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INTEROFFICE MEMORANDUM

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TO: BETHANY LITTLE  
FROM: DAVID AMBROZ  
SUBJECT: THE FOSTER CARE CRISIS: 20,000 MORE SOCIAL WORKERS INITIATIVE  
OVERBURDENED SOCIAL WORKERS: PROBLEMS AND SOLUTIONS

By federal law, states that participate in Aid to Families with Dependent Children (AFDC) must provide foster care. States receive matching funds amounting to approximately half of the families, because these children would have qualified for AFDC had they remained in the home. According to the Child Welfare League of America, state and localities continue to fund about 65 percent of all foster care. While some states directly administer Foster Care/Child Welfare, nearly one third delegate this authority to their counties, including the states with the largest caseloads -- California, Pennsylvania, and New York. In 1995, \$4.5 billion represented about 97 percent of all federal funding targeted to child welfare and protection, including foster care. Under IV-B of the Social Security Act, states are eligible for case management and placement activities. Title IV-B appropriations increased 88 percent from 1983 to 1993, this trend is not expected to desist. The federal government's role in Foster Care has been essential in the program's success, and can further influence the future of a struggling program.

*since how much fed \$ last year?*

Federal law requires the provision of direct child welfare service to children and families, but total cost of these services generally cannot be supported with federal funds designated for foster care alone. The available state funds have been stretched to the limit to increasing demands from other activities. The increasing competing demands have disabled states to guarantee that child welfare services are sufficient to meet needs. Statistics carry out the fact that many youth in Child Protective Services continue to be victims of abuse even in the custody of the state. Taken from abusive or neglectful families and placed in abusive or neglectful foster homes, foster youth are effectively abandoned by the state. In designing a program to aid abused children, social workers are our front-line fighters. Their relationship, supervision, and friendship with a youth can be the key to a successful child. However, these front-line workers are unable to meet the growing demands as the number of foster youth grows, and the number of social workers stagnates or declines in most areas in proportion.

Overburdened and underpaid, social workers are unable to effectively monitor and work with the children they supervise. In addressing similar problems, federal government has acted to address social ills like crime and failing public education with programs aimed at increasing teachers and community police organizations. With the continued apathy toward the crisis, 100,000 more police officers may not be enough. Consider the following statistics: Of the 25,000 young people that age out of the foster care system when they reach age 18, only 50% will graduate high school. A mere 11% will continue on to college, and only 4% will graduate from college. Within two to four years, 25% will be, or have been, homeless, 50% are unemployed, and 60% of the women have given birth. Perhaps the most daunting statistic, studies indicate that 40 to 70 % of the homeless population was in foster care at some point in their lives. Without the support foster youth need from CPS or the government, many foster youth will end up in jail, on welfare, or on the streets.

*monthly?*

*jail?*

- mental health
- college prep
- crises

Tuesday  
@ 4:20



Look @ Gear Up

100,000 LOBS  
100,000 resources



How do these work  
where are they assigned  
which model works better  
in this case.

**Action Plan**

In tackling the issue of too few social workers the government can also address in an immediate fashion other effects of a failing system. To begin with, there are too few social workers to deal with a growing number of foster youth. The simple answer to this is to require states to reduce caseloads, but at the same time increase funding for new social workers and increase their pay.

- Reduce caseloads over the next five years by half. The federal government will provide funds to do this and increase the salaries of the average social worker by \$10,000. How much will this cost?

The Child Welfare League of America recommends that for providers of out-of-home services the number of children per caseload should be 12 to 15. Currently there are approximately 520,000 out-of-home needing foster youth. Additionally, 90 percent of states reported social worker recruiting and retaining caseworkers as the major problem second only to the growth in the number of foster youth. In some jurisdictions caseloads have reached 100 cases per caseworker. With 75 percent of the growth happening in foster youth populations occurring in urban areas between 1983 and 1992, New York serves as an example of the problem, with a 75 percent turnover rate for social workers.

In 1996, starting salary for caseworkers in child welfare, including those who do investigations, assessments, and intake, ranged from \$18,826 to \$37,908. Specifically for social workers that have more responsibilities than investigations was \$25,173. The average salary for casework supervisors was \$31,654 in the 32 reporting states. According to the Child Welfare League of America, there were 47,099 full time position filled in Public Child Welfare Agencies in 1996, of which 34,178 were direct service positions. And the average caseload for foster care placements was 28.0. Decreasing the average caseload to the recommended 12 to 15 would require an almost 50 percent total reduction. Enabling this step would require an increase in the number of child welfare workers that provide direct services to foster youth.

To calculate the cost of employing 20,000 new direct service providing child welfare workers, we can determine the highest possible cost by using the high average salaries as a base. Additionally, to address retention we need to increase their pay by \$5,000, which will increase the average pay to \$35,173. The total approximate cost of this dual effort is \$774,350,000. If we were to increase pay by \$10,000, and still add the 20,000 new child welfare workers, the approximate cost would be \$1,045,024,000. An alternate route could take one on at a time. First, focusing on hiring the additional 20,000 child welfare workers, and then increasing average pay. However, both fronts must eventually be addressed in order to make a serious reform effort. The cost can be defrayed over a time period to be set by states or the federal government.

In return for the commitment to increase child welfare workers, the federal government can request that states contribute to the preparation of foster youth by waiving tuition at state schools. Massachusetts has recently began waiving tuition at state schools for foster youth, or former foster youth that have been adopted. The program is estimated to cost a little over a million to ensure that all qualified foster youth have access. Recognizing the importance of education, ensuring access would be a major step toward the preparation of foster youth for adulthood. As part of this effort, recent legislation incorporated into the independent living funding act enables states to keep former foster youth enrolled in medical insurance programs while in school, can be reaffirmed, and required to access this new money.

*Handwritten calculations:*

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Guaranteeing foster youth access to higher education does not preclude preparation. The digital divide is exacerbated by the extreme poverty and mobility common to this group. Placing a computer in each foster home would benefit not only the foster child, but also the foster family that has opened its home to foster children. According to a recent report by CASA, there are 140,000 licensed foster care homes nationally. At a cost of \$900 for a new computer per household, would cost \$126,000,000. This is a high cost estimate considering the possibilities for bulk and government discounts, used computer acquisition, and government hand-me-downs.

Enabling the states to increase social workers with federal funds, requiring tuition grants for foster youth and adopted foster youth, and extending health coverage to these youth will contribute to a decrease in the need for 100,000 new community police officers.



THE WHITE HOUSE

Office of the Press Secretary

For Immediate Release

November 11, 1999

**PRESIDENT CLINTON ANNOUNCES AGREEMENT  
ON PLAN TO HIRE 100,000 HIGH-QUALITY TEACHERS TO REDUCE CLASS  
SIZE**

November 11, 1999

**AGREEMENT PRESERVES PRESIDENT'S PLAN TO HIRE 100,000 TEACHERS OVER 6  
YEARS TO REDUCE CLASS SIZE**

- Yesterday, Congressional leaders and the White House reached an agreement in principle that will preserve the President's plan to hire 100,000 teachers over the next 6 years to reduce class size in the early grades.
- The agreement provides at least \$1.3 billion in FY 2000, a 10% increase from \$1.2 billion in FY 1999.
- The Education Department estimates that communities are using the funds from last year's agreement to hire more than 29,000 teachers and reduce the average class size for 1.7 million children from 23 down to 18. With this new agreement, communities will be able to keep those 29,000 teachers and hire more; and stay on track to hire 100,000 teachers to reduce class size in the early grades to a nationwide average of 18 by the year 2005.

**AGREEMENT PROVIDES FOR MORE TEACHERS AND BETTER TEACHERS**

- The agreement ensures that all teachers hired under the class size program must be fully qualified. Teachers must be certified in their state or have completed an alternative route to certification, must have a baccalaureate degree; and must know the subjects they're teaching and demonstrate the skills to teach them.
- School districts can spend up to 25% of the funds on training existing teachers, testing new teachers, and providing high-quality professional development to ensure that all teachers have the knowledge and skills to teach effectively.
- School districts with an exceptionally high percentage (more than 10%) of uncertified elementary school teachers have the flexibility to use additional funds to help those teachers meet certification standards in time for the 2001-02 school year.

**AGREEMENT PROVIDES LOCAL FLEXIBILITY FOR TEACHER TRAINING, NOT  
BLOCK GRANTS AND VOUCHERS**

- Republicans abandoned their plan to turn the President's class size reduction program into a block grant. The agreement guarantees that funds must be used primarily to recruit, hire, and train teachers to reduce class size in the early grades.
- The bill the President vetoed did not guarantee a single dollar for class size reduction, and would even have allowed school districts to use the money for vouchers. Under the agreement, taxpayer dollars will go for smaller classes in public schools, not vouchers to private schools.

- Because the purpose of the program is smaller classes with qualified teachers, the agreement gives school districts the option to spend up to 25% of the funds on teacher training and testing of new teachers. This is an increase from 15% last year.

**AGREEMENT PRESERVES OTHER KEY ELEMENTS OF PRESIDENT'S PLAN**

- The agreement preserves existing provisions to target funds to high-poverty communities, with 80% of funds allocated on the basis of poverty and 20% on the basis of population. This will ensure that children who stand to gain the most from smaller classes and better teachers will get them.

