



February 23, 2010

The President
The White House
1600 Pennsylvania Avenue, NW
Washington, DC 20500

Re: Fiscal Year 2011 Education Budget

Dear Mr. President:

On behalf of the Hispanic Education Coalition (HEC), which unites 26 organizations dedicated to improving educational opportunities for nearly 50 million Hispanics living in the United States, **we write to express our concerns regarding the education funding allocations included in the fiscal year 2011 budget proposal.**

Latino students are the fastest-growing segment of the public school population and make up nearly one in five public school students. Unfortunately, the achievement gap between Latino students and their peers remains wide, and the gap is even more pronounced for English language learners (ELLs). This gap, which is evidenced even before children enter kindergarten, has led to an alarmingly high dropout rate and low levels of enrollment in higher education programs. Only 58% of Latino students are graduating high school in four years.*

Given the challenges Latino students face in American public schools, the HEC shares many priorities for education reform with the new administration. These include strategies to increase access to high-quality early learning programs, middle school success, dropout prevention, and access to higher education. Clearly, as the Latino student population continues to grow and as more Hispanics enter the workforce, it is critical that investments in these areas are made to secure the success of this vulnerable population. On February 1, 2010 when the fiscal year 2011 budget proposal was released, **the HEC was particularly disappointed to see that the administration eliminated or flat-funded a number of programs of great importance to Latino students and families that would address those shared priorities.**

HEC Priority Programs

The proposed budget **decreases and eliminates** two critically important programs:

- Adult Basic Literacy Education Grants (Title II of the Workforce Investment Act)
- William F. Goodling Even Start Family Literacy Program

* Diplomas Count by Editorial Projects in Education Research Center, 2008

According to the 2005 National Assessment of Adult Literacy (NAAL), 93 million adults in the U.S. had limited reading, writing, and math skills. While Hispanics represented only 12% of the total NAAL population, more than 39% of these adults tested below basic in prose literacy. Although demand for English language instruction has dramatically increased, federal funding for English Speakers of Other Languages (ESOL) programs has actually declined. The HEC is very concerned that the administration would recommend a decrease in funding for these programs in a time of economic crisis as the Latino unemployment rate has skyrocketed.

The proposal to eliminate funding for the Even Start program is particularly disheartening to HEC. The Even Start program directly addresses many of the educational challenges faced by Latino families by providing effective family literacy instruction that enables parents to be active participants in their children's education. Evidence shows that the program has helped thousands of Hispanic parents reach their educational goals and increase their job skills while at the same time improving the school readiness of their young children. Furthermore, 53% of the families served by the program are Hispanic. During this economic downturn, when Hispanic families are most in need, it is inconceivable that the new administration is proposing the elimination of such an essential program.

Additionally, the HEC was disappointed to see that the fiscal year 2011 budget has proposed **level funding** for four HEC priority programs. Those include:

- Title I, Part C, Migrant Education Program (MEP)
- Title V of the Higher Education Act, Hispanic-Serving Institutions (HSIs)
- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
- TRIO Programs
- High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP)

Each of these programs is essential to securing the academic success of Latino and ELL students in American schools. The HEC is dismayed to see that the new administration has not shown a renewed commitment to these programs and has in fact kept funding levels equal to those during the Bush administration.

The budget for fiscal year 2011 included **increases** for the following HEC priority programs:

- Head Start
- Title III English Language Acquisition

The increase in Head Start will help to sustain the investments of the American Recovery and Reinvestment Act by maintaining higher levels of enrollment in both Head Start and Early Head Start programs. This level of funding will also support a cost of living increase, technical assistance, and quality improvements—each important elements for Latino and ELL children in these programs.

Despite these improvements, more investments must be made to allow more eligible Latino and ELL children, particularly infants and toddlers, to access these programs.

According to the Department of Education, the \$50 million increase in Title III funding is proposed to be structured as competitive grants. Although the HEC strongly supports additional funding for competitive Title III grants for innovative approaches to working with ELLs, an \$800 million funding level (with \$50 million for competitive grants) will leave states with the same level of funding as they had in fiscal year 2010 (\$750 million) at a time when the ELL population is increasing and shows no sign of decreasing. Over the past 15 years, ELL student enrollment has nearly doubled, and experts predict that one-quarter of the total U.S. public school population will be made up of ELLs by 2025.* As currently appropriated, Title III funds provide approximately \$90 per student annually.

