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ABSTRACT

Based on an analysis of the Education Amendments of 1974 (P.L. 93-380), this paper provides an overview of the more than 20 different types of bilingual educational activity found in the law and raises some of the issues of management, policy, and coordination. Issues tend to cluster around interface areas in which there is inherent institutional, programmatic, or organizational stress. An analysis of the problem of developing a nationally coordinated bilingual education program suggests 5 potential areas of major stress: (1) the "continuity" issue characterized by stress between new and existing programs and products; (2) the "communication" issue resulting from expanded internal, as well as, external linkages; (3) the "cooperation" issue arising from new interface areas at the local, state, and national level; (4) the "coordination" issue involving interaction between Federal and non-Federal activity, among funded bilingual centers and clearinghouses, and with related state and local efforts; and (5) the "compliance" issue involving adherence to laws, rules, and regulations. Some unresolved questions regarding further implementation of the law are presented. The appendices include a listing of: (1) legislation amended by P.L. 93-380, (2) new acts or legislation embodied in P. L. 93-380, and (3) implications in bilingual education and for American Indian Education. (Author/NQ)

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BILINGUAL EDUCATION IN P. L. 93-380

INTRODUCTION

This paper is based upon an analysis of the Educational Amendments of 1974. It proposes to show that there is Legislative authority for more than twenty different types of Bilingual Educational activity to be found in the Law. It will provide an overview of these divergent activities; raise some of the issues of management, policy, and coordination; and pose some unresolved problems confronting management.

While the paper is intended to be national in scope, it reflects the experiences and concerns of one Regional Office of Education.* Yet it makes no covert case in support of any existing organizational unit or pattern. It attempts merely to be factual, logical, and analytical. The paper will achieve its purposes if it is judged provocative and leaves solution to top management.

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The Law presumes that management at all levels will undertake constructive planning and provide effective co-ordination of admittedly diverse activity. The basic problem in implementing the Bilingual components of the Law is one of management. Even without the Law the need for co-ordination is obvious. P.L. 93-380 only multiplies, magnifies, and compounds the problem. Without co-ordination the nation faces proliferation of programs, duplication of effort, and unproductive competition among service agencies and institutions. The paper, therefore, focuses on the need for a nationally co-ordinated program of Bilingual Education.

Issues tend to cluster around interface areas in which there is inherent institutional, programmatic, or organizational stress. An analysis of the problem of developing a nationally co-ordinated Bilingual Education Program suggests five potential areas of major stress: (1) The "Continuity" issue characterized by stress between new and existing programs and products. (2) The "Communication" issue resulting from expanded internal, as well as, external linkages. (3) The "Co-operation" issue arising from new interface areas at the local, state, and national level. (4) The "Co-ordination" issue involving interaction between Federal and non-Federal activity, among funded Bilingual Centers and Clearinghouses, and with related State and local efforts. (5) The "Compliance" issue involving adherence to laws, rules, and regulations.

The Congressional intent is clear. Bilingual Education is the central theme of the Educational Amendments of 1974. Seven of the eight titles of the Law make special provision for persons with limited English-speaking ability. The theme permeates amendments to more than twenty pieces of related educational legislation enacted by Congress over the past quarter century (see attachment A). The result is a highly complex Law that will challenge the ingenuity of management at all levels - Federal, State, and local.

The body of the paper examines three aspects of such a program. First, it will review the various Bilingual components set forth in P.L. 93-380. Secondly, it identifies some of the key issues involved. Finally, it will attempt to leave the reader with some unresolved questions regarding further implementation of the Law.

I. Bilingual Educational Components of P.L. 93-380.

It is obvious that the authors of P.L. 93-380 clearly intended to make special provisions for persons of limited English-speaking ability at all levels of education.

As noted above there are more than twenty different programmatic references to Bilingual Education in P.L. 93-380. In most of these instances the Law merely states that provision must be made for equal educational opportunities for persons of