- The agreement continues to provide communities with flexibility to tailor class size reduction efforts to meet local needs and priorities.

- The agreement strengthens provisions to hold schools and districts accountable for results by reporting to parents on progress in reducing class size with fully qualified teachers.

END

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*Last Updated -- November 15, 1999; (mjj)*

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## Action Plan

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- Reduce caseloads over the next five years by half. The federal government will provide funds to do this and increase the salaries of the average social worker by \$10,000. How much will this cost?

The Child Welfare League of America recommends that for providers of out-of-home services the number of children per caseload should be 12 to 15. Currently there are approximately 520,000 out-of-home needing foster youth. Additionally, 90 percent of states reported social worker recruiting and retaining caseworkers as the major problem second only to the growth in the number of foster youth. In some jurisdictions caseloads have reached 100 cases per caseworker. With 75 percent of the growth happening in foster youth populations occurring in urban areas between 1983 and 1992, New York serves as an example of the problem, with a 75 percent turnover rate for social workers.

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Within California, Illinois, Michigan, New York and Texas there were 208,011 foster children in late 1993. Of which New York and California accounted for 70 percent. In examining the incredible growth in foster youth populations in these states, it is important to note that when researchers separated the primary urban area in each of the five states, they determined that 75 percent of the caseload growth between 1983 and 1992 occurred in urban areas. New York City and Chicago were responsible for virtually all of the foster care caseload growth in New York State and Illinois. Both urban areas experience a tripling of their foster care populations. These new child welfare workers could be targeted to the counties that have the highest average caseload, which will most likely be in urban areas. To avoid efforts to fudge caseload average data in order to gain funds, the federal government could look at the trends in these areas, and assess the expected outcome of growth vs. the actual or reported.

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numbers v. %'s

What does this mean??

Urban fiscal situation  
→ how are they coming into the system?  
when?

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★ Enabling the states to increase social workers with federal funds, requiring tuition grants for foster youth and adopted foster youth, and extending health coverage to these youth will combine to address many of the negative outcomes of the current CPS. By increasing the number of child welfare workers, thereby decreasing caseloads, foster families can receive the support and attention from the foster child's social worker. This support could decrease the attrition rate for foster families. In a similar fashion, a decrease in caseload size could increase the retention rate for social workers. Fewer cases translates into less stress, and makes the salary more comparable to the work performed. The ability for child welfare workers to develop relationships with foster youth should mean that they can be better advocates for the youth's interests, and participate in a more meaningful manner in his/her development and recuperation.

# Class-Size Reduction Program



*Contact:*  
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 Fax: (202) 260-8969  
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The Class-Size Reduction Program is an initiative to help schools improve student learning by hiring additional, highly qualified teachers so that children — especially those in the early elementary grades — can attend smaller classes.

A growing body of research demonstrates that students attending small classes in the early grades make more rapid educational progress than students in larger classes, and that these achievement gains persist well after students move on to larger classes in later grades.

School districts are currently receiving funds — **a total of \$1.3 billion** — that will enable them to recruit, hire, and train new teachers for the **2000-2001 school year**. This is just the first installment of an initiative that is anticipated to provide **\$12.4 billion over 7 years to help schools hire 100,000 new teachers and reduce class size in the early grades to a nationwide average of 18.**

## Schools are:

- Recruiting, hiring, and training new teachers, especially for the early elementary grades.
- Promoting high-quality teaching and providing professional development opportunities for their teachers.
- Preparing to issue public "report cards" to inform parents and communities about progress in reducing class size and improving student achievement.

Early Implementation Reports that school districts and States are submitting show that districts are hiring thousands of teachers with these funds and in many cases are supplementing the funds to hire additional teachers. These teachers are being placed primarily in grades one through three and class sizes are being reduced significantly as a result.

## Children will:

- Receive more personal attention in smaller classes;
- Acquire a solid foundation for further learning; and
- Learn to read independently and well by the end of the third grade.

## How are grants awarded?

Starting on July 3, 2000, the Department of Education sent Class-Size Reduction funds to all States, the

District of Columbia, Puerto Rico, the Outlying Areas, and the Bureau of Indian Affairs. The amount of each allocation is based on the formula contained in either Title I or Title II of the Elementary and Secondary Education Act, whichever would result in the larger amount for the State or entity.

School districts apply directly to their States for subgrants. Through the formula for school district grants, funds are targeted to high poverty communities, but most districts will receive awards.

[Applicant Information](#) | [Early Implementation Reports](#) | [Guidance](#) | [Legislation](#) | [Q & A](#) | [Research](#) | [Other Links](#)

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This page last modified July 20, 2000 ([edg](#))

## Class-Size Reduction General Qs&As

### 1. How will the Administration's first investment in the Class-Size Reduction initiative help reach the goal of hiring 100,000 new teachers?

The Administration is committed to providing funding to hire 100,000 teachers over the next seven years - approximately \$7.3 billion over five years (\$12 billion over seven years) within the context of a balanced budget. Last year, the federal government began acting on this commitment by appropriating \$1.2 billion dollars to help states hire approximately 30,000 teachers this fall. This year the Administration's budget request for fiscal year 2000 includes another \$1.4 billion for the class-size reduction initiative.

### 2. How will the money be distributed? Will this money reach the children who need it most?

Each state has received a formula allocation based on the greater amount of either the State's share of Title I or Eisenhower State Grant funds. Within states, money will be distributed to districts using a formula, 80% based on Census poverty data and 20% based on student enrollment. Targeting the majority of federal funds toward high need districts is an important part of the program, because the benefits of smaller class sizes have been shown to be greatest among poor and minority children. Research on Project STAR in Tennessee and Wisconsin's SAGE program have shown that smaller class sizes can go a long way toward closing the achievement gap between this nation's white and minority children.

Also, the recently released study of California's effort to reduce class size found that California's lack of such targeting led to disproportionate drains of teacher quality and other resources in schools that have large numbers of high poverty or minority students. *The Administration's current program, and proposed continuation of it, both prevents and helps reverse the difficulty inner city and high poverty schools have in hiring and keeping the best teachers.*

### 3. Do class-size reduction efforts really affect student achievement?

The Tennessee Project STAR (Student/Teacher Achievement Ratio) study has consistently demonstrated that reducing class sizes in the early grades to fewer than 18 students significantly increases children's reading and mathematics scores. These gains are particularly significant among economically disadvantaged students and minority students. The Project STAR results have been confirmed by researchers studying Wisconsin's SAGE (Student Achievement Guarantee in Education) Program, and in the CSR Research Consortium's early analysis of the California class-size reduction reform effort. As in Project STAR, students participating in the SAGE class-size reduction effort outperformed their counterparts in larger classrooms on standardized tests. These benefits were strongest among African-American students who had larger gains than their white counterparts, again suggesting that reduced class sizes may be an effective measure for closing the "achievement gap" between black and white students. Follow-up studies released this year of the Project STAR study show that students who start out in smaller classes get an academic advantage that stays with them through high school graduation, and are more likely to prepare for college by taking advanced placement courses. These benefits remained especially significant for disadvantaged students and minority students.

### 4. What about the recent report on the California Class-Size Reduction Initiative? Don't those results show that reducing class size does not necessarily improve student achievement?

Even based on the results of only one year of smaller classes, California has seen gains in student achievement - across ethnic groups, income groups and language ability - as a result of reducing class sizes. However, researchers suggest that these gains could have been greater had more of the resources gone to districts serving more poor and minority students and to ensuring that all children received instruction from high quality, certified teachers. The current Class-Size Reduction Program, and the Administration's proposal to extend it, targets federal funds to high

poverty districts and provides funds to strengthen teacher quality. California's experience demonstrates the need to improve teacher quality while reducing class sizes, and to maintain a separate funding stream dedicated to reducing class size in targeted schools.

**5. Why is the Administration's program focused on grades 1-3? Wouldn't our money be better spent if it were focused on just kindergarten students or spread across all grades?**

Research has shown significant differences in achievement among students who attended small classes for one, two, three or four years. More importantly, researchers found that students need to receive instruction in small class rooms for *at least three years* in order to sustain maximum academic benefits of small classes in the early grades through later grades. The advantages of attending a small class from kindergarten through third grades translate into receiving an additional six months to fourteen months of schooling. Research shows that targeting funds towards the early grades is the most effective way to reduce class sizes in order to produce and sustain academic gains throughout a student's educational career.

**6. How will this initiative ensure that students in these smaller classes have qualified teachers? (What good are smaller classes if schools have to hire unqualified teachers to teach them?)**

Teacher quality is critical and efforts to promote high quality professional development and alternative teacher recruitment strategies must go hand-in-hand with reducing class sizes in grades 1-3 to 18 or fewer students. When combined with small classes, research suggests that high quality teachers will enhance student achievement. That is why the program requires districts to hire certified teachers and specifically enables LEAs to use 15% of Class-Size Reduction funds to improve teacher quality. These activities could include training teachers in proven practices such as those identified in the National Academy of Sciences report, *Preventing Reading Difficulties in Young Children*, and in effective practices for teaching small classes; testing new teachers before they are hired; and providing more rigorous support systems for beginning teachers.