Although we applaud the administration's modest increase in funding for these important programs, funding for these programs must continue to increase if they are to meet the growing demands for these services.

New Programs and Proposals

The budget included several new proposals that will undoubtedly impact Latino students and families. These include Race to the Top, State Early Learning Challenge Grants, Promise Neighborhoods, and the High School Graduation Initiative. These programs are instrumental to generating innovation for education reform; however, the HEC remains concerned about how these programs will work to improve the educational outcomes of Latino and ELL students. Without a targeted strategy, these students are likely to continue facing challenges in achieving academic success and will continue to fall behind.

In closing, we recognize that the administration has developed an education budget proposal that is closely aligned with its goal of reauthorizing the Elementary and Secondary Education Act (ESEA). However, the success of this budget proposal greatly depends on Congress moving quickly to reauthorize ESEA with the critically needed improvements to secure the success of Latino and ELL children. Until Congress and the administration work together to clearly define how specific programs will meet the needs of Latino and ELL children, many of the proposed budget increases will only be an empty promise for our nation's future.

Sincerely,



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cc: Roberto Rodriguez, Special Assistant to the President, Domestic Policy Council
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HISPANIC EDUCATION COALITION PRIORITY PROGRAMS

Program	Fiscal Year (FY) 2010 (in millions unless otherwise noted)	President's FY 2011 Budget Proposal (in millions unless otherwise noted)	FY 2011 HEC Request (in millions unless otherwise noted)
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Head Start	\$7.2 billion	\$8.2 billion	\$10.9 billion
Title III of ESEA: Language Acquisition State Grants	\$750	\$800	\$850
Title I, Part C, ESEA: Migrant Education Program	\$394.77	\$394.77	\$475
Federal TRIO Programs	\$853	\$853	\$937
Special Programs for Migrant Students (Higher Education Act (HEA) IV.A.5): High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP)	\$36.7	\$36.7	\$50
Hispanic-Serving Institutions	Title V, Part A of the HEA: undergraduate support \$123.3 Title V, Part B of the HEA: graduate support \$ 10.5	Title V, Part A of the HEA: undergraduate support \$123.3 Title V, Part B of the HEA: graduate support \$ 10.5	Title V, Part A of the HEA: undergraduate support \$175 Title V, Part B of the HEA: graduate support \$ 100

Adult Basic Literacy Education Grants (Title II of the Workforce Investment Act)	\$628.2*	\$612	\$750
Gaining Early Awareness and Readiness for Undergraduate Programs	\$323.2	\$323.2	\$400
Development of STEM and Articulation Programs (371.b.2.B.)	n/a	n/a	\$100

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Program	Fiscal Year (FY) 2010 (in millions unless otherwise noted)	President's FY 2011 Budget Proposal (in millions unless otherwise noted)	FY 2011 HEC Request (in millions unless otherwise noted)
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Head Start	\$7.2 billion	\$8.2 billion	\$10.9 billion
Title III of ESEA: Language Acquisition State Grants	\$750	\$800	\$850
Title I, Part C, ESEA: Migrant Education Program	\$394.77	\$394.77	\$475
Federal TRIO Programs	\$853	\$853	\$937
Special Programs for Migrant Students (Higher Education Act (HEA) IV.A.5): High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP)	\$36.7	\$36.7	\$50
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Adult Basic Literacy Education Grants (Title II of the Workforce Investment Act)	\$628.2*	\$612	\$750
Gaining Early Awareness and Readiness for Undergraduate Programs	\$323.2	\$323.2	\$400
Development of STEM and Articulation Programs (371.b.2.B.)	n/a	n/a	\$100

* The request is \$15.9 million below the 2010 level but actually reflects an increase of \$30 million in program support because the 2010 level included a one-time increase of \$45.9 million to compensate certain States for errors in calculating formula grant awards between fiscal years 2003 and 2008. The forthcoming reauthorization of the Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Investment Act, provides the Department with the opportunity to better align the Adult Education program with federal job training programs and the postsecondary education system. The Department is preparing legislative options for reauthorization involving innovative programs that include technology, career pathways models, and high school completion models with multiple pathways.



