



The Hispanic Education Coalition (HEC) unites 24 national organizations dedicated to improving educational opportunities for the over 40 million Latinos living in the United States and Puerto Rico. Co-chaired by the Mexican American Legal Defense and Educational Fund and the National Council of La Raza, the HEC focuses upon federal legislative issues relating to education, including the No Child Left Behind Act of 2001, the Head Start Act, the Higher Education Act, adequate federal funding for education, and the educational concerns of English Language Learners. In each of these areas, the HEC strives to ensure that dialogue at the federal level regarding education issues reflects the education priorities of the Latino community.

HEC member organizations include:

- American Federation of Labor – Congress of Industrial Organizations
- American Federation of Teachers
- ASPIRA Association, Inc.
- Association for the Advancement of Mexican Americans
- Center for Advancement of Hispanics in Science and Engineering Education
- Cuban American National Council
- Hispanic Association for Colleges and Universities
- Hispanic-Serving Health Professions Schools
- Intercultural Development Research Association
- League of United Latin American Citizens
- Mexican American Legal Defense and Educational Fund
- Migrant Legal Action Program
- Multicultural Education Training and Advocacy, Inc.
- National Association for Bilingual Education
- National Association of Latino and Elected and Appointed Officials
- National Association of State Directors of Migrant Education
- National Council of La Raza
- National Council for Community and Education Partnerships
- National Education Association
- National HEP/CAMP Association
- National Latino Children’s Institute
- National Migrant and Seasonal Head Start Association
- National Puerto Rican Coalition
- New York Immigration Coalition
- Puerto Rican Legal Defense and Education Fund

Contact: Peter Zamora, MALDEF, pzamora@maldef.org, (202) 293-2828 or Raul Gonzalez, NCLR, rgonzalez@nclr.org, (202)-785-1670.



Latino Student Demographics

Latinos Constitute the Largest Minority Group in American Public Schools

- Latinos constitute the largest and fastest-growing ethnic minority group in U.S. public schools. Nearly one in five K-12 students in the United States is Latino, and this proportion is expected to continue to rise in the future.

The Latino Achievement Gap

- Fourth-grade Latino students scored 27 points below their white counterparts in the 2005 NAEP reading assessment, while eighth-grade Latino students scored 24 points below their white counterparts in reading.
- Fourth-grade Latino students scored 21 points below their white counterparts in the 2005 NAEP mathematics assessment, while eighth-grade Latino students scored 27 points below their white counterparts in mathematics.
- The achievement gap between white and Latino students has remained largely unchanged since 1977.

The Latino School Dropout / College Participation Crisis

- One in three Latinos aged 18 to 24 has not completed high school.
- Approximately 600,000-700,000 Latino students drop out of school each year.
- Latino students drop out of school at four times the rate of white students.
- Each year's class of school dropouts (of all ethnicities) cost the U.S. economy \$200 billion over the course of their lifetimes.
- In 2000, only 22% of Latinos aged 18 to 24 were enrolled in colleges and universities. Latinos comprised only 10% of the total enrollment in colleges and universities.
- Only 10% of Latinos have received bachelor's degrees.

Latino Linguistic Concerns

- Of the 5-6 million English Language Learner (ELL) students in American public schools, 75-80% are Spanish-speaking Latinos.
- As of 2000, 31% of Latino children in the United States were English Language Learners.
- The total ELL population has grown by 65% since 1993-94.



Dear Chairman and Ranking Member:

On behalf of the Hispanic Education Coalition (HEC), which unites national organizations dedicated to improving educational opportunities for the more than 40 million Latinos living in the United States, we ask your support for critical federal education programs needed to improve learning outcomes for the nation's Latino children. Nearly one in five K-12 students in the United States is Latino, and this proportion of the student population is rapidly rising. Our education system and national economy, therefore, cannot work well unless the needs of Latino students are met.

Latino students continue to face significant educational challenges and widespread disparities in academic achievement. Latino students are more likely than their peers to begin kindergarten without having attended preschool. They lag far behind the national average in reading and mathematics scores. Latino students are more likely than their peers to drop out of school without receiving a high school degree or its equivalent. They have lower rates of college matriculation, lower probabilities of college graduation, and require longer time periods to attain a college degree. In short, our nation's education system currently fails to adequately address the critical needs of Latino students in the United States.

Given the large and growing population of Latino students enrolled in U.S. schools and universities, all federal education programs significantly impact the education of Latino students and must meet the particular needs of the Latino student population in order to be effective. Further, the smaller, targeted programs described below have had a particularly positive impact upon Latino student achievement and deserve the full support of Congress.

HEC strongly urges Congress to develop a FY 2007 appropriations package that adequately funds the following crucial Latino-serving federal education programs:

Latino-Serving Programs Facing Elimination

School Dropout Prevention Program: For the sixth straight year, the President has proposed the elimination of the only federal program targeted at reducing the nation's dropout rates, the School Dropout Prevention Program (Title I, Part H of the No Child Left Behind Act). Latino students, who drop out of school at approximately four times the rate of White students, would be disproportionately impacted by this program's elimination. Rather than eliminating this critical federal program, HEC urges Congress to fund School Dropout Prevention at \$45

million, which would provide sufficient funding (at FY05 award levels) for 18 statewide programs intended to reduce school dropout rates.

GEAR UP: Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), a central part of Title IV of the Higher Education Act (HEA), is a proven model for increasing educational attainment of low-income and first-generation students; children who are significantly less likely to enroll in and graduate from college than any other students. GEAR UP is the only federal program that provides resources and assistance on a grade-wide basis to help millions of low-income students academically prepare for and succeed in higher education. Due to the success of GEAR UP, millions of low-income and first-generation students are now equipped with the fundamental educational tools needed to successfully pursue higher education. It differs from other initiatives in that it supplements existing college preparation efforts, with long-term research-proven initiatives and locally effective programs. Last year, 1.5 million students benefited from the GEAR UP program across 48 states. More than 450,000, (30 %) of the students served under GEAR UP were Latino. With \$325 million for GEAR UP in the FY 2007 Labor-HHS-Ed Appropriation bill, the program can provide essential services to the current 1.5 million GEAR UP students and to an additional 63,000 low-income students. By saving the current 209 local GEAR UP partnerships and 36 state partnerships, and adding 11 new local and 2 state partnerships, we can ensure that these students will benefit from the comprehensive services that GEAR UP provides.