While many states have begun work to reduce class sizes, these efforts should be paired with promoting professional development and teacher quality improvement. North Carolina, for example, instituted a class-size reduction plan in 1993, and was named by Education Week this year as the top state in efforts to improve teacher quality. Oklahoma, which has mandated that class sizes drop to below 20 students, is improving teacher quality through strong mentor and teacher preparation programs.

**7. Most school administrators agree that they'd like to lower class size, but they cannot find teachers to fill classrooms now. Where will the new teachers come from?**

We recognize that getting well-trained teachers into all classrooms is a problem in many areas, and this initiative does a number of things to help address this problem.

Working conditions are as great an issue for teachers as for any other workers in America. Smaller classes change a school's learning environment and can provide a substantial positive incentive for teachers, including former teachers and prospective teachers considering the profession, to enter and remain in the field. This stands to have a particularly great effect for new teachers, 22% of whom currently leave the profession within the first three years. In Wisconsin, Tennessee and California, teachers in small classes have said that they are able to provide students with more individual attention and spend more time actively teaching and less time dealing with discipline and classroom behavior issues.

In addition, this initiative will be phased in over seven years so that there will not be a large hiring requirement at one time. California's rapid implementation of class-size reduction coincided with a decline in overall preparation of its teacher workforce. The rate of teachers in California with emergency credentials increased statewide, and rose ten-fold in high-poverty schools because of these schools' inability to compete for better-qualified teachers. By phasing in the initiative over seven years, schools and school districts are allowed the appropriate planning time that is crucial

whenever new staff are being recruited, trained and hired.

Class-Size Reduction funds can also be used for recruitment. States in which the demand for teachers is high could recruit in other states whose colleges of education produce more teachers than are needed in the state. Districts can use these funds creatively to compete successfully for highly qualified teachers and to support them through such activities as mentor programs.

The Administration also is proposing several ways to increase the pool of teachers. These include:

- Continuing and expanding the popular and successful Troops to Teachers program to include mid-career professionals who can add years of expertise in their fields to the classroom.
- Establishing a National Job Bank and Clearinghouse to help teachers and districts connect to fill positions nationwide.
- Removing roadblocks to recruitment, including increasing the portability of teachers' credentials, pensions, and years of experience.
- Placing a priority on professional development proposals that support new teachers during their first three years in the classroom.

We already know that over the next few years, U.S. schools will face the challenge of hiring approximately 2.2 million teachers due to increasing enrollment, continued attrition and the retirement of veteran teachers. This initiative would only increase that number by 4.5%, and combined incentives built into the program, and current efforts at the federal and state level to draw more teachers into the profession, would go a long way toward filling that need.

**8. How can school districts hire new teachers without the certainty that federal funding will be provided in future years? Will districts be left with no way to fund all of the new teachers promised?**

Last year, Congress made an historic commitment to parents to reduce class size by appropriating \$1.2 billion to hire 30,000 teachers. The Administration is fully committed to requesting funding on a yearly basis, has requested \$1.4 billion for the next year's funding, and looks forward to continued cooperation with Congress on this effort. Class size reduction is a critical piece of the reauthorization of the Elementary and Secondary Education Act, and the Administration's proposal - the Educational Excellence for All Children Act of 1999 - would provide States with five years of support.

Because reducing class sizes in grades 1-3 will be a large effort, it requires a sustained commitment from all of the local, state, and federal partners. The reauthorization proposal would require a local match to help communities sustain their class-size reduction efforts, although this matching requirement would not apply to school districts with poverty levels of greater than 50 percent. Experience shows that requiring recipients to commit their own resources can help ensure that programs continue by giving them an investment in the success of the program.

**9. Some states have already taken steps to reduce class size. How will this initiative help them?**

States like California, Indiana and Nevada that have taken a lead in reducing class size, and the many other states that have joined the effort, can use these federal funds to expand their efforts even further. Class-size reduction efforts in Tennessee, Wisconsin and California have been studied extensively, and there is growing momentum across the nation. Other states-including Florida, Iowa, North Carolina, Utah and Virginia, have initiated efforts-both voluntary and mandatory-to reduce class sizes in the early grades. Alabama, Maryland and Minnesota have also recently enacted legislation aimed at reducing class size.

Under the reauthorization proposal, states will be able to use these funds to supplement their

efforts by: (1) making further class-size reductions in grades 1-3; (2) reducing class size in kindergarten or other grades if class sizes in grades 1-3 are already at 18 or below; (3) carrying out activities to improve teacher quality, including providing more and better professional development for teachers, (4) targeting funds towards the highest need districts and students, and (5) in the case of small districts that may not receive enough federal funds to hire an additional teacher, combining the funding with other local, state, or federal money to hire a teacher.

**10. Where will schools put new teachers and new classrooms? Many school buildings are already overcrowded and pressed for space.**

There are a number of issues that must be dealt with when reducing class size, including the adequacy of facilities. Again, California made several mid-course adjustments in their class-size reduction efforts, including changes to increase classroom space and improve facilities. Current conditions cannot be allowed to continue. Congressman Rangel's "Public School Modernization Act," which would leverage almost \$25 billion in state and local School Modernization Bonds over the next two years to help build and modernize up to 6,000 public schools, would help address this issue.

**11. Why is the federal government getting involved in yet another local issue? It's the responsibility of states and local school districts to reduce class size.**

The federal government has played an essential role in strengthening education at various times of critical need for our country. This class-size reduction initiative meets such a need, not by encroaching on the primary state and local role in education, but by enhancing it. The initiative does not dictate how teachers are hired, what they should teach, or how they should teach. Instead, it creates opportunities for local communities to hire more and better teachers and to better support those teachers so that they can improve educational achievement for all of our children.

Creating smaller classes with good teachers is an effort for local communities, states and the federal government to work on together, as partners. Achieving this goal should not be narrowly considered the responsibility of solely the community, the state, or the federal government - it is a national responsibility.

**12. How do private schools participate in the class-size reduction initiative?**

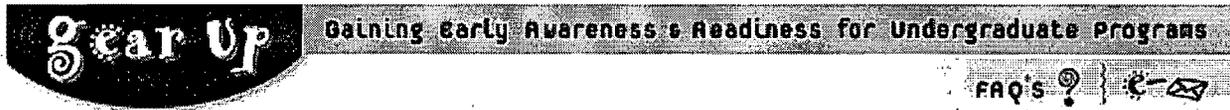
If a local school district chooses to use Class-Size Reduction funds for professional development activities, the district must ensure that private school personnel participate equitably in those activities. However, the equitable participation requirement does not apply to other activities under this program, and the funds may not be used to hire teachers for private schools.



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This page last modified September 3, 1999 ([trt/jls](#))

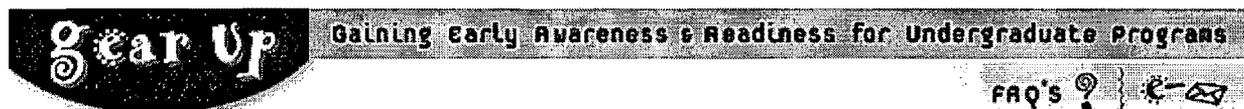
How does the ~~it~~ actually get broken down?

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## 1999 GEAR UP State Awards

State	Applicant Contact and phone	1999 Award
Alaska	<b>Alaska Department of Education</b> Contact: Bruce Johnson 907-465-8689	\$1,227,994
California	<b>Regents of the University of California</b> Contact: Dennis Galligani 510-987-9518	\$4,997,828
Colorado	<b>State of Colorado</b> Contact: Dr. Elaine Moretz 303-860-1422	\$1,314,741
Connecticut	<b>Connecticut Board of Governors/State Department of Higher Education</b> Contact: Arthur Poole 860-947-1833	\$1,500,000
Indiana	<b>State Student Assistance Commission of Indiana</b> Contact: Floyd L Worley Jr./ Patricia Moss 317-233-2100	\$2,562,998
Maine	<b>State of Maine, Dept. of Education</b> Contact: Pamela Gatcomb 207-287-5306	\$1,186,400
Maryland	<b>Maryland State Department of Education</b> Contact: Paula Despot 410-767-0514	\$2,768,883
Massachusetts	<b>Massachusetts Board of Higher Education</b> Contact: Jack Warner 617-727-7785	\$2,000,000
Minnesota	<b>Minnesota Higher Education Services Office</b> Contact: Philip M. Lewenstein 651-642-0554	\$1,500,000
Montana	<b>Montana Office of the Commissioner of Higher Education</b>	\$1,947,790