February 23, 2010

The President
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Washington, DC 20500

Re: Fiscal Year 2011 Education Budget

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On behalf of the Hispanic Education Coalition (HEC), which unites 26 organizations dedicated to improving educational opportunities for nearly 50 million Hispanics living in the United States, **we write to express our concerns regarding the education funding allocations included in the fiscal year 2011 budget proposal.**

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Given the challenges Latino students face in American public schools, the HEC shares many priorities for education reform with the new administration. These include strategies to increase access to high-quality early learning programs, middle school success, dropout prevention, and access to higher education. Clearly, as the Latino student population continues to grow and as more Hispanics enter the workforce, it is critical that investments in these areas are made to secure the success of this vulnerable population. On February 1, 2010 when the fiscal year 2011 budget proposal was released, **the HEC was particularly disappointed to see that the administration eliminated or flat-funded a number of programs of great importance to Latino students and families that would address those shared priorities.**

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The proposed budget **decreases and eliminates** two critically important programs:

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The budget for fiscal year 2011 included **increases** for the following HEC priority programs:

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The increase in Head Start will help to sustain the investments of the American Recovery and Reinvestment Act by maintaining higher levels of enrollment in both Head Start and Early Head Start programs. This level of funding will also support a cost of living increase, technical assistance, and quality improvements—each important elements for Latino and ELL children in these programs.

Despite these improvements, more investments must be made to allow more eligible Latino and ELL children, particularly infants and toddlers, to access these programs.

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In closing, we recognize that the administration has developed an education budget proposal that is closely aligned with its goal of reauthorizing the Elementary and Secondary Education Act (ESEA). However, the success of this budget proposal greatly depends on Congress moving quickly to reauthorize ESEA with the critically needed improvements to secure the success of Latino and ELL children. Until Congress and the administration work together to clearly define how specific programs will meet the needs of Latino and ELL children, many of the proposed budget increases will only be an empty promise for our nation's future.

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The proposed budget **decreases and eliminates** two critically important programs:

- Adult Basic Literacy Education Grants (Title II of the Workforce Investment Act)
- William F. Goodling Even Start Family Literacy Program

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According to the 2005 National Assessment of Adult Literacy (NAAL), 93 million adults in the U.S. had limited reading, writing, and math skills. While Hispanics represented only 12% of the total NAAL population, more than 39% of these adults tested below basic in prose literacy. Although demand for English language instruction has dramatically increased, federal funding for English Speakers of Other Languages (ESOL) programs has actually declined. The HEC is very concerned that the administration would recommend a decrease in funding for these programs in a time of economic crisis as the Latino unemployment rate has skyrocketed.

The proposal to eliminate funding for the Even Start program is particularly disheartening to HEC. The Even Start program directly addresses many of the educational challenges faced by Latino families by providing effective family literacy instruction that enables parents to be active participants in their children's education. Evidence shows that the program has helped thousands of Hispanic parents reach their educational goals and increase their job skills while at the same time improving the school readiness of their young children. Furthermore, 53% of the families served by the program are Hispanic. During this economic downturn, when Hispanic families are most in need, it is inconceivable that the new administration is proposing the elimination of such an essential program.

Additionally, the HEC was disappointed to see that the fiscal year 2011 budget has proposed **level funding** for four HEC priority programs. Those include:

- Title I, Part C, Migrant Education Program (MEP)
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- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
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Each of these programs is essential to securing the academic success of Latino and ELL students in American schools. The HEC is dismayed to see that the new administration has not shown a renewed commitment to these programs and has in fact kept funding levels equal to those during the Bush administration.

The budget for fiscal year 2011 included **increases** for the following HEC priority programs:

- Head Start
- Title III English Language Acquisition

The increase in Head Start will help to sustain the investments of the American Recovery and Reinvestment Act by maintaining higher levels of enrollment in both Head Start and Early Head Start programs. This level of funding will also support a cost of living increase, technical assistance, and quality improvements—each important elements for Latino and ELL children in these programs.

Despite these improvements, more investments must be made to allow more eligible Latino and ELL children, particularly infants and toddlers, to access these programs.