PROGRAMMATIC BILINGUAL INTERFACE DIAGRAM

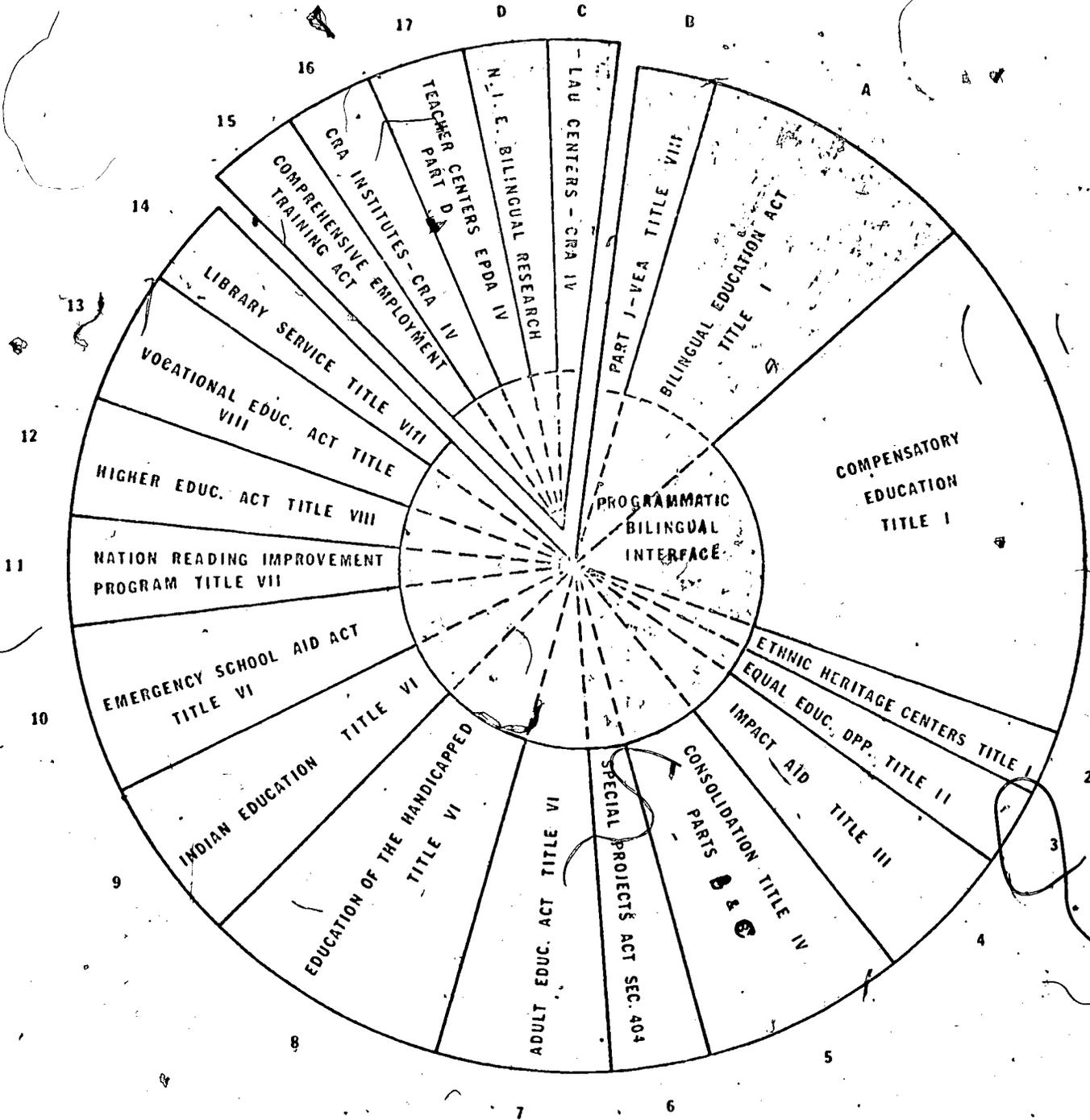


Figure 1

limited English-speaking ability. In some cases specific dollar amounts are authorized or percentage set-asides are indicated. There are at least four programmatic areas where Congress intends that 100% of the appropriated funds support Bilingual activities.

The complexity and magnitude of the co-ordination problem comes into clearer focus if the programmatic Bilingual components are depicted on a circle diagram. (See Figure 1) While most of the program support falls outside of the Bilingual impact area; it is apparent that personnel in numerous programmatic areas, both inside and outside the Office of Education, will influence and contribute to the "Programmatic Bilingual Interface." The shaded area of the diagram is where the stress is and where the action will take place.

A. Compensatory Education. Title I not only continues the special programs for educationally deprived children; but extends compensatory education to children of migrant agricultural workers and fishermen, to the handicapped, to kindergarten children and adults, and to deprived children in private schools. It is widely recognized that a disproportionate number of children growing up in non-English speaking homes can be classified in one or more of the above categories.

Title I funds will continue to make a major contribution to the education of the Bilingual child.