	Contact: Joyce Scott 406-444-6570	
<b>New Jersey</b>	<b>New Jersey Commission on Higher Education</b> Contact: Dr. Angela C. Suchanic 609-292-2955	\$1,416,027
<b>New Mexico</b>	<b>New Mexico Commission on Higher Education</b> Contact: Bruce Hamlett 505-827-7383	\$1,031,000
<b>New York</b>	<b>New York State Higher Education Services Corp.</b> Contact: Robert J Maurer 518-474-5592	\$729,036
<b>Ohio</b>	<b>Ohio Board of Regents</b> Contact: E. Garrison Walters 614-466-0885	\$1,012,926
<b>Oklahoma</b>	<b>Oklahoma State Regents for Higher Education</b> Contact: Hans Brisch 405-524-9100	\$3,369,600
<b>Rhode Island</b>	<b>Rhode Island Office of Higher Education</b> Contact: RI Children's Crusade for Higher Education, Mary Harrison, Exec. Dir. 401-854-5500	\$1,220,118
<b>South Carolina</b>	<b>South Carolina Commission on Higher Education</b> Contact: T. Michael Raley 803-737-2271	\$1,865,219
<b>Texas</b>	<b>Texas Education Agency</b> Contact: Evelyn Levsky Hiatt 512-463-9455	\$4,583,898
<b>Vermont</b>	<b>Vermont Student Assistance Corporation</b> Contact: Linda Shiller 802-655-9602	\$1,125,901
<b>Washington</b>	<b>State of Washington, Office of the Governor</b> Contact: John F. McLain 360-753-7856	\$2,728,645
<b>Wisconsin</b>	<b>Wisconsin Department of Public Instruction</b> Contact: Paul Spragins (414) 227-4413	\$1,498,836

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## 1999 GEAR UP Partnership Awards

State City	Applicant Contact and phone	1999 Award
Alabama Gadsden	<b>Gadsden State Community College</b> Contact: Brenda Crowe 256-549-8228	\$328,000
Alabama Selma	<b>Wallace Community College Selma</b> Contact: Ronda Westry 334-876-9259	\$126,728
Arizona Sacaton	<b>Sacaton Elementary School District</b> Contact: Dr. Leon Ben 520-562-3339	\$191,200
Arizona Tucson	<b>Tucson Unified School District</b> Contact: Kristan Olsen 520-617-6060	\$258,186
Arkansas Harrison	<b>North Arkansas College</b> Contact: Pamela Richiert 870-391-3135	\$70,168
Arkansas Hot Springs	<b>Garland County Community College</b> Contact: Dr. Linda Stumbaugh 501-760-4229	\$502,610
California Bellflower	<b>Bellflower Unified School District</b> Contact: Dennis Collier 562-920-1801	\$390,063
California Berkeley	<b>"I Have a Dream Foundation-Oakland"</b> Contact: Martha C. Cook 510-548-7227	\$219,430
California Fresno	<b>California State University, Fresno FDN</b> Contact: Alejandra Juarez 559-278-2271	\$240,000
California Fullerton	<b>California State University, Fullerton</b> Contact: Silas Abrego 714-278-3221	\$184,863
California	<b>California State University, Hayward</b>	\$2,807,516

Hayward	<b>Foundation</b> Contact: Antonio Andrade 510-885-3008	
<b>California</b> La Jolla	<b>University of California/Regents—Student Educational Advancement</b> Contact: Loren C Thompson 619-534-3544	\$416,764
<b>California</b> Long Beach	<b>Long Beach Unified School District</b> Contact: Jerry E Stover 562-997-8307	\$600,104
<b>California</b> Los Angeles	<b>Cal State LA</b> Contact: David Godoy 323-343-3200	\$476,007
<b>California</b> Los Angeles	<b>Los Angeles Unified School District</b> Contact: Anna Eleftheriou 323-256-2123	\$444,087
<b>California</b> Los Angeles	<b>Los Angeles Unified School District</b> Contact: Cheryl Mabey, Executive Director, Project Grad Los Angeles 213-477-2576	\$2,022,145
<b>California</b> Los Angeles	<b>Los Angeles Unified School District - Office of the Superintendent</b> Contact: Susan Bonoff 818-769-8510	\$560,000
<b>California</b> Northridge	<b>California State University at Northridge — University Corporation</b> Contact: Warren Furumoto 818-677-5207	\$639,989
<b>California</b> Redding	<b>Shasta-Tehama Trinity Joint Community College District</b> Contact: Victoria Hindes 530-225-3929	\$222,154
<b>California</b> Reedley	<b>Reedley College</b> Contact: Thomas Crow 559-638-3641	\$310,707
<b>California</b> Salinas	<b>Hartnell College</b> Contact: Roland Montemayor 831-759-6075	\$486,869
<b>California</b> San Diego	<b>San Diego State University</b> Contact: Ian Pumpian 619-594-7179	\$398,363
<b>California</b> San Francisco	<b>San Francisco Unified School District</b> Contact: Susan Wong	\$320,000

	415-241-6234	
<b>California</b> San Jose	<b>San Jose State University</b> Contact: Xiaolu Hu 408-924-3668	\$738,144
<b>California</b> San Marcos	<b>California State University, San Marcos</b> Contact: Carolina C Cardenas 760-750-4872	\$320,000
<b>California</b> San Marcos	<b>Palomar Community College District</b> Contact: Lise S. Telson 760-744-1150	\$440,000
<b>California</b> Santa Ana	<b>Santa Ana Unified School District</b> Contact: Roger L. Bratcher 714-558-5679	\$760,345
<b>California</b> Vallejo	<b>Solano Community College</b> Contact: Stan Arterberry 707-864-7000 xt120	\$120,000
<b>California</b> Weed	<b>College of the Siskiyou</b> Contact: Dee Hoffman Wills 530-938-5359	\$143,594
<b>Colorado</b> Boulder	<b>Boulder Valley School District RE-2</b> Contact: Lori Canova 303-604-9070	\$49,600
<b>Colorado</b> Greeley	<b>University of Northern Colorado</b> Contact: Ray Romero 970-351-1905	\$216,000
<b>Connecticut</b> Storrs	<b>University of Connecticut, Office of Sponsored Programs, U133</b> Contact: John C. Bennett, Jr 860-486-0752	\$90,756
<b>Federated States of Micronesia</b> Kosrae	<b>College of Micronesia - FSM Kosrae Campus</b> Contact: Kalwin Kephass 691-370-3191	\$354,438
<b>Florida</b> Fort Lauderdale	<b>Broward Community College</b> Contact: Hillary Fox 954-761-7588	\$102,848
<b>Florida</b> Fort Pierce	<b>Indian River Community College</b> Contact: Jack Maxwell 561-462-4704	\$541,103
<b>Florida</b> Gainesville	<b>School Board of Alachua County</b> Contact: Dr. Donna Omer 352-955-7529	\$269,512

<b>Florida</b> Jacksonville	<b>Duval County Public Schools — Curriculum and Instructional Services</b> Contact: Patricia Cascone 904-390-2186	\$272,000
<b>Florida</b> Lakeland	<b>Southeastern College of the Assemblies of God</b> Contact: James F. Ferrell 941-667-0740	\$99,895.12
<b>Florida</b> Miami	<b>Florida International University Board of Regents</b> Contact: Gustavo A. Roig 305-348-3700	\$789,149
<b>Florida</b> Miami	<b>Florida International University Division Sponsored Research</b> Contact: Lois Wolfe, Greater Urban Education Pact 305-919-5836	\$647,920
<b>Florida</b> Orlando	<b>East Campus/Valencia Community College</b> Contact: Joyce Romano 407-299-5000	\$354,400
<b>Florida</b> Orlando	<b>Valencia Comm College-Osceola Campus — Student Services</b> Contact: Joyce Romano 407-299-5000	\$252,000
<b>Florida</b> Orlando	<b>West Campus of Valencia Community College</b> Contact: Joyce Romano 407-299-5000	\$267,200
<b>Florida</b> Tampa	<b>University of South Florida</b> Contact: Jerome Lieberman 813-974-3785	\$240,000
<b>Georgia</b> Thomasville	<b>Thomas College</b> Contact: Cynthia Drayton 912-226-1621	\$90,400
<b>Georgia</b> Thomasville	<b>Thomas College</b> Contact: Melanie Martin 912-226-1621	\$168,772
<b>Georgia</b> Tifton	<b>Abraham Baldwin Agricultural College — Educational Outreach and Youth Connection</b> Contact: Vonda Doss 912-386-3815	\$247,842
<b>Guam</b>	<b>University of Guam</b>	\$279,905

Mangilao	Contact: Julia R. Sisson 671-735-2460	
<b>Illinois</b> Champaign	<b>The Board of Trustees of the University of Illinois &amp;dash; Principals Scholars Program</b> Contact: Lynette O'Neal 217-333-0234	\$192,000
<b>Illinois</b> Chicago	<b>Columbia College Chicago</b> Contact: Julie Simpson 312-344-7091	\$284,044
<b>Illinois</b> Chicago	<b>Northeastern Illinois University — Chicago Education Alliance</b> Contact: Wendy Stack 312-733-7330	\$3,843,598
<b>Illinois</b> Chicago	<b>The Board of Trustees of the U.I.C.</b> Contact: Dr Diane Hodges/ John Long 312-996-8182	\$329,423
<b>Illinois</b> East St Louis	<b>South Illinois University at Edwardsville — East St . Louis Center</b> Contact: Patricia Harrison 618-482-6912	\$240,000
<b>Illinois</b> Harvey	<b>Harvey Public School District 152</b> Contact: Lela A. Bridges 708-333-0300	\$260,000
<b>Illinois</b> Springfield	<b>University of Illinois at Springfield</b> Contact: Nancy Ford 217-206-6576	\$279,963
<b>Illinois</b> Ullin	<b>Shawnee Community College</b> Contact: Tim Bellamey 618-634-2242	\$185,069
<b>Indiana</b> Bloomington	<b>Indiana University</b> Contact: Dean William Harwood 812-855-4964	\$182,174
<b>Indiana</b> Gary	<b>Gary Community School Corporation</b> Contact: Mary E. Guinn 219-881-5401	\$684,288
<b>Iowa</b> Des Moines	<b>Des Moines Independent Community School District</b> Contact: Dr Ron Sallade 515-242-7890	\$169,600
<b>Kansas</b> Coffeyville	<b>Coffeyville Unified School District 445</b> Contact: Wesley S. Dreyer 316-252-6800	\$151,027