Talent Search and Upward Bound, TRIO Programs: Talent Search and Upward Bound are two programs included in the Department of Education's TRIO programs focused on helping students from disadvantaged backgrounds prepare for college. Since 1965, Talent Search and Upward Bound have helped more than 2.2 million students. Currently, these programs serve only 7 % of the eligible population. Together, Talent Search and Upward Bound serve approximately 455,000 middle and high school students and veterans (19 % are Latino). These two programs help the Hispanic population bridge the gap between high school and college, and HEC believes that at the very least they should be funded at a higher level rather than be eliminated.

Parent Assistance Programs: Local Family Information Centers (LFICs) are community-based centers that provide parents of NCLB Title I students with information about their children's schools to empower them to hold school officials accountable and become more involved in their children's education. Rather than being eliminated, this basic tenet of fostering parental engagement in their children's education should be reinforced by funding Parent Assistance Programs at \$100 million, including \$25 million for LFICs.

Even Start: The William F. Goodling Even Start Family Literacy program authorized under Title I of the No Child Left Behind Act provides research-based, family literacy services to severely educationally and economically disadvantaged

children and families. Each year, Even Start serves approximately 50,000 families, nearly half of whom are Latino. Moreover, there is a special set-aside available to ensure that Even Start services are made available to our nation's migrant farm worker families. Rather than eliminate this program, Congress should increase Even Start's funding to \$5 million, bringing the overall authorization level to \$230 million. This would allow for additional children and families to receive critical literacy services.

Latino-Serving Programs Facing Frozen Funding

Language Acquisition State Grants: There are more than 5.5 million English language learner (ELL) children attending American schools today, and their numbers are growing rapidly; almost 80 % of ELLs speak Spanish. NCLB's Title III grants help states, localities, and institutions of higher education build their capacity to teach ELLs effectively by assisting schools to upgrade their instructional curricula and provide training opportunities to teachers. Prior to NCLB, the federal government spent \$658 per ELL child, and at current level funding Title III is providing only a mere \$122 per ELL child. To keep pace with the growth of ELLs attending our schools and provide high-quality instructional support for ELL children and immigrant students, Congress needs to increase funding above the FY 2005 appropriation mark of \$675 million. We suggest that \$900 million be earmarked for FY 2007.

HEP and CAMP: Migrant students are among the most disadvantaged youth in this nation. Current estimates place the dropout rate for migrant youth at between 50% and 60%. The High School Equivalency Program (HEP) helps migrant students who have dropped out of high school earn a GED. The College Assistance Migrant Program (CAMP) assists migrant students in their first year of college with both counseling and living stipends. These programs provide migrant students with educational opportunities and support that will help them to become productive members of society. Before CAMP, there was no record of significant numbers of children of migrant farmworkers ever having attended college.

Both programs have been enormously successful. For the programs that received five-year grants in 1999, 73 percent of the HEP participants have received their GEDs while over 90 percent of the CAMP students have successfully completed their first year of college. Over the history of the program, nearly three-quarters of all CAMP students graduate with baccalaureate degrees. Without HEP and CAMP, access to college would be out of reach of most migrant students.

Due to a major cut in FY 2004 and recent appropriation freezes, HEP programs were eliminated and many fewer students were provided an opportunity to earn their GED. Continued flat funding of these programs will result in more eliminations. For FY 2007, HEC recommends that HEP be funded at \$25 million and CAMP at \$20 million.

Migrant Education Program: Migration, extreme poverty, and isolation from “mainstream” communities and services make migrant children the most vulnerable and at-risk students in our public educational system. NCLB’s Title I, Part C, Migrant Education Program (MEP) provides direct services and builds the support structures for migrant students so that they can achieve high levels of success both in and outside of school. MEP funds are used, among other things, to identify and recruit migrant students, to provide supplemental educational services such as tutoring, to provide screening for health problems, and to serve as liaison to school food service personnel for the recently-enacted direct certification of migrant students for school lunch and breakfast. The number of students eligible for MEP services is growing. HEC recommends increasing funding to \$442.2 million for the Title I, Part C, Migrant Education Program for FY 2006.

Latino-Serving Programs Needing Significant Increase Over President’s Request

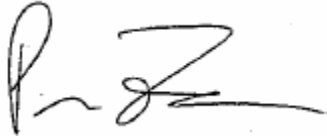
Migrant Seasonal Head Start Program: Migrant and Seasonal Head Start (MSHS) serve the country’s neediest working families – migrant and seasonal farm workers. MSHS program provides a safe, clean, nurturing place for children to learn while their parents work in America’s agriculture sector. The most critical issue facing MSHS programs is the funding shortfall that prevents more than 80 % of the eligible children from receiving services. In FY 2001, the U.S. Department of Health and Human Services released the *Descriptive Study of Seasonal Farmworker Families*, documenting that only 31,400 out of 161,400 (19 %) eligible migrant and seasonal children are served through existing MSHS programs. By comparison, regional Head Start programs serve approximately 60% of their eligible population. The funding of MSHS is currently at the discretion of HHS under the Head Start program, and MSHS programs have never received more than 4 % of the funds appropriated annually. HEC recommends a budgetary increase (whatever it is) of \$69 million for MSHS. This would allow an additional 10,000 children of farm workers to exit the fields and enter the classroom.