B. Bilingual Education Act. The strongest mandate in support of Bilingual Education ever written by Congress is found in Section 105 of Title I. Here Congress substitutes a totally new text for old Title VII of the Elementary Secondary Education Act of 1965. The Law authorizes a sliding scale of funding over the next four years which if fully implemented would more than double existing support. One-third of all appropriations are to be set aside for training Bilingual teachers. The National Institute of Education is authorized to conduct a five-million dollar Bilingual Research Program, annually. The remainder of the annual appropriation will provide grants to local education agencies and institutions of higher education for the establishment, operation, and improvement of Bilingual Education Programs; for supplementary community adult or preschool programs; and to assist State Departments of Education to provide technical assistance and coordinate Bilingual Educational activities. Each State Educational Agency receiving funds is to submit an annual "State Plan", and priority is to be given to geographic areas with greatest need.

C. Ethnic Heritage Study Centers. Title I ends with a reference to Ethnic Heritage Studies in Section 111. The Legislation authorizes continued support for such Centers to July 1, 1978.

D. Equal Educational Opportunity. The only reference to Bilingualism found in Title II is Section 204 (F) where the Law states emphatically that: "the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs" is deemed in an unlawful practice.

E. Federal Impact Aid Programs. Title III makes major changes benefiting the Bilingual child in Public Laws 81-815 and 81-874. Section 304 excludes Impacted Aid funds spent by local education agencies for the benefit of Bilingual children when calculating a State's equalization formula. Section 305 includes children who reside on Indian lands when computing "B children" eligibility. The Law further stipulates under Sub-section 5A that adequate assurance will be given "that Indian children will participate on an equal basis in the school program of the local education agency."

F. Consolidation Programs - Title IV. Three references are made to Bilingual Education in Title IV. Section 402 stipulates that the Commissioner shall transfer to the Secretary of Interior "amounts necessary" from appropriations for Parts

B and C to provide "the programs authorized by each such part for children and teachers in elementary and secondary schools operated for Indian children by the Department of Interior. Section 403 makes assurance that Bilingual children are included in any "State plan" requesting funds under Parts B and C of Title IV. The third reference is found in Section 404 (G) which authorizes projects for the identification and education of Gifted and Talented children, including those with limited English-speaking ability.

G. Bilingualism in Non-ESEA Legislation. Title VI amends and extends four related educational programs which affect individuals with limited English-speaking ability.

Section 607 provides special assistance for Bilingual Adult Education Programs. Such projects are to be coordinated with similar activity funded under Title VII of the Vocational Education Act. The instruction is to be given in both English and the native language of the adult. Fifteen percent of the States Adult Education allotment is to be set aside for Special Adult Education Projects including the development of "methods for educating persons of limited English-ability".

P.L. 93-380 amends and extends the Education of the Handicapped Act through 1977. Section 614 authorizes a one-year only

special State entitlement to assist states in initiating, funding, and improving programs and projects for the education of handicapped preschool, elementary, and secondary students. The Section authorizes the Commissioner to make payments to the Secretary of Interior for the education of handicapped children on reservations serviced by elementary and secondary BIA schools operated for Indian children. The Law also broadens the screening procedures used in identifying handicapped children by stipulating that "procedures to insure the testing and evaluation materials and procedures utilized for the purposes of classification and placement of handicapped children to be selected and administered so as not to be racially or culturally discriminatory."

The Indian Education Act of 1972 is extended through July 1, 1978, and is amended to provide special educational training programs for teachers of Indian children. The Section also authorizes 200 graduate fellowships for Indian students working toward degrees in Engineering, Medicine, Law, Business, Forestry, and related fields. (Attachment C cites the major references to Indian Education in P.L. 93-380).

Title VI also extends the Emergency School Aid Act through June 30, 1976. As has been true in previous years this piece of Legislation has provided extensive support for

Bilingual Education.

H. National Reading Improvement Program. Title VII provides expanded support for a national reading program, and specifies in Section 705 that special priority is to be given "schools having large numbers or high percentages of children with reading deficiencies". One of the criteria set forth in the application process stipulates that provision must be made for "the use of Bilingual Education methods and techniques to the extent consistent with the number of elementary school-age children in the area served by a reading program who are of limited English-speaking ability".

I. Postsecondary Educational Programs. Title VIII deals with amendments to the Higher Education Act of 1965, the Vocational Education Act of 1963, and the Library Services and Construction Act. There are significant new Bilingual implications in each of the amended laws.