According to the Department of Education, the \$50 million increase in Title III funding is proposed to be structured as competitive grants. Although the HEC strongly supports additional funding for competitive Title III grants for innovative approaches to working with ELLs, an \$800 million funding level (with \$50 million for competitive grants) will leave states with the same level of funding as they had in fiscal year 2010 (\$750 million) at a time when the ELL population is increasing and shows no sign of decreasing. Over the past 15 years, ELL student enrollment has nearly doubled, and experts predict that one-quarter of the total U.S. public school population will be made up of ELLs by 2025.* As currently appropriated, Title III funds provide approximately \$90 per student annually.

Although we applaud the administration's modest increase in funding for these important programs, funding for these programs must continue to increase if they are to meet the growing demands for these services.

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The budget included several new proposals that will undoubtedly impact Latino students and families. These include Race to the Top, State Early Learning Challenge Grants, Promise Neighborhoods, and the High School Graduation Initiative. These programs are instrumental to generating innovation for education reform; however, the HEC remains concerned about how these programs will work to improve the educational outcomes of Latino and ELL students. Without a targeted strategy, these students are likely to continue facing challenges in achieving academic success and will continue to fall behind.

In closing, we recognize that the administration has developed an education budget proposal that is closely aligned with its goal of reauthorizing the Elementary and Secondary Education Act (ESEA). However, the success of this budget proposal greatly depends on Congress moving quickly to reauthorize ESEA with the critically needed improvements to secure the success of Latino and ELL children. Until Congress and the administration work together to clearly define how specific programs will meet the needs of Latino and ELL children, many of the proposed budget increases will only be an empty promise for our nation's future.

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The budget for fiscal year 2011 included **increases** for the following HEC priority programs:

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The proposal to eliminate funding for the Even Start program is particularly disheartening to HEC. The Even Start program directly addresses many of the educational challenges faced by Latino families by providing effective family literacy instruction that enables parents to be active participants in their children's education. Evidence shows that the program has helped thousands of Hispanic parents reach their educational goals and increase their job skills while at the same time improving the school readiness of their young children. Furthermore, 53% of the families served by the program are Hispanic. During this economic downturn, when Hispanic families are most in need, it is inconceivable that the new administration is proposing the elimination of such an essential program.

Additionally, the HEC was disappointed to see that the fiscal year 2011 budget has proposed **level funding** for four HEC priority programs. Those include:

- Title I, Part C, Migrant Education Program (MEP)
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- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
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Each of these programs is essential to securing the academic success of Latino and ELL students in American schools. The HEC is dismayed to see that the new administration has not shown a renewed commitment to these programs and has in fact kept funding levels equal to those during the Bush administration.

The budget for fiscal year 2011 included **increases** for the following HEC priority programs:

- Head Start
- Title III English Language Acquisition

The increase in Head Start will help to sustain the investments of the American Recovery and Reinvestment Act by maintaining higher levels of enrollment in both Head Start and Early Head Start programs. This level of funding will also support a cost of living increase, technical assistance, and quality improvements—each important elements for Latino and ELL children in these programs.

Despite these improvements, more investments must be made to allow more eligible Latino and ELL children, particularly infants and toddlers, to access these programs.

According to the Department of Education, the \$50 million increase in Title III funding is proposed to be structured as competitive grants. Although the HEC strongly supports additional funding for competitive Title III grants for innovative approaches to working with ELLs, an \$800 million funding level (with \$50 million for competitive grants) will leave states with the same level of funding as they had in fiscal year 2010 (\$750 million) at a time when the ELL population is increasing and shows no sign of decreasing. Over the past 15 years, ELL student enrollment has nearly doubled, and experts predict that one-quarter of the total U.S. public school population will be made up of ELLs by 2025.* As currently appropriated, Title III funds provide approximately \$90 per student annually.

Although we applaud the administration's modest increase in funding for these important programs, funding for these programs must continue to increase if they are to meet the growing demands for these services.

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The budget included several new proposals that will undoubtedly impact Latino students and families. These include Race to the Top, State Early Learning Challenge Grants, Promise Neighborhoods, and the High School Graduation Initiative. These programs are instrumental to generating innovation for education reform; however, the HEC remains concerned about how these programs will work to improve the educational outcomes of Latino and ELL students. Without a targeted strategy, these students are likely to continue facing challenges in achieving academic success and will continue to fall behind.