Hispanic-Serving Institutions: Since FY 1995, Title V -HEA funds have supported the expansion of Hispanic-Serving Institutions’ (HSIs) academic and faculty development programs, administrative systems, technology infrastructures, student support services, outreach to K-12 schools and communities, and endowments. HSIs, by definition, have a full-time student enrollment that is at least 25 % Hispanic, and at least one-half of their student enrollment is low-income. Almost one-half of Hispanic undergraduate students are enrolled in more than 242 colleges and universities categorized as HSIs. More than 100 additional higher education institutions are on the verge of becoming eligible to be designated as HSIs because of their rapidly growing Hispanic student enrollments. Moreover, HSIs on average continue to receive less than 50

cents for every dollar per student, compared to all other degree-granting institutions. Thus, the President's budget, in practical terms, offers no increase in federal spending for already underfunded HSIs. To adequately serve Latino college students, \$175 million is needed for HSIs.

Adequately funding programs to improve the educational performance of Latinos is no longer just a Latino issue. Given that Latinos constitute a large and growing segment of the future workforce and will greatly influence our nation's future economic and national security, it is crucial to all Americans that we invest in Latino children through education.

Sincerely,



Peter Zamora
Mexican American Legal Defense and
Educational Fund (MALDEF)
HEC Co-Chair



Miriam Calderón
National Council of La Raza
(NCLR)
HEC Co-Chair

On behalf of:

American Federation of Labor – Congress of Industrial Organizations
American Federation of Teachers
ASPIRA Association, Inc.
Association for the Advancement of Mexican Americans
Center for Advancement of Hispanics in Science and Engineering Education
Cuban American National Council
Hispanic Association for Colleges and Universities
Hispanic-Serving Health Professions Schools
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New York Immigration Coalition
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FY07 Hispanic Education Coalition Appropriations Requests

Federal Program	FY 07 HEC Funding Request
Title III (English Language Acquisition)	\$738
HEP-CAMP	\$42.1
Migrant Education Program	\$442.2
Adult ESL-Civics	\$100
TRIO	\$900
GEAR UP	\$325
School Dropout Prevention	\$45
Even Start	\$225
Parent Assistance Centers – Local Family Information Centers	\$100 - \$25
Migrant and Seasonal Head Start	\$349.5
Hispanic Serving Institutions	\$175



School Dropout Prevention Program

In FY05, a \$2.1 million dollar discretionary grant from the U.S. Department of Education's Dropout Prevention Program enabled the New Hampshire State Department of Education to expand the state's Achievement for Dropout Prevention and Excellence II (APEX II) program. In addition to reducing the state's dropout rate by 20% over three years, other objectives and activities of the program include: development of a support process for re-entering high school students, improving 10th grade math and reading/language arts scores, and providing individualized mentoring plans for incoming 9th graders. Participating schools are given training and technical assistance to ensure the effective and efficient implementation of the program.

Program Authority: School Dropout Prevention Program, The No Child Left Behind Act of 2001, Title I, Part H

Purpose of the Program: To support school dropout prevention and reentry services and that ensure that all students have substantial and ongoing opportunities to attain their highest academic potential.

Funding Recipients: School Dropout Prevention grants are awarded competitively to State Education Agencies and local school districts to implement research-based, sustainable, and coordinated school dropout prevention and re-entry programs for students in grades 6-12.

In FY05, the U.S. Department of Education awarded two competitive grants, to the Minnesota Department of Education and the New Hampshire Department of Education. The Minnesota Department of Education developed a statewide program to decrease the dropout rate among minority and low-income students and to develop a comprehensive dropout prevention model for implementation in selected high schools and middle schools. As noted above, School Dropout Prevention funds also supported New Hampshire's statewide program intended to reduce the dropout rates by 20% over three years.

Activities Supported: School Dropout Prevention funds support a range of activities to reduce school dropout rates. These include: professional development, planning and research, counseling and mentoring for at-risk students, reduction in teacher-student ratios, efforts to assist students in meeting State academic achievement standards, and the implementation of comprehensive high school reform models and school re-entry activities. In addition, the program authorizes the Secretary to collect systematic data on the effectiveness of the programs assisted and to create a national clearinghouse of information on effective school dropout prevention and re-entry programs.

Need for Federal Funds: School Dropout Prevention funds are needed to implement a coordinated nationwide effort to combat the nationwide dropout crisis. At the current nationwide dropout rate of 11%, each year's class of dropouts costs the nation's economy over \$200 billion in lost earnings and unrealized tax revenue. School dropouts comprise nearly half of the heads of households on welfare and an even higher percentage of the prison population.

Currently, approximately 600,000-700,000 Latino students drop out of school each year, costing the federal government billions of dollars in lost tax revenue and increased spending on social services. School Dropout Prevention is the only federal program that targets funds to mitigate the dropout crisis that has resulted in Latino students dropping out at a rate nearly four times higher than that of white students.

Funding History

Authorization Level: \$125,000,000 for FY02 plus such sums as may be necessary in subsequent years.

	FY2003	FY2004	FY2005	FY2006
Appropriation (in millions)	\$10.9	\$5	\$4.9	\$4.85

Impact of President's Proposed FY2007 Budget: The President's budget request has proposed the elimination of the School Dropout Prevention Program. If the President's budget request is approved, the sole federal program targeted at reducing the nation's dropout rates will be eliminated.

Impact of HEC Request: If the School Dropout Prevention Program is funded at the HEC request level, Dropout Prevention statewide programs could be implemented in eighteen states for FY07, a significant increase over the two states that were able to implement dropout prevention programs in FY06. While every student in need of dropout prevention services would not still receive them in FY07 under the HEC funding request level, \$44.85 million in federal funds level would come closer to meeting the nationwide need for these services. The increase in dropout prevention services at the HEC request level will result in a significant reduction in the Latino student dropout rate and a substantial increase in federal revenue.

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Even Start

The Even Start Multicultural Family Literacy Program at Mary's Center in Washington, DC helps immigrant parents become literate in English and learn computer skills, civic responsibilities, and parenting skills while their young children prepare to succeed in school. Program participants are from Central and South America, Egypt, Ethiopia, Bangladesh, Vietnam, and Sudan. Due to the success and popularity of the program, Even Start closed the year with a waiting list of 100 families in 2004.

Program Authority: The No Child Left Behind Act of 2001, Title I, Part B, Subpart 3

Purpose of the Program: The purpose of the Even Start program is to help break the cycle of poverty and illiteracy by improving the educational opportunities of the Nation's low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program.

