programs, i.e., prospective new applicants for Head Start or TRIO – T&TA is available to help new applicants submit competitive proposals. Thus, outreach and training need not be carried out by existing T&TA providers or by Department staff (who, as we note above, may be part of the problem). Instead, an “alternative T&TA network” dedicated to reversing the historic underrepresentation of Hispanics could be established relatively quickly through purchase orders, task orders, and the funding of unsolicited proposals.*

B. TITLE I

For FY 1999, the Clinton Administration was successful in securing over \$300 million in “new” Title I funding targeted to Hispanic students. Unlike other programs that serve specific students directly, Title I dollars are more broadly disbursed to schools to serve students within a general district. Moreover, until the 1994 ESEA reauthorization, an historical statutory ambiguity led many school districts to exclude language minority students from most or all of Title I-funded services. It is also likely that some form of “Ed-Flex” will be enacted this year, further

HISPANIC PARTICIPATION IN SELECTED FEDERAL ANTI-POVERTY PROGRAMS ISSUE BRIEF

July 1997

Contact: Eric Rodriguez

Overview

The Hispanic population is currently 10.7% of the entire U.S. population and is projected to become the nation's largest ethnic minority group within the next decade. In fact, Hispanics are projected to constitute one-quarter of the U.S. labor force by 2050, and have now surpassed African Americans as the poorest U.S. population (with 30.3% and 29.3% poverty rates respectively). Most troubling about these data is that many young Latinos, who represent a large proportion of the future U.S. labor force, are now growing up poor; two out of every five Hispanic children today live below the poverty line (40%). Despite this situation federal policies have failed to focus on, or even recognize, Hispanic poverty as a growing and important national problem. Moreover, federal programs designed to address and alleviate poverty and open up opportunities for all disadvantaged Americans continue to underserve and neglect Hispanics.

Representation

Given that Hispanics in 1995 constituted more than 22% of poor American families and about 28% of American children who are poor, Hispanics should constitute at least 22% of families and 28% of children served by the major federal anti-poverty programs. Most programs listed below are means-tested, i.e., weigh individual and household income and poverty status as the most important criteria in determining eligibility for programs.

Children and Youth

Head Start. In 1993, Latinos constituted slightly more than one in six (15%) non-migrant, Head Start participants on the U.S. mainland, while almost two-fifths (36%) of enrollees were Black, and one-third (33%) were White.

Job Training Partnership Act (JTPA) Youth Programs. In 1994, Latino youth accounted for one in five (19%) young persons served by JTPA title III employment and training programs for disadvantaged youth (which include Summer Youth employment services). In comparison, in 1994, Black and White youth accounted for more than one-third (35%) and more than two-fifths (41%), respectively, of participants served by JTPA youth programs.

Job Corps Youth Programs. In program year 1995, Job Corps, the nation's largest residential education and training program for disadvantaged youth, served more than 68,000 youth. Of those served Latinos constituted fewer than one in six (15.8%) Job Corps participants, while more than one-quarter were White (28.7%) and half were Black (49.4%).

TRIO Higher Education Programs. In the 1993-94 school year, Hispanics accounted for slightly more than one in seven (15%) of those served in TRIO higher educational opportunity programs (which include programs like Upward Bound, Talent Search, and Ronald E. McNair Postbaccalaureate Achievement awards), a decrease from almost one-quarter of participants served by TRIO in 1978.

Medicaid. In 1995, more than three in five (61.8%) children receiving Medicaid were classified as White (including Hispanics), while fewer than one in three (31.7%) children receiving Medicaid were Black. When data are disaggregated, fewer than one-quarter (23.3%) of all poor children receiving Medicaid benefits in 1995 were Hispanic.

Apprenticeship/School-to-Work. In 1994, just one in fifteen (6.6%) newly registered apprentices in the U.S. were Hispanic, while one in ten (10.7%) were Black, and nearly four out of five (79.2%) were White.

Families and Adults

Job Training Partnership Act Adult Programs. In 1994, Latinos comprised slightly more than one in eight (13%) participants of Title II-A adult JTPA employment and training programs. In contrast, White participants constituted half (50.8%), while Black participants made up fewer than one-third (30.6%) of all JTPA adult participants.

Medicaid. In 1995, Latinos constituted slightly more than one in six (17.4%) of all Medicaid recipients, compared to White and Black participants, who constituted more than four in nine (45.5%) and one-quarter (24.8%), respectively, of all Medicaid recipients.

Food Stamps. In 1995, while fewer than one in five participant households (19%) receiving Food Stamps were Latino, more than two in five (41%) participant households receiving Food Stamp were White and one-third (33%) were Black.

Job Opportunities and Basic Skills Training program (JOBS). In 1992, Hispanics constituted slightly more than one in eight (12.8%) participants in JOBS -- the employment and training program for welfare recipients -- while they accounted for about one in six (17%) welfare recipients that year. In comparison, White and Black participants were 47.2 percent 32.4 percent, respectively, of JOBS participants, while they constituted 38.9 and 37.2 percent, respectively, of AFDC recipients in 1992.¹

¹ Under the Personal Responsibility and Work Opportunity Act of 1996 (welfare reform act of 1996) the JOBS program was abolished and funding for work programs was consolidated into the Temporary Assistance for Needy Families (TANF) Block Grant.