There are three major changes benefiting the Bilingual college student. Section 832 allows a new institution to become eligible for Federal assistance during its initial operating year if the Commissioner determines that the institution "will substantially increase higher education for Spanish-speaking people". Previously there has been a three-year waiting period.

A language barrier is frequently the cause of poor academic performance in institutions of higher education. Section 833 seeks to remedy this problem by making it possible for colleges and universities to receive grants or contracts for the purpose of adding to their curriculum "a program of English language instruction for students of limited English-speaking ability". Such students may also receive "guidance and counseling in order to enable them to pursue a post-secondary education".

The Higher Education Act is further amended to provide assistance for training in the legal profession. The amendment makes it clear that individuals receiving the assistance are to come primarily from disadvantaged backgrounds, including persons with language barriers.

Section 841 amends the Vocational Education Act of 1963 by specifically authorizing Bilingual Vocational Training for persons of limited English-speaking ability; and by adding a new Part J carrying the title "Bilingual Vocational Training". Part J is intended to provide language instruction for skilled and semi-skilled workmen already in the labor market; and "who desire or need training or retraining to achieve year-round employment, adjust to changing manpower needs, expand their range of skills, or advance in employment". Training

allowances for participants in Part J Bilingual Vocational Programs are subject to the same conditions or limitations as those set forth in Section 111 of the Comprehensive Employment and Training Act of 1973. Title VIII also amends the Library Services Construction Act to give priority "to programs and projects which serve areas with high concentrations of persons of English-speaking ability".

One final but significant amendment affecting Bilingual Education is found in Section 845 which extends the existence of the National Advisory Committee on Education of Bilingual children to July 1, 1978.

II. ANALYSIS OF ISSUES

When a new Federal program is introduced into a community, and the clientele choose to participate, the consequence is the creation of programmatic products. Once a product is in place it sets in motion a predicted logic of anticipated activities. The interface of those activities upon the products results in predictable issues.

An expanded Bilingual program in Region VI will create a

PROGRAMMATIC PRODUCTS
AND ELEMENTS

	INVENTORY	DOCUMENT	DISSEMINATION	IDENTIFY	INVOLVE	PLAN	COORDINATE	ADMINISTER	INFORM	ASSIST	SUPPORT	FUND	RESEARCH	DEVELOP	TRAIN	MONITOR	TEST	ANALYZE	EVALUATE	REPORT
ESEA VII Historic Projects	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ESEA I Historic Projects	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
ESAA IV Historic Projects	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
State Supported BE Programs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Significant Locally Funded Projects	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Private-Non-Profit Contributions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Migrant Student Record Transfer System	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SEA Bilingual/Bicultural Offices	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Regional Service Centers, ESEA III	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
General Assistance Center, ESAA IV	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Regional Instrucciónal Development Centers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
State Voc Ed Instructional Material Centers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Teacher Center Projects, EPDA, Part D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Task Force de la Raza	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LAU Centers CRA IV, Sec. 403	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CRA Institutes, CRA IV, Sec. 404	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Indian Ed Grants, IEA, Parts A, B, & C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
MDTA Skill Centers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CETA Job Training	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Bilingual Voc Ed Training, VEA, Part J	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
National Bilingual Clearinghouse	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
National Clearinghouse ^{ON} Adult Ed	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
NIE Compensatory Ed Experimental Ed Centers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Postsecondary Bilingual Programs	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Library and Learning Resources	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

predictable pattern of issues. It is possible to plot such a pattern on a matrix and to analyze the interface areas.

Let us consider a model Bilingual interface matrix for Region VI. Along the "Y" coordinates of the grid we will place the existing and anticipated products resulting from Bilingual programmatic effort in Region VI. To the "X" factors we will assign areas of anticipated activity. It is now possible to plot the major interface areas. (See interface grid, Figure 2)

As indicated in the introduction issues tend to cluster around areas of stress. Using the examples contained in the Region VI Interface Grid, let us examine in depth each of the suggested issues. They tend to follow the interface areas across the grid from the upper left to the lower right.

A. The Continuity Issue. Bilingualism is "old hat" in Region VI. Even before the word began to find its way into Federal Legislation, community groups and State agencies in the Southwest were producing materials and testing them out in actual classroom situations. Progressive teachers were experimenting with new techniques. Research scholars were exploring the many ramifications of the problem and were scientifically evaluating the consequences which language barriers imposed on the learning situation.

