

106TH CONGRESS
2D SESSION

S. 2484

To ensure that immigrant students and their families receive the services that the students and families need to successfully participate in elementary schools, secondary schools, and communities, in the United States, and for other purposes.

IN THE SENATE OF THE UNITED STATES

APRIL 27, 2000

Mr. CLELAND (for himself and Mr. COVERDELL) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To ensure that immigrant students and their families receive the services that the students and families need to successfully participate in elementary schools, secondary schools, and communities, in the United States, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. IMMIGRANTS TO NEW AMERICANS MODEL PRO-**
4 **GRAMS.**

5 (a) **SHORT TITLE.**—This section may be cited as the
6 “Immigrants to New Americans Act”.

7 (b) **FINDINGS.**—Congress finds the following:

1 (1) In 1997, there were an estimated
2 25,800,000 foreign-born individuals residing in the
3 United States. That number is the largest number
4 of such foreign-born individuals ever in United
5 States history and represents a 6,000,000, or 30
6 percent, increase over the 1990 census figure of
7 19,800,000 of such foreign-born individuals. The
8 Bureau of the Census estimates that the recently ar-
9 rived immigrant population (including the refugee
10 population) currently residing in the Nation will ac-
11 count for 75 percent of the population growth in the
12 United States over the next 50 years.

13 (2) For millions of immigrants settling into the
14 Nation's hamlets, towns, and cities, the dream of
15 "life, liberty, and the pursuit of happiness" has be-
16 come a reality. The wave of immigrants, from var-
17 ious nationalities, who have chosen the United
18 States as their home, has positively influenced the
19 Nation's image and relationship with other nations.
20 The diverse cultural heritage of the Nation's immi-
21 grants has helped define the Nation's culture, cus-
22 toms, economy, and communities. By better under-
23 standing the people who have immigrated to the Na-
24 tion, individuals in the United States better under-
25 stand what it means to be an American.

1 (3) There is a critical shortage of teachers with
2 the skills needed to educate immigrant students and
3 their families in nonconcentrated, nontraditional, im-
4 migrant communities as well as communities with
5 large immigrant populations. The large influx of im-
6 migrant families over the last decade presents a na-
7 tional dilemma: The number of such families with
8 school-age children, requiring assistance to success-
9 fully participate in elementary schools, secondary
10 schools, and communities in the United States, is in-
11 creasing without a corresponding increase in the
12 number of teachers with skills to accommodate their
13 needs.

14 (4) Immigrants arriving in communities across
15 the Nation generally settle into high-poverty areas,
16 where funding for programs to provide immigrant
17 students and their families with the services the stu-
18 dents and families need to successfully participate in
19 elementary schools, secondary schools, and commu-
20 nities in the United States is inadequate.

21 (5) The influx of immigrant families settling
22 into many United States communities is often the
23 result of concerted efforts by local employers who
24 value immigrant labor. Those employers realize that
25 helping immigrants to become productive, pros-

1 perous members of a community is beneficial for the
2 local businesses involved, the immigrants, and the
3 community. Further, local businesses benefit from
4 the presence of the immigrant families because the
5 families present businesses with a committed and ef-
6 fective workforce and help to open up new market
7 opportunities. However, many of the communities
8 into which the immigrants have settled need assist-
9 ance in order to give immigrant students and their
10 families the services the students and families need
11 to successfully participate in elementary schools, sec-
12 ondary schools, and communities, in the United
13 States.

14 (c) PURPOSE.—The purpose of this section is to es-
15 tablish a grant program, within the Department of Edu-
16 cation, that provides funding to partnerships of local edu-
17 cational agencies and community-based organizations for
18 the development of model programs to provide to immi-
19 grant students and their families the services the students
20 and families need to successfully participate in elementary
21 schools, secondary schools, and communities, in the
22 United States.