Funding Recipients: Even Start provides funds to states, which administer Even Start and award federal funding to local Even Start programs.

Activities Supported: Even Start programs integrate early childhood education, adult literacy, and parenting education into a unified family literacy program. Currently, 50,000 families are served through the Even Start program – nearly half (46%) are Hispanic.

Need for Federal Funds: Even Start funds are needed to address the literacy needs of low-income children and families. Nearly 90% of Even Start families had an income below the federal poverty level with nearly half of all parents having incomes below \$6000. Even Start parents are far more educationally disadvantaged than families served by other programs. Only 15% of parents had a high school diploma or GED when they enrolled in Even Start, compared with over 70% of Head Start parents. Even Start families are four times less likely to be employed than Head Start families when they join Even Start.

Funding History

Authorization Level: \$260,000,000 for FY02 plus such sums as may be necessary in subsequent years.

	FY2003	FY2004	FY2005	FY2006
Appropriation (in millions)	\$248.4	\$246.9	\$225.1	\$99

Impact of President's Proposed FY2007 Budget: The President's budget request has proposed the elimination of the Even Start program, which currently serves approximately 50,000 families. Even Start also provides literacy services to farmworkers and their children

and families residing on Indian reservations. If the President's budget request is approved, these families may have no access to effective literacy services.

Impact of HEC Request: If the Even Start program is funded at the HEC request level of \$225 million, literacy services would be restored for 50,000 low-income families.

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English Literacy and Civics

Bronx Community College conducted a two-year instructional program for the Federal English Literacy and Civics Education Demonstration Project (EL Civics), sponsored by the United States Department of Education. The following Civics components were integrated into the curriculum of English Literacy instruction: U.S. Government and Citizenship; Banking and Financial Systems; Health Systems; Housing; Legal Systems; Educational Systems; Community Resources; Parenting and Family Literacy; Career Development; Orientation to Postsecondary credit and non-credit training opportunities; and Consumer Education.

Program Authority: The Workforce Investment Act of 1998, Title II, Subtitle A, Chapter 4

Purpose of the Program: The primary goal of EL Civics is to improve participants' mastery of English in a context of civics understanding to prepare them to function successfully in society.

Funding Recipients: Funding is provided to State, which provide grants to community colleges and community-based organizations on a competitive basis.

Activities Supported: The English Literacy and Civics Education Program is an integrated program of educational services to immigrants and other limited English proficient populations to acquire the basic skills they need to function effectively as parents, workers, and citizens. Local providers implementing EL Civics programs are charged with incorporating instruction on the rights and responsibilities of citizenship and civic participation.

Need for Federal Funds: EL Civics program is the only federally funded program which seeks to integrate English literacy and civics education for immigrant adults. According to the U.S. Census, 21,320,407 Americans speak English "less than very well." While that represents only 8.1% of the population, it means a large number of Americans lack the English speaking ability needed to climb the economic ladder, help their children with their school work, and fully engage in society. In addition, in 2002, 1,038,941 immigrants were admitted for legal residence in the U.S. The funding level of \$69 million is inadequate to help these immigrants learn English and fully understand their role in American society.

Funding History

Authorization Level: Such sums as may be necessary.

	FY2003	FY2004	FY2005	FY2006
Appropriation (in millions)	\$70	\$70	\$60	\$69

Impact of President's Proposed FY2007 Budget: The President's budget request has proposed \$68 million for the EL Civics program. This would not come close to meeting the needs of the nation's English Language Learner immigrant population.

Impact of HEC Request: If the EL Civics program is funded at the HEC request level of \$100 million, English literacy and civics services would reach 44% more LEP and immigrant adults.

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Language Acquisition Grants

Program Authority: Language Acquisition Grants are authorized under Title III of the No Child Left Behind Act of 2001, P.L. 107-110

Purpose of the Program: Language Acquisition Grants ensure that children with limited English proficiency (LEP) attain proficiency, develop high levels of academic achievement, and meet the same challenging state academic standards as all children. Language Acquisition Grants help states, local school districts, and institutions of higher education build their capacity to teach students with limited English proficiency effectively by assisting schools to upgrade their instructional curricula and provide training opportunities for teachers.

Funding Recipients: If the appropriation equals or exceeds \$650 million, funds will be distributed as a state formula program. For any fiscal year in which the appropriation is under \$650 million, funds will be distributed as competitive grants. Since FY2002, the program has received sufficient funding to trigger the state formula distribution. The program includes national set-asides of one-half of 1% or \$5 million (whichever is higher) for schools operated predominantly for Native American students, one-half of 1% for the outlying areas, 6.5% for National Leadership Activities, and such sums as necessary for continuation grants.

From the remaining funds, formula allocations are determined based on the state's population of students with limited English proficiency and recent immigrant students. 80% of the funds must be distributed based on the number of LEP students and 20% based on the number of immigrant students. The state may reserve 5% for state activities. States are also required to set aside up to 15% for a state program to meet the needs of recent immigrant students. The remaining funds are distributed to local districts based on the number of LEP students being served.

When funded as a competitive program, grants are distributed to support program development or systemic reform at the school or district level, research and dissemination of instructional programs, and training to assure an adequate supply of teachers qualified to work with limited English proficient students.

Activities Supported: Funds support programs at the state and local level that help students gain effective English language skills and meet high academic standards. Local programs are evaluated every two years to demonstrate that students are making adequate progress toward meeting state-level performance standards and toward integration into mainstream classrooms.

In addition, funds support the National Professional Development Project. This project provides professional development activities to improve classroom instruction for LEP students. The project also assists educational personnel working with LEP students to meet high professional development standards, including standards for certification and licensure as teachers who work in bilingual education or English-as-a-second-language (ESL) programs.

Need for Federal Funds: There are over five million children with limited English proficiency attending American schools today, and their numbers are growing exponentially. This number represents ten% of total public school student enrollment and has increased by eight times the rate of the total student enrollment. Furthermore, nearly half (45%) of Latino school children, who make up the second-largest segment of the U.S. student population after White students, are ELLs. Thus, not only are Latino student outcomes intrinsically tied to ELL student achievement, but the nation’s overall public school system also depends heavily on the academic progress of the ELL student population.

