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S. 269

To ensure that immigrant students and their families receive the services 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

FEBRUARY 7, 2001

Mr. CLELAND 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 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. SHORT TITLE.**

4 This Act may be cited as the “Immigrants to New
5 Americans Act”.

6 **SEC. 2. FINDINGS.**

7 Congress makes the following findings:

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 in United States
5 history and represents a 6,000,000, or 30 percent,
6 increase over the 1990 census figure of 19,800,000
7 of such foreign-born individuals. The Bureau of the
8 Census estimates that the recently arrived immi-
9 grant population (including the refugee population)
10 currently residing in the Nation will account for 75
11 percent of the population growth in the United
12 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, of various
17 nationalities, who have chosen the United States as
18 their home, has positively influenced the Nation's
19 image and relationship with other nations. The di-
20 verse cultural heritage of the Nation's immigrants
21 has helped define the Nation's culture, customs,
22 economy, and communities. By better understanding
23 the people who have immigrated to the Nation, indi-
24 viduals in the United States better understand what
25 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 open up new market op-
7 portunities. However, many of the communities into
8 which the immigrants have settled need assistance in
9 order to give immigrant students and their families
10 the services the students and families need to suc-
11 cessfully participate in elementary schools, secondary
12 schools, and communities in the United States.

13 **SEC. 3. PURPOSE.**

14 The purpose of this Act is to establish a grant pro-
15 gram, within the Department of Education, that provides
16 funding to partnerships of local educational agencies and
17 community-based organizations for the development of
18 model programs to provide immigrant students and their
19 families with the services the students and families need
20 to successfully participate in elementary schools, sec-
21 ondary schools, and communities in the United States.

22 **SEC. 4. DEFINITIONS.**

23 (1) IMMIGRANT.—In this Act, the term “immi-
24 grant” has the meaning given the term in section

1 101 of the Immigration and Nationality Act (8
2 U.S.C. 1101).

3 (2) OTHER TERMS.—Other terms used in this
4 Act have the meanings given the terms in section
5 14101 of the Elementary and Secondary Education
6 Act of 1965 (20 U.S.C. 8801).

7 **SEC. 5. PROGRAM AUTHORIZED.**

8 (a) IN GENERAL.—The Secretary of Education may
9 award not more than 10 grants in a fiscal year to eligible
10 partnerships for the design and implementation of model
11 programs to—

12 (1) assist immigrant students achieve in ele-
13 mentary schools and secondary schools in the United
14 States by offering such educational services as
15 English as a second language classes, literacy pro-
16 grams, programs for introduction to the education
17 system, and civics education; and

18 (2) assist parents of immigrant students by of-
19 fering such services as parent education and literacy
20 development services and by coordinating activities
21 with other entities to provide comprehensive commu-
22 nity social services such as health care, job training,
23 child care, and transportation services.

24 (b) ELIGIBLE PARTNERSHIPS.—To be eligible to re-
25 ceive a grant under this Act, a partnership—

1 (1) shall include—

2 (A) at least 1 local educational agency; and

3 (B) at least 1 community-based organiza-
4 tion; and

5 (2) may include another entity such as—

6 (A) an institution of higher education;

7 (B) a local or State government agency;

8 (C) a private sector entity; or

9 (D) another entity with expertise in work-
10 ing with immigrants.

11 (c) DURATION.—Each grant awarded under this Act
12 shall be awarded for a period of not more than 5 years.
13 A partnership may use funds made available through the
14 grant for not more than 1 year for planning and program
15 design.

16 **SEC. 6. APPLICATIONS FOR GRANTS.**

17 (a) IN GENERAL.—Each eligible partnership desiring
18 a grant under this Act shall submit an application to the
19 Secretary at such time and in such manner as the Sec-
20 retary may require.

21 (b) REQUIRED DOCUMENTATION.—Each application
22 submitted by a partnership under this section for a pro-
23 posed program shall include documentation that—

1 (1) the partnership has the qualified personnel
2 required to develop, administer, and implement the
3 proposed program; and

4 (2) the leadership of each participating school
5 has been involved in the development and planning
6 of the program in the school.