23 (d) DEFINITIONS.—In this section:

24 (1) COMMUNITY-BASED ORGANIZATION; ELE-
25 MENTARY SCHOOL; LOCAL EDUCATIONAL AGENCY;

1 SECONDARY SCHOOL.—The terms “community-based
2 organization”, “elementary school”, “local edu-
3 cational agency”, and “secondary school” have the
4 meanings given the terms in section 14101 of the
5 Elementary and Secondary Education Act of 1965
6 (20 U.S.C. 8801).

7 (2) IMMIGRANT.—The term “immigrant” has
8 the meaning given the term in section 101 of the
9 Immigration and Nationality Act (8 U.S.C. 1101).

10 (3) SECRETARY.—The term “Secretary” means
11 the Secretary of Education.

12 (e) PROGRAM AUTHORIZED.—

13 (1) IN GENERAL.—The Secretary is authorized
14 to award not more than 10 grants in a fiscal year
15 to eligible partnerships for the design and implemen-
16 tation of model programs to—

17 (A) assist immigrant students to achieve in
18 elementary schools and secondary schools in the
19 United States by offering such educational serv-
20 ices as English as a second language classes,
21 literacy programs, programs for introduction to
22 the education system, and civics education; and

23 (B) assist parents of immigrant students
24 by offering such services as parent education
25 and literacy development services and by coordi-

1 nating activities with other entities to provide
 2 comprehensive community social services such
 3 as health care, job training, child care, and
 4 transportation services.

5 (2) DURATION.—Each grant awarded under
 6 this section shall be awarded for a period of not
 7 more than 5 years. A partnership may use funds
 8 made available through the grant for not more than
 9 1 year for planning and program design.

10 (f) APPLICATIONS FOR GRANTS.—

11 (1) IN GENERAL.—Each eligible partnership de-
 12 siring a grant under this section shall submit an ap-
 13 plication to the Secretary at such time and in such
 14 manner as the Secretary may require.

15 (2) ELIGIBLE PARTNERSHIPS.—To be eligible
 16 to receive a grant under this section, a
 17 partnership—

18 (A) shall include—

19 (i) at least 1 local educational agency;

20 and

21 (ii) at least 1 community-based orga-
 22 nization; and

23 (B) may include another entity such as an
 24 institution of higher education, a local or State
 25 government agency, a private sector entity, or

1 another entity with expertise in working with
2 immigrants.

3 (3) REQUIRED DOCUMENTATION.—Each appli-
4 cation submitted by a partnership under this section
5 for a proposed program shall include documentation
6 that—

7 (A) the partnership has the qualified per-
8 sonnel required to develop, administer, and im-
9 plement the proposed program; and

10 (B) the leadership of each participating
11 school has been involved in the development and
12 planning of the program in the school.

13 (4) OTHER APPLICATION CONTENTS.—Each ap-
14 plication submitted by a partnership under this sec-
15 tion for a proposed program shall include—

16 (A) a list of the organizations entering into
17 the partnership;

18 (B) a description of the need for the pro-
19 posed program, including data on the number
20 of immigrant students, and the number of such
21 students with limited English proficiency, in the
22 schools or school districts to be served through
23 the program and the characteristics of the stu-
24 dents described in this subparagraph,
25 including—

1 (i) the native languages of the stu-
2 dents to be served;

3 (ii) the proficiency of the students in
4 English and the native languages;

5 (iii) achievement data for the students
6 in—

7 (I) reading or language arts (in
8 English and in the native languages,
9 if applicable); and

10 (II) mathematics; and

11 (iv) the previous schooling experiences
12 of the students;

13 (C) a description of the goals of the pro-
14 gram;

15 (D) a description of how the funds made
16 available through the grant will be used to sup-
17 plement the basic services provided to the immi-
18 grant students to be served;

19 (E) a description of activities that will be
20 pursued by the partnership through the pro-
21 gram, including a description of—

22 (i) how parents, students, and other
23 members of the community, including
24 members of private organizations and non-

1 profit organizations, will be involved in the
2 design and implementation of the program;

3 (ii) how the activities will further the
4 academic achievement of immigrant stu-
5 dents served through the program;