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Special Programs for Migrant Students (Higher Education Act (HEA) IV.A.5): High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP)	\$36.7	\$36.7	\$50
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February 23, 2010

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Washington, DC 20500

Re: Fiscal Year 2011 Education Budget

Dear Mr. President:

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Latino students are the fastest-growing segment of the public school population and make up nearly one in five public school students. Unfortunately, the achievement gap between Latino students and their peers remains wide, and the gap is even more pronounced for English language learners (ELLs). This gap, which is evidenced even before children enter kindergarten, has led to an alarmingly high dropout rate and low levels of enrollment in higher education programs. Only 58% of Latino students are graduating high school in four years.*

Given the challenges Latino students face in American public schools, the HEC shares many priorities for education reform with the new administration. These include strategies to increase access to high-quality early learning programs, middle school success, dropout prevention, and access to higher education. Clearly, as the Latino student population continues to grow and as more Hispanics enter the workforce, it is critical that investments in these areas are made to secure the success of this vulnerable population. On February 1, 2010 when the fiscal year 2011 budget proposal was released, **the HEC was particularly disappointed to see that the administration eliminated or flat-funded a number of programs of great importance to Latino students and families that would address those shared priorities.**

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The proposed budget **decreases and eliminates** two critically important programs:

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The budget for fiscal year 2011 included **increases** for the following HEC priority programs:

- Head Start
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The increase in Head Start will help to sustain the investments of the American Recovery and Reinvestment Act by maintaining higher levels of enrollment in both Head Start and Early Head Start programs. This level of funding will also support a cost of living increase, technical assistance, and quality improvements—each important elements for Latino and ELL children in these programs.

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HEC Co-chair



Iris Chavez
League of United Latin American Citizens
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cc: Roberto Rodriguez, Special Assistant to the President, Domestic Policy Council
Congressman Raúl Grijalva, Congressional Hispanic Caucus, Education Task Force Chair
Members of the House and Senate Appropriations Subcommittee on Labor, Health and Human Services, Education, and Related Agencies

* U.S. Department of Education See also <http://www.nclg.gwu.edu/expert/faq/08leps.html> and <http://www.ed.gov/nclb/methods/english/lepfactsheet.html>.

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HISPANIC EDUCATION COALITION PRIORITY PROGRAMS

Program	Fiscal Year (FY) 2010 (in millions unless otherwise noted)	President's FY 2011 Budget Proposal (in millions unless otherwise noted)	FY 2011 HEC Request (in millions unless otherwise noted)
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Head Start	\$7.2 billion	\$8.2 billion	\$10.9 billion
Title III of ESEA: Language Acquisition State Grants	\$750	\$800	\$850
Title I, Part C, ESEA: Migrant Education Program	\$394.77	\$394.77	\$475
Federal TRIO Programs	\$853	\$853	\$937
Special Programs for Migrant Students (Higher Education Act (HEA) IV.A.5): High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP)	\$36.7	\$36.7	\$50
Hispanic-Serving Institutions	Title V, Part A of the HEA: undergraduate support \$123.3 Title V, Part B of the HEA: graduate support \$ 10.5	Title V, Part A of the HEA: undergraduate support \$123.3 Title V, Part B of the HEA: graduate support \$ 10.5	Title V, Part A of the HEA: undergraduate support \$175 Title V, Part B of the HEA: graduate support \$ 100

Adult Basic Literacy Education Grants (Title II of the Workforce Investment Act)	\$628.2*	\$612	\$750
Gaining Early Awareness and Readiness for Undergraduate Programs	\$323.2	\$323.2	\$400
Development of STEM and Articulation Programs (371.b.2.B.)	n/a	n/a	\$100

* The request is \$15.9 million below the 2010 level but actually reflects an increase of \$30 million in program support because the 2010 level included a one-time increase of \$45.9 million to compensate certain States for errors in calculating formula grant awards between fiscal years 2003 and 2008. The forthcoming reauthorization of the Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Investment Act, provides the Department with the opportunity to better align the Adult Education program with federal job training programs and the postsecondary education system. The Department is preparing legislative options for reauthorization involving innovative programs that include technology, career pathways models, and high school completion models with multiple pathways.