ESEA VII was the catalyst which in 1965 accelerated and expanded Bilingual activity. The intervening years have produced a significant repository of historic projects and products resulting from Federal programmatic activity. Some of the key Bilingual products occurring in Region VI are identified in the model above; such as, historic ESEA Title VII and Title I projects, historic ESAA Title VII projects, the Migrant Student Record Transfer System, the Texas Regional Service Center (ESEA III) network, General Assistance Centers (CRA IV), Regional and State Vocational Education Instructional Material Centers, MDTA Skill Centers, Task Force de La Raza, and Southwest Educational Development Laboratory.

Any planned expansion of Bilingual activity in Region VI should logically build upon current and prior accomplishments. Certain anticipated activity can assure continuity between new efforts and old programs. One such activity should involve producing an inventory of prior and existing projects. Several excellent bibliographies have already been produced by the Eric Clearinghouse on Small Schools at Las Cruces.

Other related activities which impinge on the continuity issue involve documenting and disseminating the proven accomplishments of prior projects. Again the ERIC system can be relied upon as a link to the past and a bridge to the

future. All proposal writers should be required to include an ERIC search of their topic as a part of the application process.

Continuity is more than a mere paper process: Only people can make the intellectual process "click". There are already many dedicated Bilingual professionals in the Southwest and many more are ready to join their ranks. We need to examine the word "identify" in our list of anticipated activities. We have the resources to quickly develop a roster of knowledgeable persons who have already made contributions in the field of Bilingualism. With additional effort it would be possible to recruit, train, and involve a cohort capable of filling in the gaps called for under the new legislation, particularly in such areas as Indian Education, Gifted and Talented, the Handicapped, Early Childhood, and Adult Education. Continuity implies blending the proven products of the past with the most promising proposals for the future. People and the products or institutions they represent are the keys which will assure continuity.

B. "The Communication Issue". As noted earlier, the new legislation makes provisions for Bilingual Education in virtually every aspect of the educational process. It creates the possibility of a 100% increase in Federal support of Bilingual

programs by 1978. The diversity and magnitude of such programmatic growth creates a major communication problem both internally and externally.

Some efforts have already been initiated to "get the word out". Presentations have been made before each of the State Departments of Education and other educational groups in Region VI. An Interregional Bilingual Conference has been sponsored with a special seminar focusing upon Indian Education. Still we have only begun the process of informing our clientele. If the language barrier is to be penetrated there is need for continued effort in the areas of documentation, dissemination, information processing, and product replication.

C. The Co-operation Issue. The third anticipated stress area involves interaction among local, State, and Federal personnel who may frequently find themselves working on divergent or even competitive projects. In such circumstances co-operation rarely occurs without deliberate planning. In Region VI our model anticipates deliberate effort to insure co-operation in such activity areas as "involvement", "assistance", and "support".

In almost every instance the Law mandates community involvement in planning and implementing Bilingual programs. Local and State advisory groups are required and their direct involvement in planning is to be documented. Linkages between local, State, and Regional efforts, are encouraged. Even at the Federal level the Law is specific in specifying interprogram, interagency, and interdepartmental co-operation. The job to be done merits a total team effort. There must be appropriate interface among such programmatic efforts as State supported and funded Bilingual programs, significant locally funded projects, private and non-profit contributions, and the Regional and interregional thrusts of Federally sponsored projects. Without co-operation we will either negate or duplicate each others effort.

D. The Co-ordination Issue. It is the opinion of the Region VI OE staff that the success of the Bilingual program outlined in P.L. 93-380 will depend largely upon how well the divergent program elements and activities are coordinated. Management at all levels must assume responsibility for this key ingredient to maximum program effectiveness. No effort should be undertaken in isolation. What works with one ethnic group has relevance for all. Materials and techniques developed by one school district should be equally effective in other localities, especially with minor modifications.

Interstate coordinative efforts are to be encouraged and

commended. A good example of such coordination has been operating effectively in Region VI for several years. The State Vocational Education Instructional Material Centers each share their products with the Regional Office of Vocational Education which acts as a clearinghouse for regional distribution of the materials. The system is also fed by good materials produced at the local level, the MDTA Skill Centers, and the Regional Instructional Development Center in Stillwater, Oklahoma. There are other Federally funded components which are making major contributions to the Bilingual effort in Region VI. Task Force de La Raza headquartered in Albuquerque; with Regional offices in San Antonio, Chicago, Denver, and Sacramento; provides a logical interregional co-ordination network. They have sponsored significant Bilingual Conferences; compiled statistical data on various facets of the Bilingual problem in the Southwest; provided technical assistance upon request to local, State, Regional, and National groups; and engaged in significant R and D activity.