Although ELLs are still primarily concentrated in six states — California, Texas, New York, Florida, Illinois and Arizona — students with limited English proficiency are now present in every state and in almost half of our nation’s school districts. States that witnessed the largest percentage growth of ELLs between 1994 and 2004 include “nontraditional” Latino and immigrant states such as South Carolina (526%), North Carolina (471%), Tennessee (448%), and Indiana (438%).

These demographic trends underscore the need for continued federal assistance for programs serving LEP students. Federal support for language acquisition programs such as bilingual education, English-as-a-Second-Language, and programs for immigrant students recognizes that the growing population of children with limited English skills is in part the result of federal actions - including immigration and foreign policy - over which state and local governments have no control.

Students with limited English proficiency face unique educational challenges. Federally supported language acquisition programs provide an opportunity for students to gain proficiency in English and learn to high academic standards, prepare for jobs of the future, and be fully integrated into American society.

Funding History

Authorization Level: \$750 million for FY02 plus such sums as may be necessary in subsequent years.

	FY2003	FY2004	FY2005	FY2006
Appropriation (in millions)	\$684	\$681	\$676	\$669

Impact of President's Proposed FY2007 Budget: The President's FY2007 budget would fund Language Acquisition State Grants at \$669 million, which is the same level in which it was funded in FY2006. At a funding level of \$669 million, states and schools would receive less than \$99 per LEP. Inadequate funding of this program has serious implications for local districts and states, given the significant new accountability and

reporting requirements for LEP students in the ESEA. States and schools must meet new requirements for testing LEP students under the ESEA that results in additional costs for educating LEP and immigrant students. Schools are in dire need of federal resources to supplement and enhance programs that help LEP students learn English and keep up with academic courses.

The federal government has established its responsibility to ensure equity for special populations such as LEP and immigrant students. However, the current funding levels do not provide adequate federal resources to meet this responsibility. In FY 2003, the program reached a peak funding level of \$684 million. Despite the exponential growth in the LEP population in the last four fiscal years, we are mindful that Congress and the federal budget are under tight budget restraints. Thus, we only ask that Congress restore peak level funding, adjusted for inflation. We urge Congress to provide \$740 million for high quality instructional support for LEP and immigrant students.

Impact of HEC Request: The HEC request of \$900 million will serve as a downpayment toward full funding of Title III of NCLB.

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Parental Assistance Centers/Local Family Information Centers

The California Association for Bilingual Education (CABE), in collaboration with the San Bernardino County Superintendent of Schools (SBCSS), established a Parent Information Resource Center, Project INSPIRE. The overall goal of the project is to provide opportunities for parental involvement, with an emphasis on No Child Left Behind, through professional development activities for parent leaders through workshops, institutes and training sessions. Project INSPIRE includes parent resource centers at both CABE and SBCSS office locations and is organizing supporting satellite centers at school sites within San Bernardino and Los Angeles County. The CABE Parent Information Resource Center includes a Plaza Comunitaria, or Community Technology Plaza, at its site, which provides online education resources for Spanish-speaking parents to further their own education as well as support their children's academic success. The SBCSS Parent Information Resource Center is collaborating with five surrounding county offices of education to provide Virtual Pre-K resources to parents of preschool age children throughout Southern California. Project INSPIRE will also have an Advanced Parents as Partners and Leaders in Education ("APPLE") Program, which builds the capacity of parent leaders in every region of California to train hundreds more in their local communities.

Program Authority: The No Child Left Behind Act of 2001, Title I, Title I, Part D, Subpart 16

Purpose of the Program: The purpose of the Parental Assistance Centers and Local Family Information Centers programs is to provide funding to nonprofit organizations (including statewide nonprofit organizations) and local educational agencies to implement successful and effective parental involvement programs, policies, and activities that lead to improvements in student academic achievement.

Funding Recipients: The Parental Assistance Centers and Local Family Information Centers program funds school districts and nonprofit organizations. The average size of awards is \$500,000.

Types of Activities Supported: The Parental Assistance Centers and Local Family Information Centers program funds may be used to: (1) assist parents in helping their children to meet state and local standards; (2) obtain information about the range of programs, services, and resources available nationally and locally for parents and school personnel who work with parents; (3) help parents use the technology applied in their children's education; (4) plan, implement, and fund activities for parents that coordinate the education of their children with other programs that serve their children and families; (5) provide support for state or local educational personnel if their participation will contribute to the grant's activities; and (6) coordinate and integrate early childhood programs with programs for school-aged children.

Need for Federal Funds: The Parental Assistance Centers and Local Family Information Centers program funds are needed to help parents understand their responsibilities and rights under the No Child Left Behind Act. Under NCLB, parents must use information provided by school districts and state education agencies to hold their local schools accountable for improving student achievement and make choices about their children's education. Parents of

English language learners must also choose which program of language instruction is most appropriate for their children.

Funding History

Authorization Level: Such sums as may be necessary.

	FY2003	FY2004	FY2005	FY2006
Appropriation (in millions)	\$42.2	\$41.9	\$41.8	\$39.6

Impact of President’s Proposed FY2007 Budget: The President’s budget request has proposed the elimination of the Parental Assistance Centers and Local Family Information Centers program. Without assistance from Parental Assistance Centers and Local Family Information Centers, many parents will not be able to meet their responsibilities under NCLB or take advantage of the opportunities the law provides.

Impact of HEC Request: If the Parental Assistance Centers and Local Family Information Centers program is funded at the HEC request level of \$100 million, approximately 60 new centers can receive funding to help parents of Title I children and English language learners understand their responsibilities under NCLB and become more effectively involved in their children’s education.

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The Title I, Part C, Migrant Education Program

Each year, Emmanuel Martinez and his family migrate from Weslaco, Texas to Ohio to work in the fields picking strawberries, corn, pumpkins, and other crops. Emmanuel would attend school in both Ohio and Texas, returning to Texas after his school's first marking period. In Ohio, he would attend school and work in the evenings with his parents.