Housing Assistance. Latinos constitute about 12% of households receiving federal housing assistance (which includes Public Housing, Section 8, and Housing Voucher programs), even though they account for nearly 20% of poor households and 18% of households with "worst case" needs.

Civil Rights

Federal Civil Rights Monitoring and Enforcement. The Equal Employment Opportunity Commission (EEOC) continues to fail to serve Hispanics adequately; for example, in 1996, Hispanic charges alleging discrimination based on national origin accounted for only 8.6% of the EEOC's combined charge caseload, while charges alleging discrimination based on race (Black), gender (female), and age, made up 33.8%, 30.6% , and 20.1%, respectively, of the total charge caseload. In addition, cases involving Latinos typically constitute almost 10% of the caseload of HUD's Fair Housing and Equal Opportunity division's caseload of housing discrimination complaints.

Employment

Federal Employment. Hispanics constitute 6% of federal employees, although they were more than 9.5% of the civilian labor force in 1996. Moreover, data suggest that Hispanics are even more severely under-represented at the state-local level. As a result, one traditional "career ladder" for minorities to escape poverty has been effectively blocked for Latinos.

Conclusions

It is difficult to avoid the conclusion that Latinos are severely underrepresented by federal programs and services. Overall, these data show that, literally from "cradle to grave," poor and near-poor Hispanics are denied access to programs designed to alleviate poverty and improve economic opportunity. NCLR is far less concerned about underrepresentation in, say, Temporary Assistance to Needy Families (TANF) programs (welfare), which some have argued persuasively does not effectively promote opportunity. However, given the growing importance of Latinos to the nation's future economic well-being, all Americans should share NCLR's concern that Hispanics are denied fair access to education (Head Start, TRIO), job training (JTPA, School-to-Work), and similar programs designed specifically to improve long-term economic opportunities for disadvantaged Americans.

It has become fashionable in some quarters to suggest that federal government involvement decreases opportunity and worsens poverty. Whether or not this is true for other populations, it simply does not apply to Hispanic Americans, who have the dubious distinction of having the highest poverty rates of any major population group, despite having been ignored or neglected by federal anti-poverty initiatives for decades. In fact, the absence of fair treatment of Hispanics in the distribution of government benefits and services -- particularly those that build human capital

skills and support or encourage work -- appears to be a more persuasive explanation of the high and growing incidence of Latino poverty.

NCLR will provide citations for the data used in this Issue Brief. For more information contact Eric Rodriguez at (202) 776-1786.

Sources

Published and unpublished data were provided by the following agencies: Health Care Financing Administration (Medicaid); the Administration for Children and Families, Department of Health and Human Services; the Department of Labor (JTPA, Apprenticeships); the Department of Agriculture (Food Stamps); the Department of Education (Head Start, Bilingual Education, TRIO); and the Equal Employment Opportunity Commission (civil rights data). The following publications were used as source material: *Poverty in the United States: 1995*, U.S. Bureau of the Census, October 1996 (poverty data); "Underrepresentation in Housing Assistance Programs", National Council of La Raza, 1997; and an Annual Report to Congress, Federal Equal Opportunity Recruitment Program, 1996 (federal employment data).



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

THE DIRECTOR

February 7, 2000

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

Dear Mr. Yzaguirre:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

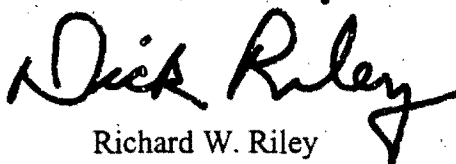
These steps are beginning to show results. The attached documents include updated implementation strategies for all of the programs in the Hispanic Education Action Plan and the steps we will take in the coming months.

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

Sincerely,



Jacob J. Lew
Director



Richard W. Riley
Secretary, Department of Education

Attachments

THE HEAD START PROGRAM:

Steps to Improve Access for Under-served Populations

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Title I

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

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

Performance Indicator:

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

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

Strategy 1:

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

Action Steps:

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

Strategy 2:

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

Action Steps:

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

Bilingual Education

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

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

Performance Indicator:

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

Results to Date:

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

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

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

Action Steps:

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

TITLE I, Part C: MIGRANT EDUCATION

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

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

Performance Indicator:

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

Results to Date:

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

Strategy 1:

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

Action Steps:

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

Strategy 2:

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

Action Steps:

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

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

Action Steps:

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

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

Action Steps:

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

College Assistance Migrant Program

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

Objective:

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

Performance Indicator:

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

Results to Date:

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

Strategy 1:

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

Action Steps:

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

High School Equivalency Program (HEP)

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

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

Performance Indicator:

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

Results to Date:

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

Strategy 1:

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

Action Steps:

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

21st Century Learning Centers

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

Objective:

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

Performance Indicators:

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

Results to Date:

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

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

Action Steps:

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

GEAR UP

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

Objective:

Maximize participation of Hispanic youth in awarded projects.

Results to Date:

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

Action Steps:

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

Adult Education

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

Objective:

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

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

Results to Date:

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

Strategy 1:

Increase access to high quality, innovative adult education programs.

Action Steps:

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

TRIO

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

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

Performance Indicator:

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

Results to Date:

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

Action Steps:

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

Hispanic Serving Institutions (HSIs)

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

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

Performance Indicator:

Result to Date:

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

FY 1998: 37 continuation grants

FY 1999: 37 continuation grants; 39 new grants

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

Action Steps:

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