February 23, 2010

The President
The White House
1600 Pennsylvania Avenue, NW
Washington, DC 20500

Re: Fiscal Year 2011 Education Budget

Dear Mr. President:

On behalf of the Hispanic Education Coalition (HEC), which unites 26 organizations dedicated to improving educational opportunities for nearly 50 million Hispanics living in the United States, **we write to express our concerns regarding the education funding allocations included in the fiscal year 2011 budget proposal.**

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Given the challenges Latino students face in American public schools, the HEC shares many priorities for education reform with the new administration. These include strategies to increase access to high-quality early learning programs, middle school success, dropout prevention, and access to higher education. Clearly, as the Latino student population continues to grow and as more Hispanics enter the workforce, it is critical that investments in these areas are made to secure the success of this vulnerable population. On February 1, 2010 when the fiscal year 2011 budget proposal was released, **the HEC was particularly disappointed to see that the administration eliminated or flat-funded a number of programs of great importance to Latino students and families that would address those shared priorities.**

HEC Priority Programs

The proposed budget **decreases and eliminates** two critically important programs:

- Adult Basic Literacy Education Grants (Title II of the Workforce Investment Act)
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According to the 2005 National Assessment of Adult Literacy (NAAL), 93 million adults in the U.S. had limited reading, writing, and math skills. While Hispanics represented only 12% of the total NAAL population, more than 39% of these adults tested below basic in prose literacy. Although demand for English language instruction has dramatically increased, federal funding for English Speakers of Other Languages (ESOL) programs has actually declined. The HEC is very concerned that the administration would recommend a decrease in funding for these programs in a time of economic crisis as the Latino unemployment rate has skyrocketed.

The proposal to eliminate funding for the Even Start program is particularly disheartening to HEC. The Even Start program directly addresses many of the educational challenges faced by Latino families by providing effective family literacy instruction that enables parents to be active participants in their children's education. Evidence shows that the program has helped thousands of Hispanic parents reach their educational goals and increase their job skills while at the same time improving the school readiness of their young children. Furthermore, 53% of the families served by the program are Hispanic. During this economic downturn, when Hispanic families are most in need, it is inconceivable that the new administration is proposing the elimination of such an essential program.

Additionally, the HEC was disappointed to see that the fiscal year 2011 budget has proposed **level funding** for four HEC priority programs. Those include:

- Title I, Part C, Migrant Education Program (MEP)
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Each of these programs is essential to securing the academic success of Latino and ELL students in American schools. The HEC is dismayed to see that the new administration has not shown a renewed commitment to these programs and has in fact kept funding levels equal to those during the Bush administration.

The budget for fiscal year 2011 included **increases** for the following HEC priority programs:

- Head Start
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The increase in Head Start will help to sustain the investments of the American Recovery and Reinvestment Act by maintaining higher levels of enrollment in both Head Start and Early Head Start programs. This level of funding will also support a cost of living increase, technical assistance, and quality improvements—each important elements for Latino and ELL children in these programs.

Despite these improvements, more investments must be made to allow more eligible Latino and ELL children, particularly infants and toddlers, to access these programs.

According to the Department of Education, the \$50 million increase in Title III funding is proposed to be structured as competitive grants. Although the HEC strongly supports additional funding for competitive Title III grants for innovative approaches to working with ELLs, an \$800 million funding level (with \$50 million for competitive grants) will leave states with the same level of funding as they had in fiscal year 2010 (\$750 million) at a time when the ELL population is increasing and shows no sign of decreasing. Over the past 15 years, ELL student enrollment has nearly doubled, and experts predict that one-quarter of the total U.S. public school population will be made up of ELLs by 2025.* As currently appropriated, Title III funds provide approximately \$90 per student annually.

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The increase in Head Start will help to sustain the investments of the American Recovery and Reinvestment Act by maintaining higher levels of enrollment in both Head Start and Early Head Start programs. This level of funding will also support a cost of living increase, technical assistance, and quality improvements—each important elements for Latino and ELL children in these programs.

Despite these improvements, more investments must be made to allow more eligible Latino and ELL children, particularly infants and toddlers, to access these programs.