In order to get credits to graduate from his Texas-based high school, Emmanuel would have to make up credits for courses by participating in "extended day" classes and attending the migrant lab at his school. Migrant counselors, funded by the Title I Migrant Education Program, assisted him in planning his course work, preparing him for college, and helping him with college and scholarship applications.

Emmanuel writes, "I can remember when we were picking tomatoes and the day seemed to go on forever....The sun was a major issue, at least for me it was. So I would sit there and wonder why I had to be working at such a young age. It did not really bother me, but I wanted to do other things than work in the fields for the rest of my life."

Because of the help received through the Migrant Education Program, Emmanuel is about to graduate from high school. He aspires to a career in physical therapy because "I want to be the type of person who people ask for help and I do all that is possible for them. I don't know what else I would rather do than help others who are in need."

Emmanuel has been accepted to the University of Texas-Pan American and hopes to be accepted as well at Ohio State University. To assist him in his dream of college attendance, he has just been awarded the Al Wright, Jr. Memorial Scholarship sponsored by the National Association of State Directors of Migrant Education (NASDME).

Program Authority: The Title I, Migrant Education Program (MEP) is authorized by The No Child Left Behind Act of 2001, Title I, Part C; the Program was first authorized in 1966 as part of the Elementary and Secondary Education Act

Purpose of the Program: The Title I Migrant Education Program assists the children of migratory agricultural and fishing workers overcome educational barriers, including disruptions in schooling, which result from their migratory lives

Funding Recipients: The Secretary of Education awards grants to each state, the District of Columbia, and Puerto Rico to be used for compensatory education programs for the children of migratory agricultural and fishing workers. Each state implements the program, either directly or through local educational or operating agencies.

Types of Activities Supported: Migration, extreme poverty, and isolation from "mainstream" communities and services make migrant children the most vulnerable and at-risk students in our public education system. NCLB's Title I, Part C, Migrant

Education Program (MEP) provides direct services and builds the support structures for migrant students so that they can achieve high levels of success both in and outside of school. MEP funds are used, among other things, to identify and recruit migrant students; to provide supplemental educational services such as tutoring, extended day and special summer programs; to provide screening for health problems; and to serve as liaison to school food service personnel for the recently-enacted direct certification of migrant students for school lunch and breakfast,

Need for Federal Funds: History has shown that, without federal funding, migrant children will not generally be served by local and state educational agencies. Without the assistance provided by the MEP, hardworking, bright students such as Emmanuel Martinez will not complete credits for high school graduation and will drop out of school, pushing them into low-paying jobs and depriving them of their career aspirations.

Funding History

Authorization Level: \$410 million for FY02 plus such sums as may be necessary for the subsequent five fiscal years.

	FY2003	FY2004	FY2005	FY2006
Appropriation (in millions)	\$386.5	\$395.5	\$393.6	\$390.4

Impact of President’s Proposed FY2007 Budget: The President’s Budget once again funds the Title I Migrant Education Program at prior year levels. This year’s level-funding request comes on top of successive years of cuts through rescissions to the Program’s appropriations. The Program is consequently shrinking in funding at a time when the number of children who could participate in the program has been growing. Many states have been forced to cut some local programs entirely, in addition to reducing funding for continuing local programs.

Impact of HEC Request: The HEC request of \$442.2 million would permit states to cut fewer local programs and to provide proper and appropriate assistance to high school students who are especially at risk of dropping out because of the difficulty of accumulating qualifying credits from various schools attended, disrupted education, and the pressure to work to help support their families. While this request would not fully fund the Program by any means, it would be an installment in the restoration of funding withdrawn due to appropriations cuts and inflation.

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High School Equivalency Program and College Assistance Migrant Program (HEP-CAMP)

When I heard about the High School Equivalency Program in Presidio, Texas, I realized that this would be my last opportunity to get my GED diploma. I come from a low-income farm-working family and in helping them doing farm work I never finished high school. Matter of fact, my English was not that great before I enrolled at the University of Texas at El Paso HEP. I knew that the HEP program would open doors for me not only for obtaining a GED but to go to college. I thank the HEP teachers and the staff for their unselfish caring and for helping me to successfully finish my high school education. I am now attending El Paso Community College and plan to transfer to UTEP and major in Computer Science.

-- Juan Carlos Muñoz University of Texas El Paso CAMP

Mavert Mora arrived in this country at the age of eight. She had to learn English while working on content subjects and helping her parents work in the fields during her breaks. Mavert's family members are low-income farm workers. She is the first in her family to graduate from a university. When she joined the College-Assistance Migrant Program (CAMP) at Fresno State she showed great potential and leadership. Her classes were extremely challenging. However, she always managed to earn excellent grades, while devoting her limited time to help her community. Mavert majored in business administration and accounting. Despite her humble origins, through hard work and the support of the CAMP program, Mavert is the first CAMP student to graduate with a perfect 4.0 GPA.

Program Authority: The High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP) are authorized by Sec. 418A of the Higher Education Act of 1965 as amended, P.L. 105-244; the HEP and the CAMP Programs have existed since 1967 and 1972 respectively

Purpose of Program: The High School Equivalency Program (HEP) helps migrant students who have dropped out of high school earn a GED. The College Assistance Migrant Program (CAMP) assists migrant students in their first year of college with both counseling and stipends.

Funding Recipients: The Secretary of Education awards competitive grants to institutions of higher education or to private non-profit organizations who work in cooperation with institutions of higher education. In Fiscal Year (FY) 2005 funding, 50 HEP and 44 CAMP programs served thousands of migrant students in 26 states and Puerto Rico.

Activities Supported: The HEP grantees provide intensive GED instruction and support services to migrant students who have not completed high school. HEP provides personal, academic, vocational counseling, health services, stipends, and housing for residential programs. The CAMP grantees provide intensive support services to help migrant students make the transition into college. CAMP offers academic support,

personal and career counseling, stipends, scholarships, health services, and other supports necessary to ensure that migrant students are successful in college.