<b>Kansas</b> Lawrence	<b>University of Kansas</b> Contact: Maritza Machado-Williams 785-864-3971	\$190,893
<b>Kansas</b> Lawrence	<b>University of Kansas Center for Research, Inc.</b> Contact: Ngondi Kamatuka 785-864-7440	\$208,000
<b>Kansas</b> Lawrence	<b>University of Kansas Center for Research, Inc.</b> Contact: Drs. Donald D. Deshler & Jean B. Schumaker 785-864-4780	\$383,606
<b>Kansas</b> Manhattan	<b>Kansas State University</b> Contact: Reginald McGowan 785-532-6497	\$257,098
<b>Kansas</b> Parsons	<b>Labette Community College</b> Contact: Ronald J Fundis 316-421-6700	\$248,000
<b>Kansas</b> Wichita	<b>Wichita Public Schools/USD 259</b> Contact: Terry Behrendt 316-833-4052	\$339,993
<b>Kentucky</b> Albany	<b>Clinton County Board of Education</b> Contact: Paula Little 606-387-9772	\$234,500
<b>Kentucky</b> Berea	<b>Berea College</b> Contact: Dreama Gentry 606-986-9341	\$325,431
<b>Kentucky</b> Elizabethtown	<b>Elizabethtown Community College</b> Contact: Lisa Addington 270-737-7897	\$358,393
<b>Kentucky</b> Hickman	<b>Fulton County Schools</b> Contact: Jennifer Van Waes 502-762-3493	\$370,344
<b>Kentucky</b> Somerset	<b>Pulaski County Public Schools</b> Contact: Virginia Hess 606-679-1123	\$209,912
<b>Maine</b> Farmington	<b>University of Maine at Farmington</b> Contact: Doug Rawlings 207-778-7292	\$159,554
<b>Maryland</b> Annapolis	<b>Anne Arundel County Public Schools — Annapolis Middle School</b> Contact: Daniel McFarland 410-222-5310	\$256,800

<b>Maryland</b> Bel Air	<b>Harford Community College</b> Contact: Katherine McGuire 410-836-4102	\$96,818
<b>Massachusetts</b> Boston	<b>Boston Public Schools</b> Contact: Ann Coles 617-635-9685	\$1,307,200
<b>Massachusetts</b> Boston	<b>University of Massachusetts/Boston</b> Contact: Joan Becker 617-287-5840	\$320,000
<b>Massachusetts</b> Gardner	<b>Mount Wachusett Community College</b> Contact: Daniel M. Asquino 978-632-6600	\$360,000
<b>Massachusetts</b> Lowell	<b>University of Massachusetts Lowell</b> Contact: Linda Silka 978-934-4247	\$554,400
<b>Michigan</b> Benton Harbor	<b>Lake Michigan College</b> Contact: Janice Varney 616-927-8170	\$116,000
<b>Michigan</b> Mount Pleasant	<b>Central Michigan University — Office of Institutional Diversity</b> Contact: David W Williams 517-774-3700	\$382,967
<b>Michigan</b> Muskegon	<b>Public Schools of the City of Muskegon</b> Contact: Linda Riepma 616-720-2039	\$175,200
<b>Michigan</b> Rochester	<b>Oakland University</b> Contact: Lynn R. Hockenberger 248-370-4455	\$270,063
<b>Missouri</b> Columbia	<b>The Curators of the University of Missouri</b> Contact: Dennis Kivlighan 573-882-5097	\$229,352
<b>Missouri</b> Kansas City	<b>Curators of the Univ. of Missouri</b> Contact: Linda J. Carter 816-235-1163	\$416,000
<b>Missouri</b> St. Louis	<b>Curators of the University of Missouri on Behalf of the University of Missouri-St. Louis</b> Contact: Patricia Simmons 314-516-5794	\$223,989
<b>Minnesota</b> Northfield	<b>St. Olaf College</b> Contact: Janis Johnson 507-646-3780	\$240,000

<b>Montana</b> Pablo	<b>Salish Kootenai College</b> Contact: Heather Licht, SKC 406-675-4800	\$526,627
<b>Nebraska</b> Omaha	<b>Omaha Public Schools District — ML King Science Center-Mann</b> Contact: William Lutz 402-557-3720	\$313,600
<b>Nebraska</b> Winnebago	<b>Little Priest Tribal College</b> Contact: Kathy Sanders 402-878-2380	\$79,488
<b>New Jersey</b> Camden	<b>Rutgers, the State University of New Jersey</b> Contact: Gloria Bonilla-Santiago 609-225-6348	\$129,600
<b>New Jersey</b> Englewood	<b>Englewood Public Schools — District</b> Contact: Richard Segall 201-833-6185	\$144,000
<b>New Jersey</b> Newark	<b>New Jersey Institute of Technology — Center for Pre-College Programs</b> Contact: Henry McCloud 973-596-5841	\$144,000
<b>New Mexico</b> Mora	<b>La Jicarita Enterprise Community</b> Contact: Michael Rivera 505-387-2293	\$380,250
<b>New Mexico</b> Portales	<b>Eastern New Mexico University</b> Contact: Karyl Lyne 505-562-2458	\$208,435
<b>New York</b> Binghamton	<b>Research Foundation of SUNY at Binghamton — Office of Research and Sponsored Programs</b> Contact: Linda Devitis 607-777-6770	\$325,831
<b>New York</b> Bronx	<b>Research Foundation CUNY</b> Contact: Marietta Saravia-Shore 718-960-7869	\$1,320,000
<b>New York</b> Bronx	<b>Research Foundation of CUNY on Behalf of Bronx Community College</b> Contact: Ms. Casandra Levine 718-289-5184	\$100,000
<b>New York</b> Buffalo	<b>D'youville College</b> Contact: Stacy A Slagor 716-878-2728	\$695,812
<b>New York</b>	<b>Adelphi University</b>	\$402,875

Garden City	Contact: Devin Thornburg 516-877-3168	
New York Garden City	<b>Nassau Community College</b> Contact: Marilyn Monroe 516-572-9883	\$377,196
New York Jamaica	<b>St Johns University — Division of Special and Opportunity Programs</b> Contact: Deborah Saldana 718-990-1476	\$232,494
New York Long Island City	<b>LaGuardia Comm College — Academic Affairs</b> Contact: M'shell Patterson 718-482-5049	\$1,519,988
New York New York	<b>New York University</b> Contact: Lamar P Miller 212-998-5138	\$96,000
New York Staten Island	<b>The College of Staten Island</b> Contact: Drs. James Sanders and Leonard Ciaccio 718-982-2325	\$240,000
New York Troy	<b>Rensselaer Polytechnic Institute</b> Contact: Mark D. Smith 518-276-6272	\$319,793
North Carolina Boone	<b>Appalachian State University</b> Contact: Susan McCracken 828-262-2291	\$194,269
North Carolina Halifax	<b>Halifax County Schools</b> Contact: Valerie Knight 252-583-5111	\$797,623
North Carolina Sylva	<b>Southwestern Community College</b> Contact: Dr Connie Haire 828-586-4091	\$361,691
Ohio Akron	<b>The University of Akron</b> Contact: A. Bradley McClain 330-972-6805	\$271,722
Ohio Cincinnati	<b>University of Cincinnati, Office of Sponsored Programs</b> Contact: Lawrence Johnson 513-556-2322	\$328,000
Ohio Cleveland	<b>Cuyahoga Community College</b> Contact: Louis Niro 216-987-4196	\$312,000