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The budget included several new proposals that will undoubtedly impact Latino students and families. These include Race to the Top, State Early Learning Challenge Grants, Promise Neighborhoods, and the High School Graduation Initiative. These programs are instrumental to generating innovation for education reform; however, the HEC remains concerned about how these programs will work to improve the educational outcomes of Latino and ELL students. Without a targeted strategy, these students are likely to continue facing challenges in achieving academic success and will continue to fall behind.

In closing, we recognize that the administration has developed an education budget proposal that is closely aligned with its goal of reauthorizing the Elementary and Secondary Education Act (ESEA). However, the success of this budget proposal greatly depends on Congress moving quickly to reauthorize ESEA with the critically needed improvements to secure the success of Latino and ELL children. Until Congress and the administration work together to clearly define how specific programs will meet the needs of Latino and ELL children, many of the proposed budget increases will only be an empty promise for our nation's future.

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The proposed budget **decreases and eliminates** two critically important programs:

- Adult Basic Literacy Education Grants (Title II of the Workforce Investment Act)
- William F. Goodling Even Start Family Literacy Program

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According to the 2005 National Assessment of Adult Literacy (NAAL), 93 million adults in the U.S. had limited reading, writing, and math skills. While Hispanics represented only 12% of the total NAAL population, more than 39% of these adults tested below basic in prose literacy. Although demand for English language instruction has dramatically increased, federal funding for English Speakers of Other Languages (ESOL) programs has actually declined. The HEC is very concerned that the administration would recommend a decrease in funding for these programs in a time of economic crisis as the Latino unemployment rate has skyrocketed.

The proposal to eliminate funding for the Even Start program is particularly disheartening to HEC. The Even Start program directly addresses many of the educational challenges faced by Latino families by providing effective family literacy instruction that enables parents to be active participants in their children's education. Evidence shows that the program has helped thousands of Hispanic parents reach their educational goals and increase their job skills while at the same time improving the school readiness of their young children. Furthermore, 53% of the families served by the program are Hispanic. During this economic downturn, when Hispanic families are most in need, it is inconceivable that the new administration is proposing the elimination of such an essential program.

Additionally, the HEC was disappointed to see that the fiscal year 2011 budget has proposed **level funding** for four HEC priority programs. Those include:

- Title I, Part C, Migrant Education Program (MEP)
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- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)
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Each of these programs is essential to securing the academic success of Latino and ELL students in American schools. The HEC is dismayed to see that the new administration has not shown a renewed commitment to these programs and has in fact kept funding levels equal to those during the Bush administration.

The budget for fiscal year 2011 included **increases** for the following HEC priority programs:

- Head Start
- Title III English Language Acquisition

The increase in Head Start will help to sustain the investments of the American Recovery and Reinvestment Act by maintaining higher levels of enrollment in both Head Start and Early Head Start programs. This level of funding will also support a cost of living increase, technical assistance, and quality improvements—each important elements for Latino and ELL children in these programs.

Despite these improvements, more investments must be made to allow more eligible Latino and ELL children, particularly infants and toddlers, to access these programs.

According to the Department of Education, the \$50 million increase in Title III funding is proposed to be structured as competitive grants. Although the HEC strongly supports additional funding for competitive Title III grants for innovative approaches to working with ELLs, an \$800 million funding level (with \$50 million for competitive grants) will leave states with the same level of funding as they had in fiscal year 2010 (\$750 million) at a time when the ELL population is increasing and shows no sign of decreasing. Over the past 15 years, ELL student enrollment has nearly doubled, and experts predict that one-quarter of the total U.S. public school population will be made up of ELLs by 2025.* As currently appropriated, Title III funds provide approximately \$90 per student annually.

Although we applaud the administration's modest increase in funding for these important programs, funding for these programs must continue to increase if they are to meet the growing demands for these services.

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The budget included several new proposals that will undoubtedly impact Latino students and families. These include Race to the Top, State Early Learning Challenge Grants, Promise Neighborhoods, and the High School Graduation Initiative. These programs are instrumental to generating innovation for education reform; however, the HEC remains concerned about how these programs will work to improve the educational outcomes of Latino and ELL students. Without a targeted strategy, these students are likely to continue facing challenges in achieving academic success and will continue to fall behind.