Need for Federal Funds: Migrant students are among the most disadvantaged youth in this nation. Current estimates place the dropout rate for migrant youth at between 50 and 60%. Before CAMP, few children of migrant farm workers attended college. Both programs have been stunningly successful. In 1998-99, 73% of the HEP participants received a GED, and 88% of CAMP students completed their first year of college in good standing.

Funding History

Authorization Level: \$15 million for HEP, \$5 million for CAMP for FY 1999 and such sums as may be necessary for the subsequent four fiscal years.

	FY2003	FY2004	FY2005	FY2006
Appropriation HEP	\$23.35	\$18.89	\$18.73	\$18.55
(in millions) CAMP	\$15.40	\$15.40	\$15.53	\$15.37

Impact of the President’s Proposed FY2007 Budget: The President's FY2007 proposes level funding for the HEP and CAMP programs at FY2006 levels of \$18.55 million for HEP and \$15.37 million for CAMP. The proposed funding level for the HEP program carries forward a cut of \$4.4 million in FY 2004, a 19% cut that resulted in elimination of a number of HEP programs. If the President's FY2007 budget is accepted, many fewer deserving students will not be served by the HEP and CAMP programs.

Impact of HEC Request: To assist migrant students to complete the GED and to pursue a college education, the Hispanic Education Coalition (HEC) is seeking \$25.40 million for the HEP Program and \$16.74 million for the CAMP Program for FY 2007. While this amount is not enough to serve all migrant students who would be eligible to participate in these programs, this level of funding represents peak funding levels (plus inflation) which occurred in FY 2003. As a result of an increase in funding, a larger number of migrant students would have the opportunity to complete their GED and pursue higher education in an effort to better their lives for themselves, their family and their community.

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Federal TRIO Programs

With undergraduate and MBA degrees from the University of Michigan, Janet Padilla is a model of the idea that hard work will lead to success. Having come from the “La Villita” neighborhood of Chicago, Janet was a TRIO Talent Search student and is now the coordinator of the Ford Partnership for Advanced Studies, one of the Ford Motor Company’s largest philanthropic endeavors. Says Janet of the program: “(It) provided me with strong social capital which opened the doors to a number of opportunities which have made me into the person I am today...These programs provide youth with the experiences, resources, and skills that enable them to reach their full potential.”

Program Authority: Title IV, Part A, Subpart 2, Chapter 1 of the Higher Education Act of 1965

Funding Recipients: In FY2005, there were over 2,700 TRIO projects operating throughout the United States, serving 877,845 eligible students. Two-thirds of the participants are from minority backgrounds and over 95% come from low-income households. A majority of participants also have the potential to be the first generation of their family to attend college.

Activities Supported: Federal TRIO projects fund most activities that increase awareness of college opportunities and financial aide among eligible participants. The projects employ educational counselors and social workers; they fund trips to universities and activities to engage parents as well.

Need for Federal Funds: Competitiveness is a very important economic issue, and is likely to remain so for a generation or more. Without TRIO, there would be no coordinated effort on the federal level to increase the number of disadvantaged (low-income, first generation) students who graduate high school and enroll directly in post secondary education. There are at least 3.9 million students between ages 13 and 18 who are in need of these services. Current TRIO projects reach slightly more than one fifth (20%) of those students.

Funding History

Authorization Level: \$700 million for FY1999 plus such sums as may be necessary for the subsequent four fiscal years.

	FY2003	FY2004	FY2005	FY2006
Appropriation (in millions)	\$827.09	\$832.56	\$836.5	\$828.19

Impact of President's Proposed FY2007 Budget: The Administration's FY2007 budget request would completely eliminate Talent Search, Upward Bound, and Upward Bound Math/Science. These three programs serve more than 60% of the current participants in TRIO programs. These students would likely have no alternative services available to them if the programs were cut.

Impact of HEC Request: The HEC request of \$861.6 million would allow for a small (3%) cost of doing business increase in funding, thereby allowing the TRIO programs to maintain their current participant levels and avoid contraction.

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Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

“GEAR UP has given me something priceless: the realization that anything is possible.” The son of Guatemalan immigrants, Benjamin Ruano began working with GEAR UP in the 7th grade as a part of Project S.T.E.P.S. in Los Angeles, CA. Now a college freshman, Ben looks back and shares that “being a seventh grader, one does not think about the road to college...it seems unreachable.” For students from lower-income communities, the barriers to a higher education can often seem even more insurmountable than to the average 7th grader. GEAR UP, however, provided Ben with a plan, hope, and the necessary resources to fulfill that hope. He was exposed to more rigorous coursework, intensive college outreach and counseling programs which redefined his academic goals. Through his efforts and the support of GEAR UP, Ben is now the first in his family to attend college as he was offered a \$100,000 scholarship to attend the University of Michigan. As Ben reports, “When my mom found out, with tears in her eyes, she told me something I will never forget: “never doubt that a small group of thoughtful committed people can change the world; it’s the only thing that ever has.” Growing up in the American educational system there were many opportunities, but one will forever stand out as the one that changed the course of my future and of countless other students - GEAR UP. GEAR UP has made dreams into reality, obstacles into tools for success, and has turned a once thought difficult journey into a rewarding one. Thank you GEAR UP”

Program Authority: Title IV, Part A, Subpart 2, Chapter 2 of the Higher Education Act

Funding Recipients: The U.S Department of Education reports that in FY2004, GEAR UP served 1,483,763 students. GEAR UP currently serves students from low-income communities in 47 states, the District of Columbia, Palau, and Puerto Rico. GEAR UP serves low-income students of every race and ethnicity: American Indian (3.9%); Asian American (3.2%); Black or African American (31.1%); Hispanic or Latino (34.0%); White (26.8%).