There should be planned interface between existing "support" centers, clearinghouse efforts, and any new developments resulting from P.L. 93-380. LAU Centers and Civil Rights Institutes should be tied into a coordinated regionwide network.

Any of the NIE Experimental Compensatory Educational Centers which chance to be located in Region VI should be dovetailed into the Regional Bilingual Support Network, and the efforts of the Southwest Educational Development Laboratory at Austin.

Coordination should not end at the regional level. The Law makes provisions for National coordination by authorizing the creation of the National Office of Bilingual Education, and by extending the existence of the National Advisory Council on Bilingual Education. The Law also envisions a National Bilingual Clearinghouse which shall "collect, analyze, and disseminate information about Bilingual Education and other related programs". The term "other programs" is defined on page 29 of the Law as including the Emergency School Aid Act, Part J of the Vocational Education Act, Section 306 of the Adult Education Act, and Section 6 of the Library Services and Construction Act. Implications elsewhere in the Law call for nationally coordinated Bilingual activity involving the following legislation: Impact Aid Act, page 40; Civil Rights Act, page 37; Migration and Refugee Assistance Act, page 41; Education of the Handicapped Act, pages 98 and 99; Indian Education Act, page 103; Comprehensive Employment and Training Act, pages 125 and 126; Special Projects Act for the Gifted, page 66; Community Schools Act, page 66; and

finally the entire text of the Bilingual Education Act, pages 20 thru 29. How the divergent elements are to be coordinated at the national level is of vital concern to the Bilingual leadership in the Southwest.

E. The Compliance Issue. Any Federal program must be monitored for compliance with the Law and the rules and regulations promulgated by the administrative agency responsible for its implementation. The burden of compliance for Bilingual Educational activities falls heavily on Regions VI and IX. Approximately half of all the Bilingual population live in the Southwest. The problem of Compliance is compounded by the diversity of the ethnic groups. The Southwest is "home" for the Mexican-American. More than half of the American Indian population live in Oklahoma, New Mexico, Arizona, and California. Louisiana has its French heritage, and California its Chinese. Providing Civil Rights assurances to such a diverse Bilingual population will impose a major administrative problem for the Regional OE/OCR/ORD staffs of Regions VI and IX.

III. REACTIONS AND RESPONSE

Assuming we have identified some of the key issues involved in an expanded Bilingual Education Program, and in the light of the diversity of new programmatic activity, what questions logically come to mind? The Region VI staff suggest the following:

1. What impact does P.L. 93-380 hope to make on the Bilingual community, educational, as well as, socially and economically?
2. What policy changes are advisable?
3. What Organizational structure is necessary to effectively coordinate Bilingual programs mandated in P.L. 93-380?
4. What administrative decisions need to be made?
5. How shall the Office of Civil Rights be involved?
6. What effect does this paper have on the development of "Rules," and "Regulations"?
7. What significance will a non co-ordinated effort have on the Office of Contracts and Grants?
8. What is the role of the Deputyships to a Nationally Co-ordinated Bilingual Educational thrust?
9. Are there good examples of coordinated programs in OE which could serve as models?
10. How can NIE and NCES activity best support OE's effort in Bilingual Education?

11. Are programmatic set-asides advisable?
12. Should this paper be circulated to the RCs, RDs, the ASE, the OS, and others outside of government?

RECOMMENDATIONS: That the Commissioner immediately appoint an intra-agency Task Force representative of the Deputyships and the Regional Offices; and charge it with the following responsibilities:

1. Analyze administrative and management problems inherent therein,
2. Develop policy and directive statements,
3. And report their findings via MIS strategy within a specified time frame.

IMPLICATIONS IN BILINGUAL EDUCATION

PUBLIC LAW 93-380

- I. COMPENSATORY EDUCATION (ESEA-I)
(TITLE I, SECTION 102, PP. 8, 18)
- II. THE BILINGUAL EDUCATION ACT
(TITLE I, SECTION 105, PAGES 20-29)
- III. DESEGREGATION
(TITLE II, SECTION 204, PAGE 32)
- IV. IMPACTED-AID
(TITLE III, SECTION 304-5, PP. 40, 4L & 46)
- V. CONSOLIDATION
(TITLE IV, SECTION 401, PAGE 55 PLUS PAGE 57)
- VI. SPECIAL PROJECTS ACT
(TITLE IV, SECTION 404, P. 66)
- VII. ADULT EDUCATION
(TITLE VI, SECTION 607, PP. 95-96)
- VIII. THE NATIONAL READING IMPROVEMENT PROGRAM
(TITLE VII, SECTION 705, P. 107)
- XI. POST SECONDARY EDUCATION
(TITLE VIII, SECTION 833, PP. 120-121, SECTION
841, PP. 123-127)