<b>Ohio</b> Lorain	<b>Lorain City Schools</b> Contact: Carol A. Hoffman 440-366-4670	\$643,246
<b>Ohio</b> Portsmouth	<b>Shawnee State University &amp; Ohio Appalachian Center Higher Education</b> Contact: Wayne F White, Executive Director 740-355-2299	\$412,000
<b>Oklahoma</b> Ada	<b>East Central University</b> Contact: Evelyn Martin 580-310-5758	\$297,691
<b>Oklahoma</b> Checotah	<b>Checotah Independent School District #19 — Checotah Public Schools</b> Contact: Kathy Emerson 918-473-2239	\$102,018
<b>Oklahoma</b> Jay	<b>Jay Independent School District #1</b> Contact: Cindy Weaver 918-253-4413	\$160,451
<b>Oklahoma</b> Locust Grove	<b>Locust Grove Independent School District #17</b> Contact: Glinna Fleming 918-479-5243	\$143,171
<b>Oklahoma</b> Miami	<b>Miami Public Schools</b> Contact: Loretta Robinson 918-542-8455	\$133,498
<b>Oklahoma</b> Muskogee	<b>Muskogee Independent School District #20</b> Contact: Derryl Venters 918-684-3700	\$398,134
<b>Oklahoma</b> Oklahoma City	<b>Oklahoma City Public Schools/District I-89 — Educational Services Division</b> Contact: Leroy Walser 405-297-6868	\$2,944,091
<b>Oklahoma</b> Stilwell	<b>Stilwell Independent School District #25</b> Contact: Mary Fletcher 918-696-4228	\$265,920
<b>Oklahoma</b> Tahlequah	<b>Tahlequah Independent School District #35</b> Contact: Deborah Coley 918-458-4164	\$157,543
<b>Oklahoma</b> Tulsa	<b>Tulsa County Independent School District #1</b> Contact: Joe Birdwell 918-746-6523	\$947,430
<b>Pennsylvania</b> Glenside	<b>Beaver College — Gateway/ACT 101</b> Contact: Dr. Doreen Loury	\$127,792

	215-572-4087	
<b>Pennsylvania</b> Lancaster	<b>School District of Lancaster</b> Contact: Stacy Galiatsos 717-291-6149	\$125,209
<b>Pennsylvania</b> Philadelphia	<b>School District of Philadelphia</b> Contact: Mary Jane Clancy 215-875-3801	\$3,344,000
<b>Puerto Rico</b> Gurabo	<b>Universidad del Turaco</b> Contact: Dennis Alicea-Rodriguez 787-743-7979	\$306,000
<b>Puerto Rico</b> Ponce	<b>Pontifical Catholic University/Puerto Rico</b> Contact: Mary Owen 787-841-2000	\$240,000
<b>Puerto Rico</b> San Juan	<b>Inter American University of Puerto Rico</b> Contact: Alma Z Martinez 787-284-1912	\$429,492
<b>Puerto Rico</b> San Juan	<b>Inter American University of P. R.</b> Contact: Maria Y Perez 787-892-5400	\$155,500
<b>South Carolina</b> Beaufort	<b>Technical College of the Low Country</b> Contact: Gail Quick, VP for Student and College Development, TCL 843-525-8216	\$110,000
<b>South Carolina</b> Orangeburg	<b>Claflin College</b> Contact: Gwendolyn B Phillips 803-535-5283	\$200,000
<b>Tennessee</b> Chattanooga	<b>The University of Tennessee at Chattanooga</b> Contact: Dr. Mary Tanner 423-755-4431	\$214,369
<b>Tennessee</b> Dyersburg	<b>Dyersburg State Community College</b> Contact: Douglas B. Tarpley 901-286-3346	\$306,400
<b>Tennessee</b> Memphis	<b>Memphis City Schools</b> Contact: Theresa Utley 901-325-5589	\$641,874
<b>Texas</b> Baytown	<b>Lee College</b> Contact: Dean Tom Sanders 281-425-6400	\$435,326
<b>Texas</b> Brownsville	<b>University of Texas/Brownsville &amp; Texas Southmost College</b> Contact: Dr. Margie Mancillas 956-548-6502	\$1,391,396

<b>Texas</b> Dallas	<b>El Centro College</b> Contact: Lisa Theriot 214-860-2263	\$324,000
<b>Texas</b> Denton	<b>Texas Woman's University</b> Contact: Rudy Rodriguez 940-898-3991	\$412,983
<b>Texas</b> Denton	<b>University of North Texas</b> Contact: James Poirot 940-565-2121	\$317,863
<b>Texas</b> Edinburg	<b>Regional One Education Center</b> Contact: Dr. Sylvia R. Hatton 956-984-6001	\$500,000
<b>Texas</b> El Paso	<b>El Paso Community College</b> Contact: Dr. Cecilia Cervantes 915-831-5001	\$490,749
<b>Texas</b> El Paso	<b>The University of Texas at El Paso — Outreach Programs</b> Contact: Sandra Braham 915-747-5149	\$188,066
<b>Texas</b> El Paso	<b>Ysleta Independent School District</b> Contact: Barbara Trousdale 915-859-1613	\$133,108
<b>Texas</b> Houston	<b>Houston Independent School District — Local Education Agency</b> Contact: Ada Cooper 713-892-6818	\$2,387,439
<b>Texas</b> Nacogdoches	<b>Stephen F Austin State University — Department of Secondary Education and Educational Leadership</b> Contact: Betty J Alford 409-468-2908	\$522,839
<b>Texas</b> Odessa	<b>Odessa College</b> Contact: Hyta Folsom 915-335-6829	\$239,273
<b>Texas</b> San Antonio	<b>University of Texas at San Antonio</b> Contact: Rene Cantu Jr. 210-458-2315	\$360,500
<b>Texas</b> Waco	<b>Baylor University</b> Contact: Cassie Findley/Rosemary Townsend 254-710-4988	\$1,156,375
<b>Texas</b> Weatherford	<b>Weatherford College</b> Contact: Dr. Shirley Chenault	\$207,279

	817-598-6337	
<b>Utah</b> Blanding	<b>San Juan School District</b> Contact: Patrick McDermott 435-678-1217	\$168,459
<b>Utah</b> Provo	<b>Provo City School District</b> Contact: Nancy Passaretti 801-370-4609	\$517,104
<b>Virginia</b> Arlington	<b>Arlington Public Schools</b> Contact: Katharine G. Panfil 703-228-7655	\$356,216
<b>Virginia</b> Newport News	<b>Newport News Public Schools</b> Contact: Vanessa Whitaker 757-591-4924	\$546,177
<b>Virginia</b> Richmond	<b>Richmond Public Schools</b> Contact: Arthur J Johnson 804-780-7658	\$560,000
<b>Washington</b> Lakewood	<b>Pierce College</b> Contact: Cherry Tinker 253-964-6269	\$202,468
<b>Washington</b> Pasco	<b>Columbia Basin College</b> Contact: Lynda Meyers 509-547-0511	\$463,603
<b>Washington</b> Renton	<b>Renton School District #403</b> Contact: Jay Leviton 425-204-2310	\$128,178
<b>Washington</b> Seattle	<b>University of Washington — Office of Minority Affairs</b> Contact: Tom Colonnese 206-543-7453	\$982,400
<b>West Virginia</b> Fairmont	<b>Fairmont State College</b> Contact: Denise Whittaker 304-367-4215	\$2,351,200
<b>Wisconsin</b> Eau Claire	<b>University of Wisconsin-Eau Claire</b> Contact: Joseph C Hisrich 715-836-4542	\$212,000
<b>Wisconsin</b> Milwaukee	<b>Board of Regents of the University of Wisconsin System</b> Contact: Gary Williams 414-229-5566	\$765,611
<b>Wisconsin</b> Milwaukee	<b>Milwaukee Public Schools</b> Contact: Alan S Brown 414-475-8142	\$855,344

<b>Wyoming</b> Riverton	<b>Central Wyoming College</b> Contact: Mohameed Waheed 307-855-2186	\$401,606
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[Gear Up Home Page](#)



This page last updated April 13, 2000 (ss)

To: Bethany, Kendra  
From: Randy  
Re: GEAR UP, COPS, 100,000 Teachers

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### GEAR UP

In recognition of the need to provide a true opportunity to a quality education that all children deserve, GEAR UP was signed into law as part of the Higher Education Amendments of 1998 (Public Law 105-244). GEAR UP is designed to enable more young Americans to stay in school, study hard, and take the right courses to go to college. It is aimed at enabling low-income communities and States to create new or expanded plans that strengthen their schools and provide educational opportunities for low-income students. Based upon proven models, GEAR UP supports local schools, community-based organizations, businesses, institutions of higher education, and States to work together to help students and their parents gain needed knowledge, and strengthen academic programs and student services in the schools. Through GEAR UP, the U.S. Department of Education addresses the challenge to help more low-income students become prepared academically and financially to enter into and succeed in college.

GEAR UP offers two kinds of support, *Partnership* and *State Grants*.

Partnership Grants are five year matching grants to increase college attendance rates among low income youth population. State Grants are also five year matching grants, however, they are awarded to States to provide early college awareness activities, improved academic support information on paying for college, and scholarships for participating students. The proposed programs must treat low income students as a priority or work with a whole grade level of students in order to raise expectations for all students.

Please see the attached documents for more detailed information on the different Grant programs.

#### *FY2000 Information*

The Consolidated Appropriations Act for Fiscal Year 2000 Funds GEAR UP at \$200 Million:

At this level, GEAR UP Partnerships and State Grantees will provide services to more than an estimated 482,000 disadvantaged students in the 2000-2001 school year. \$153 million of the \$200 million will go to fund continuation grants, making \$47 million available for new State and Partnership grants. This funding level will mean awarding about 75 new partnership grants and approximately 6 new state grants in 2000, based on FY1999.