7 (c) OTHER APPLICATION CONTENTS.—Each applica-
8 tion submitted by a partnership under this section for a
9 proposed program shall include—

10 (1) a list of the organizations entering into the
11 partnership;

12 (2) a description of the need for the proposed
13 program, including data on the number of immi-
14 grant students, and the number of such students
15 with limited English proficiency in the schools or
16 school districts to be served through the program
17 and the characteristics of the students described in
18 this paragraph, including—

19 (A) the native languages of the students to
20 be served;

21 (B) the proficiency of the students in
22 English and the students' native languages;

23 (C) achievement data for the students in—

1 (i) reading or language arts (in
2 English and in the students' native lan-
3 guages, if applicable); and

4 (ii) mathematics; and

5 (D) the previous schooling experiences of
6 the students;

7 (3) a description of the goals of the program;

8 (4) a description of how the funds made avail-
9 able through the grant will be used to supplement
10 the basic services provided to the immigrant stu-
11 dents to be served;

12 (5) a description of activities that will be pur-
13 sued by the partnership through the program, in-
14 cluding a description of—

15 (A) how parents, students, and other mem-
16 bers of the community, including members of
17 private organizations and nonprofit organiza-
18 tions, will be involved in the design and imple-
19 mentation of the program;

20 (B) how the activities will further the aca-
21 demic achievement of immigrant students
22 served through the program;

23 (C) methods of teacher training and parent
24 education that will be used or developed
25 through the program, including the dissemina-

1 tion of information to immigrant parents, that
2 is easily understandable in the language of the
3 parents, about educational programs and the
4 rights of the parents to participate in edu-
5 cational decisions involving their children; and

6 (D) methods of coordinating comprehen-
7 sive community social services to assist immi-
8 grant families;

9 (6) a description of how the partnership will
10 evaluate the progress of the partnership in achieving
11 the goals of the program;

12 (7) a description of how the local educational
13 agency will disseminate information on model pro-
14 grams, materials, and other information developed
15 under this Act that the local educational agency de-
16 termines to be appropriate for use by other local
17 educational agencies in establishing similar pro-
18 grams to facilitate the educational achievement of
19 immigrant students;

20 (8) an assurance that the partnership will an-
21 nually provide to the Secretary such information as
22 may be required to determine the effectiveness of the
23 program; and

24 (9) any other information that the Secretary
25 may require.

1 **SEC. 7. SELECTION OF GRANTEES.**

2 (a) CRITERIA.—The Secretary, through a peer review
3 process, shall select partnerships to receive grants under
4 this Act on the basis of the quality of the programs pro-
5 posed in the applications submitted under section 6, tak-
6 ing into consideration such factors as—

7 (1) the extent to which the program proposed
8 in such an application effectively addresses dif-
9 ferences in language, culture, and customs;

10 (2) the quality of the activities proposed by a
11 partnership;

12 (3) the extent of parental, student, and commu-
13 nity involvement;

14 (4) the extent to which the partnership will en-
15 sure the coordination of comprehensive community
16 social services with the program;

17 (5) the quality of the plan for measuring and
18 assessing success; and

19 (6) the likelihood that the goals of the program
20 will be achieved.

21 (b) GEOGRAPHIC DISTRIBUTION OF PROGRAMS.—
22 The Secretary shall approve applications under this Act
23 in a manner that ensures, to the extent practicable, that
24 programs assisted under this Act serve different areas of
25 the Nation, including urban, suburban, and rural areas,
26 with special attention to areas that are experiencing an

1 influx of immigrant groups (including refugee groups),
2 and that have limited prior experience in serving the immi-
3 grant community.

4 **SEC. 8. EVALUATION AND PROGRAM DEVELOPMENT.**

5 (a) REQUIREMENT.—Each partnership receiving a
6 grant under this Act shall—

7 (1) conduct a comprehensive evaluation of the
8 program assisted under this Act, including an eval-
9 uation of the impact of the program on students,
10 teachers, administrators, parents, and others; and

11 (2) prepare and submit to the Secretary a re-
12 port containing the results of the evaluation.

13 (b) EVALUATION REPORT COMPONENTS.—Each
14 evaluation report submitted under this section for a pro-
15 gram shall include—

16 (1) data on the partnership's progress in
17 achieving the goals of the program;

18 (2) data showing the extent to which all stu-
19 dents served by the program are meeting the State's
20 student performance standards, including—

21 (A) data comparing the students served
22 under this Act with other students, with regard
23 to grade retention and academic achievement in
24 reading and language arts, in English and in
25 the native languages of the students if the pro-

1 gram develops native language proficiency, and
2 in mathematics; and

3 (B) a description of how the activities car-
4 ried out through the program are coordinated
5 and integrated with the overall school program
6 of the school in which the program described in
7 this Act is carried out, and with other Federal,
8 State, or local programs serving limited English
9 proficient students;

10 (3) data showing the extent to which families
11 served by the program have been afforded access to
12 comprehensive community social services; and

13 (4) such other information as the Secretary
14 may require.

15 **SEC. 9. ADMINISTRATIVE FUNDS.**

16 A partnership that receives a grant under this Act
17 may use not more than 5 percent of the grant funds re-
18 ceived under this Act for administrative purposes.

19 **SEC. 10. AUTHORIZATION OF APPROPRIATIONS.**

20 There are authorized to be appropriated to carry out
21 this Act \$10,000,000 for fiscal year 2002 and such sums
22 as may be necessary for each of the 4 succeeding fiscal
23 years.

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