X. LIBRARY SERVICES AND CONSTRUCTION ACT

(TITLE VIII, SECTION 841, PP. 126-127)

XI. EXTENSION OF ADVISORY COUNCIL

(TITLE VIII, SECTION 845, P. 129)

PUBLIC LAW 93-380

IMPLICATIONS IN BILINGUAL EDUCATION

I. Compensatory Education (ESEA I)
(Title I, Section 102, pp. 8, 18)

A. Ethnic Heritage Study Centers, (ESEA IX)
(Title I, Section 111, p. 30)

II. The Bilingual Education Act
(Title I, Section 105, pp. 20-29)

A. Amends Title VII of ESEA

1. Provides grants to LEAs to meet the needs of children with limited English speaking ability.
2. Preschool and supplementary programs may also be funded
3. Programs may be established for adults
4. Particularly for parents of children participating in Bilingual programs.

B. Program Characteristics

1. Must provide instruction in child's native language, also English.
2. Limited number of English speaking students may enroll.
3. Bilingual students to attend regular classes in subject such as art, music, and physical education.

III. Desegregation (Title II, Section 204, p. 32)

- A. Failure to take appropriate action to overcome language barriers is considered an unlawful practice.

IV. Impacted Aid, (P.L. 81-874) Title III, Section 304-5, pp. 40, 41, & 46)

V. Consolidation, (Title IV, Section 401, page 55 plus page 57)

A. Basis of distributing Part B funds.

1. Greatest amounts to districts with greatest number of disadvantaged children from homes.
2. Programs designed for families in which English is not the dominate language.

B. State advisory council must include professional persons with bilingual competence.

VI. Special Projects Act (Title IV, Section 404, p. 66)

- A. Provides funds for model projects for gifted and talented children
- B. Must include efforts to identify and educate bilingual children.

VII. Adult Education (Title VI, Section 607, pp. 95-96)

- A. AEA is amended to include provisions for bilingual programs for adults.
 1. Instruction is to be in both English and the native language.
 2. Projects are to be coordinated with other programs funded under Bilingual Education Act and the Vocational Education Act.

- B. Provisions is made for special bilingual experimental demonstration projects under Section 607.
 - 1. Funds may be used for development of innovative methods.
 - 2. Also for the training of personnel for adult bilingual programs.
- VIII. Education of the Handicapped, Sec. 614, p. 98.
- IX. Indian Education Act, Sec. 632, Sec. 614, p. 98.
- X. Emergency School Aid Act, Sec. 641, p. 104.
- XI. The National Reading Improvement Program (Title VII, Section 705, p. 107)
 - A. The Act generally provides funds for reading improvement programs at the elementary and pre-elementary levels.
 - B. Applicants must provide for the use of bilingual methods and techniques
- XII. Higher Education Act of 1965.
 - A. Developing Institutions for Spanish-speaking people. Sec. 832, p. 120.
 - B. Guidance and counseling services. Sec. 833, p. 121.
 - C. Legal Training, Sec. 836, p. 121.
- XIII. Vocational Education Act of 1963, (Title VIII, Section 833, PP 120-121, Section 841 pp. 123-127).
 - A. Section 833 provides English language instruction counseling and guidance for students of limited English speaking ability.

B. Section 841 provides \$17.5 million for FY 75 for bilingual vocational education and adult educational programs.

1. The section also specifies that persons of limited English speaking ability are to be included as members of the National Advisory Council on Vocational Education.

2. Students of limited English speaking ability may be included on State advisory councils.

C. Extends Vocational Education Act of 1963 and creates a new Part J categorical program for bilingual vocational training programs.

1. Designed to train or retrain individuals with limited English speaking ability for non-professional employment.

2. Develop and disseminate accurate information on bilingual vocational training.

3. Report annually to the President and Congress.

4. Appropriates \$17.5 for FY 75 to fund Part J activities.

XIV. Library Services and Construction Act.
(Title VIII, Sec. 841, pp 126-127)

A. The State Plan requirements for LSCA is amended to provide assurances that priority will be given to projects serving areas with high concentrations of persons with limited English speaking ability.