Activities Funded: Academic counseling, college entrance information, academic rigor (e.g., availability of college-prep classes), access to culturally relevant curricula, adequate number of guidance counselors, after school programs, alignment between middle and high school program services, assessment of student academic preparation for high school coursework, availability of academic support services, before and after school tutoring services, career exploration services, collaboration with faculty and staff, college campus tours, college guidance in the classroom, college preparation classes/courses, community engagement, ESL Services, financial literacy, high school orientation programs for parents, high school orientation programs for students, high school/college dual enrollment, mentoring services, middle/high school bridge programs, on-site counseling services, peer support groups, parent initiatives/programs to promote parental involvement, student leadership institutes, study skills training for students, summer science/math/technology academies, and teacher/staff development.

Need for Federal Funds: GEAR UP maximizes the impact of federal investment in educational achievement by being a dollar-for-dollar match program. Through matching dollars provided by its business and community partners, GEAR UP generates an additional dollar of funding for every dollar invested by the federal government. Because tax dollars are leveraged effectively, more students are reached, and greater results are achieved. GEAR UP has also proven to be successful in bringing business and community leaders to work together for a common cause. In doing so, GEAR UP ensures that the federal funds invested in GEAR UP go a long way in ensuring that no child gets left behind.

Funding History

Authorization Level: \$200 million for FY1999 plus such sums as may be necessary for the subsequent four fiscal years.

	FY2003	FY2004	FY2005	FY2006
Appropriation (in millions)	\$293	\$298	\$306	\$303

Impact of the President’s FY2007 Budget: The Administration’s FY2007 budget request would completely eliminate GEAR UP.

Impact of the HEC Request: By continuing to fund GEAR UP, the federal government maximizes the impact of its investment in educational achievement of low-income children nationwide. GEAR UP levels the educational playing field while dramatically increasing the number of students who can excel in math and science; the stated cornerstone of President Bush’s education policy. GEAR UP is also helping to make our education system fairer, causing our schools to achieve better results. GEAR UP is a proven effective program that currently exists for increasing student achievement across the country, and that can ensure that one day the 13 million children less than 18 years of age living in poverty in 2004 will not be left behind.

Hispanic-Serving Institutions

Program: Title V of the Higher Education Act of 1965

Funding Recipients: A Hispanic Serving Institution (HSI) is defined as a non-profit higher education institution that has a minimum of 25% Hispanic full-time equivalent (FTE) enrollment and at least 50% of whose Hispanic students are low income. Low income is defined as 150% of the poverty level as determined by the U.S. Census Bureau.

HSIs serve the largest concentration of the nation's youngest and largest ethnic population. Based on U.S. Department of Education Integrated Postsecondary Education Data System (IPEDS) data, there are 242 Hispanic Serving Institutions located in 14 different states and Puerto Rico. After the most recent census, statistics show that in the fall of 2001 HSIs served more than 520,000 Hispanic students, equivalent to 50% of the collective total of over 1 million FTE student enrollments.

Activities Funded: Grants awarded under this section shall be used for one or more of the following activities: purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes; construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities; support of faculty exchanges, faculty development, curriculum development, academic instruction, and faculty fellowships to assist in attaining advanced degrees in the fellow's field of instruction; purchase of library books, periodicals, and other educational materials, including telecommunications program material; tutoring, counseling, and student service programs designed to improve academic success; funds management, administrative management, and acquisition of equipment for use in strengthening funds management; joint use of facilities, such as laboratories and libraries; establishing or improving a development office to strengthen or improve contributions from alumni and the private sector; establishing or improving an endowment fund; creating or improving facilities for internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services; establishing or enhancing a program of teacher education designed to qualify students to teach in public elementary schools and secondary schools; establishing community outreach programs that will encourage elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education; and expanding the number of Hispanic and other underrepresented graduate and professional students that can be served by the institution by expanding courses and institutional resources.

Need for Federal Funds: Between 1990 and 1999, student enrollment at HSIs increased by 14% compared to a 7% enrollment growth for all institutions (1990 through 1999 IPEDS "Fall Enrollment Survey"). The number of degrees awarded by HSIs grew by 36% between 1992 and 2000, compared to 13% for all institutions. According to the NCES "Completions Survey" report for fall 2000, the total number of Hispanic degree recipients at HSIs grew by 95% between 1992 and 2000, and the total number of minority students grew by 87%.

Yet HSIs on average continue to receive half of the funding per student accorded to every other degree-granting institution. According to the latest IPEDS statistics, in 2001-02 HSIs received \$8,596 per student on average from all revenue sources, compared to \$18,673 per student for all degree-granting institutions. This inequity will be exacerbated by the widening pool of institutions becoming eligible to compete for already inadequate Title V funds each year. The U.S. Department of Education list of eligible HSIs grew from 219 institutions in 2002 to 242 in 2003, a 10.5% increase in just one year. Department of Education officials have estimated that there are approximately 100-150 “Emerging HSIs” on the verge of meeting the HSI eligibility rules, a 40-60% increase. Because of rapid Hispanic population growth, especially for the Hispanic college-age population, most of these Emerging HSIs are expected to become HSIs within the next decade.

Funding History

Authorization Level: \$62.5 million for FY1999 plus such sums as may be necessary for the subsequent four fiscal years.

	FY2003	FY2004	FY2005	FY2006
Appropriation (in millions)	\$93	\$94.1	\$95.8	\$94.9

Impact of President’s FY2007 Budget: The President’s FY2007 budget calls for level funding of the Title V Developing HSI program. While we are happy to see that our funding is not being decreased, we are also concerned that the calling for level funding does not match the growing demand HSIs are facing due to an ever expanding Hispanic population and increased enrollees. The President’s FY2007 budget does not account for the fact that only half of the 242 HSIs are currently receiving grants from this program due to a lack of funds. The budget also does not take into consideration how many of the Emerging HSIs will become eligible over the next five years, something that must be addressed now so that these institutions are properly prepared to handle the influx of enrollments and are not faced with a larger dilemma in the years to come.

Impact of HEC Request: The HEC request allows current and forthcoming HSIs additional funding to handle the needs of their faculty, students, and communities. With each grant totaling an average of \$500,000, the HEC request would allow an additional 40 schools to participate in the Development HSI Program. The requested amount for FY 2007 still falls far below what is needed for the current number of HSIs, but it would be a much-needed step in the right direction.

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