6 (iii) methods of teacher training and
7 parent education that will be used or devel-
8 oped through the program, including the
9 dissemination of information to immigrant
10 parents, that is easily understandable in
11 the language of the parents, about edu-
12 cational programs and the rights of the
13 parents to participate in educational deci-
14 sions involving their children; and

15 (iv) methods of coordinating com-
16 prehensive community social services to as-
17 sist immigrant families;

18 (F) a description of how the partnership
19 will evaluate the progress of the partnership in
20 achieving the goals of the program;

21 (G) a description of how the local edu-
22 cational agency will disseminate information on
23 model programs, materials, and other informa-
24 tion developed under this section that the local
25 educational agency determines to be appro-

1 appropriate for use by other local educational agen-
2 cies in establishing similar programs to facili-
3 tate the educational achievement of immigrant
4 students;

5 (H) an assurance that the partnership will
6 annually provide to the Secretary such informa-
7 tion as may be required to determine the effec-
8 tiveness of the program; and

9 (I) any other information that the Sec-
10 retary may require.

11 (g) SELECTION OF GRANTEEES.—

12 (1) CRITERIA.—The Secretary, through a peer
13 review process, shall select partnerships to receive
14 grants under this section on the basis of the quality
15 of the programs proposed in the applications sub-
16 mitted under subsection (f), taking into consider-
17 ation such factors as—

18 (A) the extent to which the program pro-
19 posed in such an application effectively address-
20 es differences in language, culture, and cus-
21 toms;

22 (B) the quality of the activities proposed
23 by a partnership;

24 (C) the extent of parental, student, and
25 community involvement;

1 (D) the extent to which comprehensive
2 community social services are made available;

3 (E) the quality of the plan for measuring
4 and assessing success; and

5 (F) the likelihood that the goals of the pro-
6 gram will be achieved.

7 (2) GEOGRAPHIC DISTRIBUTION OF PRO-
8 GRAMS.—The Secretary shall approve applications
9 under this section in a manner that ensures, to the
10 extent practicable, that programs assisted under this
11 section serve different areas of the Nation, including
12 urban, suburban, and rural areas, with special atten-
13 tion to areas that are experiencing an influx of im-
14 migrant groups (including refugee groups), and that
15 have limited prior experience in serving the immi-
16 grant community.

17 (h) EVALUATION AND PROGRAM DEVELOPMENT.—

18 (1) REQUIREMENT.—Each partnership receiv-
19 ing a grant under this section shall—

20 (A) conduct a comprehensive evaluation of
21 the program assisted under this section, includ-
22 ing an evaluation of the impact of the program
23 on students, teachers, administrators, parents,
24 and others; and

1 (B) prepare and submit to the Secretary a
2 report containing the results of the evaluation.

3 (2) EVALUATION REPORT COMPONENTS.—Each
4 evaluation report submitted under this section for a
5 program shall include—

6 (A) data on the partnership’s progress in
7 achieving the goals of the program;

8 (B) data showing the extent to which all
9 students served by the program are meeting the
10 State’s student performance standards,
11 including—

12 (i) data comparing the students
13 served to other students, with regard to
14 grade retention and academic achievement
15 in reading and language arts, in English
16 and in the native languages of the students
17 if the program develops native language
18 proficiency, and in mathematics; and

19 (ii) a description of how the activities
20 carried out through the program are co-
21 ordinated and integrated with the overall
22 school program of the school in which the
23 program described in this section is carried
24 out, and with other Federal, State, or local

1 programs serving limited English proficient
2 students;

3 (C) data showing the extent to which fami-
4 lies served by the program have been afforded
5 access to comprehensive community social serv-
6 ices; and

7 (D) such other information as the Sec-
8 retary may require.

9 (i) ADMINISTRATIVE FUNDS.—A partnership that re-
10 ceives a grant under this section may use not more than
11 5 percent of the grant funds received under this section
12 for administrative purposes.

13 (j) AUTHORIZATION OF APPROPRIATIONS.—For the
14 purpose of carrying out this section, there are authorized
15 to be appropriated \$10,000,000 for fiscal year 2001 and
16 such sums as may be necessary for each of the 4 suc-
17 ceeding fiscal years.

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