GEAR UP Is Already Building Pathways to College for More than 250,000 Disadvantaged Youth: In August, President Clinton announced the first GEAR UP grants to 21 states and 164 partnerships of colleges and middle schools across the country.

These grants will serve more than 250,000 disadvantaged children, encouraging them to have high expectations, stay in school, study hard, and take the right courses to go to college. 43 states and territories received either a State or Partnership grant. GEAR UP provides multi-year competitive grants to States and to local partnerships between colleges, low-income middle schools and high schools, and at least two other organizations, such as businesses, community based, religious, or parent organizations, and student groups. The current GEAR UP partnerships involve more than 1,000 organizations, such as the YMCA, Boys and Girls Clubs, libraries, local chambers of commerce, and individual companies such as Wal-Mart, Unisys, and Bell Atlantic.  
[www.ed.gov/gearup](http://www.ed.gov/gearup)

## **COPS**

Cities and counties across the nation are turning to community policing. Community policing is a strategy that builds on fundamental policing practices with an emphasis on crime prevention and lasting solutions to problems. It requires new resolve from citizens and new thinking from police officers.

Community policing reduces crime and fear while restoring a sense of order. But it also can rebuild the bond between citizens and government.

Police officers and sheriffs deputies, as public servants who interact with citizens on a daily basis, have a unique opportunity to demonstrate the importance of citizen involvement in the community. In turn, they realize that their authority and effectiveness are linked directly to the support they receive from citizens. When fully embraced, community policing is democracy at its best.

The Violent Crime Control and Law Enforcement Act of 1994 authorized funds to promote community policing and add 100,000 community policing officers to our nation's streets. The U.S. Department of Justice created the Office of Community Oriented Policing Services (COPS) to carry out this mission.

On May 12, 1999, the U.S. Department of Justice and COPS reached an important milestone by funding the 100,000th officer ahead of schedule and under budget.

### **How the program works**

Through grants and cooperative agreements to assist communities tackle crime and disorder programs are the heart of the COPS program. Nearly \$1 billion in grants and training are awarded almost every year.

While most COPS grant funding is dedicated to hiring and redeploying community police officers, the COPS Office also provides other assistance. This includes initiatives to foster partnerships, advance community government, and target specific crime problems (such as domestic violence, methamphetamine production, and school-related crime). Select any of the programs below to discover details on the myriad of COPS initiatives that may be helpful to your efforts to promote community policing and fight crime.

## Examples of COPS Programs

### UHP –Universal Hiring Program

*Purpose:* To provide funding directly to local, state and tribal jurisdictions for salaries and benefits of officers engaged in community policing. To assist law enforcement agencies in partnering with their communities. To provide funding for the hiring of additional community policing officers.

*Overview:* The Universal Hiring Program (UHP) was implemented immediately after COPS FAST and COPS AHEAD and this grant incorporates both programs into one. Therefore, UHP provides funding to all eligible communities, regardless of size, for the direct hire of police officers and sheriffs' deputies. The newly hired officers are deployed into community policing or a comparable amount of veteran officers must be redeployed into community policing in their place. Similar to the previous programs, UHP funding constitutes 75 percent of an entry-level officer's salary and benefits or a total of \$75,000 per officer, whichever is less. Generally, departments contribute at least 25 percent in local matching funds, unless the grantee has requested a waiver of the local match. UHP is a continuous program.

*Announcement:* There have been more than 48 announcement rounds for the Universal Hiring Program since December 1995.

*Funding:* As of October 1999, approximately \$6 billion was awarded to hire more than 103,000 officers.

### Community Policing/Domestic Violence FY 1998 (CP/DV)

*Purpose:* The COPS office promotes a philosophy that supports organizational strategies to address the causes and reduce the fear of crime and social disorder through problem-solving tactics and community policing partnerships. In 1998, Congress appropriated approximately \$12.5 million to create a new program entitled "Community Policing to Combat Domestic Violence". Established pursuant to section 1701(d) of part Q of the Omnibus Crime Control and Safe Streets Act of 1968.

The current COPS initiatives seek to provide a multi-pronged approach by funding community policing/domestic violence test sites, training and research initiatives.  
[www.usdoj.gov/cops](http://www.usdoj.gov/cops)

### Reducing Class Size Initiative

The Class-Size Reduction Program is an initiative to help schools improve student learning by hiring additional, highly qualified teachers so that children — especially those in the early elementary grades — can attend smaller classes.

A growing body of research demonstrates that students attending small classes in the early grades make more rapid educational progress than students in larger classes, and

that these achievement gains persist well after students move on to larger classes in later grades.

School districts are currently receiving funds — a total of \$1.3 billion — that will enable them to recruit, hire, and train new teachers for the 2000-2001 school year. This is just the first installment of an initiative that is anticipated to provide \$12.4 billion over 7 years to help schools hire 100,000 new teachers and reduce class size in the early grades to a nationwide average of 18.

*Schools are:*

- Recruiting, hiring, and training new teachers, especially for the early elementary grades.
- Promoting high-quality teaching and providing professional development opportunities for their teachers.
- Preparing to issue public "report cards" to inform parents and communities about progress in reducing class size and improving student achievement.

Early Implementation Reports that school districts and States are submitting show that districts are hiring thousands of teachers with these funds and in many cases are supplementing the funds to hire additional teachers. These teachers are being placed primarily in grades one through three and class sizes are being reduced significantly as a result.

*Children will:*

- Receive more personal attention in smaller classes;
- Acquire a solid foundation for further learning
- Learn to read independently and well by the end of the third grade.

How are grants awarded?

Starting on July 3, 2000, the Department of Education sent Class-Size Reduction funds to all States, the District of Columbia, Puerto Rico, the Outlying Areas, and the Bureau of Indian Affairs. The amount of each allocation is based on the formula contained in either Title I or Title II of the Elementary and Secondary Education Act, whichever would result in the larger amount for the State or entity.

School districts apply directly to their States for sub-grants. Through the formula for school district grants, funds are targeted to high poverty communities, but most districts will receive awards.

Attached is the President's press release regarding the new program.

<http://www.ed.gov/offices/OESE/ClassSize/>

LEVEL 1 - 1 OF 1 STORY

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<=1> View Related Topics

February 14, 1995, Tuesday, Final Edition

SECTION: Editorial; Pg. A14

LENGTH: 527 words

HEADLINE: Block Grants for Crime?

BODY:

THE HOUSE moved yesterday to consideration of the last in the current series of crime bills -- a couple have been postponed until the spring -- promised in the "Contract With America." This one has drawn the heaviest fire from the administration, including a threat by President Clinton that he will veto the measure if it passes in its current form. The bill would substantially change the law enacted only last fall by eliminating three sets of grant programs: \$ 8.8 billion for hiring new police; \$ 1 billion for drug courts; and \$ 4 billion for social programs of various sorts designed to prevent crime. In their stead, the Republicans would authorize a \$ 10 billion program of block grants to local authorities to be used for the general purpose of reducing crime and improving public safety. The president wants at least to preserve the mandatory funding of what he says will be 100,000 new cops on the street.

When last year's bill was enacted, that 100,000 figure was cited as the most important feature of the law. Almost immediately, though, it was challenged by law enforcement experts and some local officials. In fact, the law created a five-year matching program during which the federal government's share diminished and eventually disappeared, leaving localities with the full cost of maintaining the new officers. Since the maximum federal contribution could not have exceeded \$ 15,000 a year per new hire, the program would never have supplied enough to pay salary, benefits, pensions and other costs, so the cities would have had to come up with a lot of upfront money many say they don't have.

So put aside the 100,000 figure, and the issue boils down to whether decisions about the expenditure of law enforcement dollars are best made locally or nationally. There's a lot of hypocrisy in the debate, with Republicans, who put all sorts of restrictions on the use of prison construction money, claiming that local authorities should be given complete discretion here, and Democrats citing horror stories about the misuse of Law Enforcement Assistance Act grants made to communities 20 years ago, when they were in control of Congress.

Our sense is that the world won't end if local authorities are given more flexibility. In some cities, like this one, the greatest need may not be additional police on the roster, but better equipment, specialized training or even midnight basketball. And if some towns don't have matching funds available, what's wrong with letting them use federal funds for less expensive but still effective programs rather than for costly hiring? It is true that any federal grants program ought to be monitored for abuse and that some spending -- for the purchase of aircraft, for example, or even for research -- could be prohibited. But if cities already have a drug court, as Washington does, and a fully staffed police force, what's wrong with using federal funds for social workers in juvenile detention facilities, or for improving computer systems to track parolees? "One hundred thousand cops" sounds good, but congressional failure to include that mandate is not worth a presidential veto.

LANGUAGE: ENGLISH

LOAD-DATE: February 14, 1995



**COMMUNITY ORIENTED POLICING SERVICES**  
**U.S. DEPARTMENT OF JUSTICE**

**Grants/Cooperative  
 Agreements**

**Training and  
 Technical Assistance**

**Compliance and  
 Monitoring**

**Program Assessment  
 & Policy Support**

## Grants, Programs & Activities

**Related Information** —

[Current Funding Opportunities](#)

[Grant FAQs](#)

### Grants/Cooperative Agreements

Grants and cooperative agreements to assist communities tackle crime and disorder programs are the heart of the COPS program. Nearly \$1 billion in grants and training are awarded almost every year.