In closing, we recognize that the administration has developed an education budget proposal that is closely aligned with its goal of reauthorizing the Elementary and Secondary Education Act (ESEA). However, the success of this budget proposal greatly depends on Congress moving quickly to reauthorize ESEA with the critically needed improvements to secure the success of Latino and ELL children. Until Congress and the administration work together to clearly define how specific programs will meet the needs of Latino and ELL children, many of the proposed budget increases will only be an empty promise for our nation's future.

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The proposed budget **decreases and eliminates** two critically important programs:

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The budget for fiscal year 2011 included **increases** for the following HEC priority programs:

- Head Start
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Although we applaud the administration's modest increase in funding for these important programs, funding for these programs must continue to increase if they are to meet the growing demands for these services.

New Programs and Proposals

The budget included several new proposals that will undoubtedly impact Latino students and families. These include Race to the Top, State Early Learning Challenge Grants, Promise Neighborhoods, and the High School Graduation Initiative. These programs are instrumental to generating innovation for education reform; however, the HEC remains concerned about how these programs will work to improve the educational outcomes of Latino and ELL students. Without a targeted strategy, these students are likely to continue facing challenges in achieving academic success and will continue to fall behind.

In closing, we recognize that the administration has developed an education budget proposal that is closely aligned with its goal of reauthorizing the Elementary and Secondary Education Act (ESEA). However, the success of this budget proposal greatly depends on Congress moving quickly to reauthorize ESEA with the critically needed improvements to secure the success of Latino and ELL children. Until Congress and the administration work together to clearly define how specific programs will meet the needs of Latino and ELL children, many of the proposed budget increases will only be an empty promise for our nation's future.

Sincerely,



Erika Beltran
National Council of La Raza
HEC Co-chair



Iris Chavez
League of United Latin American Citizens
HEC Co-chair

cc: Roberto Rodriguez, Special Assistant to the President, Domestic Policy Council
Congressman Raúl Grijalva, Congressional Hispanic Caucus, Education Task Force Chair
Members of the House and Senate Appropriations Subcommittee on Labor, Health and Human Services, Education, and Related Agencies

* U.S. Department of Education See also <http://www.nclb.gov/expert/faq/08leps.html> and <http://www.ed.gov/nclb/methods/english/lepfactsheet.html>.

Enclosure

HISPANIC EDUCATION COALITION PRIORITY PROGRAMS

Program	Fiscal Year (FY) 2010 (in millions unless otherwise noted)	President's FY 2011 Budget Proposal (in millions unless otherwise noted)	FY 2011 HEC Request (in millions unless otherwise noted)
William F. Goodling Even Start Family Literacy Programs	\$66.45	\$0	\$100
Head Start	\$7.2 billion	\$8.2 billion	\$10.9 billion
Title III of ESEA: Language Acquisition State Grants	\$750	\$800	\$850
Title I, Part C, ESEA: Migrant Education Program	\$394.77	\$394.77	\$475
Federal TRIO Programs	\$853	\$853	\$937
Special Programs for Migrant Students (Higher Education Act (HEA) IV.A.5): High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP)	\$36.7	\$36.7	\$50
Hispanic-Serving Institutions	Title V, Part A of the HEA: undergraduate support \$123.3 Title V, Part B of the HEA: graduate support \$ 10.5	Title V, Part A of the HEA: undergraduate support \$123.3 Title V, Part B of the HEA: graduate support \$ 10.5	Title V, Part A of the HEA: undergraduate support \$175 Title V, Part B of the HEA: graduate support \$ 100

Adult Basic Literacy Education Grants (Title II of the Workforce Investment Act)	\$628.2*	\$612	\$750
Gaining Early Awareness and Readiness for Undergraduate Programs	\$323.2	\$323.2	\$400
Development of STEM and Articulation Programs (371.b.2.B.)	n/a	n/a	\$100

* The request is \$15.9 million below the 2010 level but actually reflects an increase of \$30 million in program support because the 2010 level included a one-time increase of \$45.9 million to compensate certain States for errors in calculating formula grant awards between fiscal years 2003 and 2008. The forthcoming reauthorization of the Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Investment Act, provides the Department with the opportunity to better align the Adult Education program with federal job training programs and the postsecondary education system. The Department is preparing legislative options for reauthorization involving innovative programs that include technology, career pathways models, and high school completion models with multiple pathways.