B. LSCA plan must accommodate communities with high concentrations of low income families.

XV. Extension of Advisory Council
(Title VIII, Sec. 845, p. 129)

A. Extends the life of the Advisory Committee on the Education of Bilingual Children to July 1, 1978.

IMPLICATIONS FOR INDIAN EDUCATION

PUBLIC LAW 93-380

- I. COMPENSATORY EDUCATION FOR INDIAN CHILDREN
(TITLE I, SECTION 101, PAGE 5, PAGE 8 - EA OF '74)
- II. BILINGUAL EDUCATION FOR INDIAN CHILDREN
(BILINGUAL ED ACT, TITLE I, SECTION 105, PAGES 24-25
EA OF '74)
- III. IMPACT AID FOR INDIAN CHILDREN
(TITLE III, SECTION 305, PAGES 46-47 - EA OF '74)
- IV. CONSOLIDATION GRANTS FOR INDIAN CHILDREN
(TITLE IV, SECTION 401, PAGE 54 - EA OF '74)
- V. EDUCATION OF HANDICAPPED INDIAN CHILDREN
(TITLE VI, SECTION 614, PAGE 98 - EA OF '74)
- VI. INDIAN EDUCATION ACT EXTENDED AND EXPANDED.
(EXTENDS SECTION 303 (A) (1) OF P.L. 81-874)
- VII. EXTENSION OF ADVISORY COUNCIL
(TITLE VIII, SECTION 845, PAGE 129 - EA OF '74)

REGIONAL CONFERENCE ON INDIAN EDUCATION

SHERATON HOTEL

FORT WORTH, TEXAS

I. PUBLIC LAW 93-380, IMPLICATIONS FOR INDIAN EDUCATION*

1. Compensatory Education for Indian Children
(Title I, Section 101, Page 5, Page 8 - EA of '74)
 - a. OE funds to be transferred to Department of Interior for special education needs of disadvantaged Indian children:
 - (1) must live on reservations or
 - (2) attend DOI schools.
 - b. 1% of Title I funds reserved for territories and Indian children.

2. Bilingual Education for Indian children
(Bilingual Ed Act, Title I, Sec. 105, pp. 24-25- EA of '74)
 - a. Grants for bilingual education:
 - (1) to schools operated predominantly for Indian children, and
 - (2) to Secretary of DOI for children living on reservations
 - b. Secretary of DOI to compile bilingual studies:

(*Prepared by Harold A. Haswell, Director,
Developmental Programs Planning and Evaluation,
USOE, ROVI, Dallas, TX)

- (1) An annual report on projects and funds.
 - (2) A needs assessment on bilingual education for Indian children.
3. Impact Aid for Indian Children
(Title III, Sec. 305, pp 46-47-EA of 74)
- a. LEAs must guarantee that children residing on Indian lands will be included in school programs on an equitable basis.
 - b. Indian children classified as A students for determining impact act payments.
 - c. Funded at 100% level.
4. Consolidation Grants for Indian Children
(Title IV, Sec. 401, p. 54 - EA of 74)
- a. A 1% set-aside of the consolidated appropriation reserved for territories and Indian children (DOI school)
 1. Provides support for Libraries and Learning Resources (Part B), and
 2. Educational Innovation and Support (Part C).
5. Education of Handicapped Indian Children
(Title VI, Sec. 614, p. 98 - EA of 74)

- a. Authorizes grants of \$8.75 for each child ages 3-21 for FY 75 only, for all handicapped children in the State.
- b. A 1% set-aside of the appropriation is reserved for handicapped Indian children on reservations in DOI schools.

6. Indian Education Act extended and expanded.

- a. Extends Section 303 (a) (1) of P.L. 81-874 (Impact Aid Act), also known as the Indian Education Act (P.L. 92-318), through fiscal year 1978.
 - (1) Sec. 303 is amended to increase the percentage of funds reserved for Indian controlled schools from 5% to 10%.
- b. Section 810g of ESEA is also extended through fiscal year 1978.
 - (1) This section provides grants to improve educational opportunity for Indian children.
 - (2) The amendment requires the inclusion of children enrolled in nonpublic schools in funded programs.
- c. Provides fellowships and scholarships of Indian professionals.

- (1) Authorizes \$2 million per year for teacher training fellowships and grants.
- (2) Also authorizes 200 fellowships for Indian professional graduate students.

7. Extension of Advisory Council
(Title VIII, Sec. 845, P. 129 - EA of 74)

- a. The National Advisory Council on Indian Education (Title IV, Sec. 442) is extended until July 1, 1978.