While most COPS grant funding is dedicated to hiring and redeploying community police officers, the COPS Office also provides other assistance. This includes initiatives to foster partnerships, advance community government, and target specific crime problems (such as domestic violence, methamphetamine production, and school-related crime). Select any of the programs below to discover details on the myriad of COPS initiatives that may be helpful to your efforts to promote community policing and fight crime.

#### Hiring/Redeployment Grants

- [Universal Hiring Program \(UHP\)](#)
- [MORE \(Making Officer Redeployment Effective\)](#)
- [Cops in Schools](#)
- [Small Community Grant Program \(SCGP\)](#)
- [Distressed Neighborhoods Pilot Project](#)
- [AHEAD \(Accelerated Hiring, Education And Deployment\)](#)
- [FAST \(Funding Accelerated for Smaller Towns\)](#)
- [Phase I](#)
- [Tribal Resources Grant Program](#)

#### Innovative Grants/Cooperative Agreements

- [Advancing Community Policing](#)
- [Anti-Gang Initiative](#)
- [Community Policing to Combat Domestic Violence \(DV\)](#)
- [Comprehensive Communities Program](#)
- [Demonstration Sites Program](#)
- [International Association of Directors of Law Enforcement Standards and Training \(IADLEST\)](#)
- [Methamphetamine Initiative](#)
- [Problem Solving Partnerships \(PSP\)](#)
- [Regional Community Policing Institutes \(RCPI\)](#)
- [School Based Partnerships \(SBP\) - School-Related Crime Prevention and Safety Initiative](#)
- [School Based Partnerships Grant Assessment Solicitation](#)
- [Solicitation for the Development of Tools and Products to Enhance Community Policing and Problem Solving](#)
- [Targeted Police Recruitment Programs](#)
- [Troops to Cops](#)
- [Visiting Fellowship Program](#)
- [Youth Firearms Violence Initiative](#)

#### Advancing Community Government Cooperative Agreements

- [International City/County Management Association \(ICMA\)](#)
- [National Association of Drug Courts](#)

- [US Conference of Mayors](#)
- [Community Safety Partnership](#)

**Conferences**

- [Beyond the Rhetoric](#)
- [What Works: Research and Practice Conference](#)



[www.usdoj.gov/cops/gpa/grant\\_prog/default.htm](http://www.usdoj.gov/cops/gpa/grant_prog/default.htm)  
U.S. Department of Justice  
Office of Community Oriented Policing Services  
1100 Vermont Avenue, NW, Washington, DC 20530  
(202) 514-2058  
DOJ Response Center: 1 (800) 421-6770  
Last updated: 04/03/00

In order to officially begin your grant, you will need to review the Award Page and Conditions, sign the new Award, Modified Award or Supplemental Award Page, and return it to:

**COPS Universal Hiring Program**  
**Office of Community Oriented Policing Services (COPS)**  
1100 Vermont Ave., NW  
Washington, DC 20530  
*(For overnight delivery, please use 20005 as the zip code.)*

You will be able to draw down grant funds after:

1. The COPS Office approves your budget.
2. You sign your Award Page or Modified Award Page and return it to the COPS Office.
3. After steps one and two are completed, you may access your grant funds through the PAPRS or LOCES systems.

See Section II, "Accessing Grant Funds," for more information.

## **AWARD PAGE**

The Award Page is the one-page, double-sided document indicating your official grant funding amount, the award number, the award date and the grant time period.

The Award Page also contains preprinted information of your law enforcement and government officials' names and addresses. If this information is incorrect or has changed, please correct it on the correction page attached to the Award Page.

Your grant number is in this format: 95-CF-WX-0000, 95-CC-WX-0000, 95-UL-WX-0000 or 95-UM-WX-0000 for grants awarded in FY 1995; 96-UL-WX-0000 or 96-UM-WX-0000 for grants awarded in FY 1996; 97-UL-WX-0000 or 97-UM-WX-0000 for grants awarded in FY 1997; and 98-UL-WX-000 and 98-UM-WX-0000 for grants awarded in FY 1998. It is used for financial purposes and should be referred to when dealing with the Office of the Comptroller.

Your ORI number begins with your state abbreviation followed by numbers and/or letters. This number is assigned by the Federal Bureau of Investigation for use in tracking information for the Uniform Crime Report. The COPS Office tracks grant information based upon this ORI number.

If you have any questions regarding your grant, please refer to your grant award number or your agency's ORI number, and we will do our best to assist you.

### **What is a Modified Award?**

In a small number of cases, a Modified Award Page may be included in this mailing. The final grant amount on this document may differ from the estimated amount on your original Award Page because the final grant amount is based upon your approved budget. If you are receiving a Modified Award, take careful note of the change between your estimated award amount on the original document and the actual amount on the Modified Award. If you have any questions about the modification, refer to your budget clearance memorandum. If you still have questions, please contact your financial analyst. After you review and understand this document, please sign, make a copy for your records and mail the original back to the COPS Office with your payment selection sheet.

### **What is a Supplemental Award?**

A Supplemental Grant Award is an addition to your existing COPS FAST, AHEAD or UHP award. We use the same grant award number as was given to you in the initial award and simply add money, officers and time to the terms of the grant. For example, Hessville Police Department received a COPS FAST grant award in 1995 of \$75,000 for one officer. Their FAST grant award number is 95-CF-WX-0001. Their FAST award start date was April 1, 1995, and their end date is March 31, 1998.

Hessville then filled out a one-page Universal Hiring Program application in September 1995. This application requested new officers for 1996. In May of 1996, the COPS Office sent a notification letter to Hessville that it would be receiving another officer through the Universal Hiring Program. In order to streamline the administrative process for Hessville and the COPS Office, the COPS Office simply added the money to the original award, added one officer, and added a year to the end date of the original FAST award. Now, under the supplemental Universal Hiring Program, Hessville has a total of two officers for \$150,000. Their grant start date remains April 1, 1995, but now, their grant end date is March 31, 1999.

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**Your award page gives your award amount, award number, award date and grant period. You must sign and return this document to accept your COPS UHP award.**

### **What are the benefits of the Supplemental Award rather than a new award?**

Every time Hessville gets a new grant award, that award is accompanied by the administrative requirements of quarterly Financial Status Reports and annual Progress Reports. When all of the officers are together on the same grant award, then you can report on them all at once, rather than reporting multiple times.

### **When is my Supplemental Award start date?**

Refer to your UHP Supplemental Award document for this date. Your Supplemental Award may only provide funding for those UHP officers who were hired after this date.

### **As a recipient of a Supplemental Grant Award, should I adhere to the grant conditions under my original COPS FAST/AHEAD award or my COPS Universal Hiring Program award?**

We have written the grant conditions for your UHP award so that they complement those of your FAST or AHEAD award. Grant condition number two (2) for all supplemental awards clearly states:

*Your agency remains subject to the same terms and conditions as were set forth in the original FAST or AHEAD award.*

## **GRANT CONDITIONS**

The grant conditions are the terms listed on the back of your Award Page. By accepting this grant, you are entering into an agreement with the U.S. Department of Justice, Office of Community Oriented Policing Services (COPS). As part of that agreement, you agree to these 11 grant conditions (and possibly additional conditions specific to your agency). The section that follows describes in detail each of the award conditions, their rationale and their implications. It also addresses many commonly asked questions.

In special cases, a grant condition that your agency may receive will prevent draw down or access to your funds until it is satisfied. For example, you will not be able to draw down funds until your budget receives final clearance. If you receive an award with a budget special condition, your budget has not received final clearance. In those cases, you will receive notification in writing when your budget has been cleared. It should be clear to you when you review the award page and any corresponding grant conditions which, if any, would prevent draw downs until satisfied. However, if you have any questions about these conditions, please call your grant advisor.

## Reasons for grant conditions

The requirements of your COPS Universal Hiring grant are established within:

- The Public Safety Partnership and Community Policing Act of 1994 under which the COPS Office was established; and
- Applicable rules, regulations and policies issued by the Department of Justice, Office of Management and Budget (OMB), the General Accounting Office (GAO) and the United States Treasury.

You may request copies of any source reference document from:

Office of Administration  
Publication Unit, Room G 236  
New Executive Office Building  
Washington, DC 20503

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There are 11 grant conditions that you agree to when you accept this UHP grant.

or COPS documents from either the COPS Office or the Office of the Comptroller.

## Review of grant conditions

### 1. ALLOWABLE COSTS

*The funding under this project is for the payment of SALARIES AND APPROVED FRINGE BENEFITS for three years for sworn entry-level career law enforcement officers, lateral transfers or rehired officers. Grant funds may not be applied to portions of salaries above entry level. Rather, such amounts must be provided for by the grant recipient. Overtime, training, weapons, communication equipment and vehicles cannot be paid for with this funding.*

**Why This Condition:** The COPS Universal Hiring Program is a program that can fund only entry-level salaries and benefits for the hiring or rehiring of career law enforcement officers.

**What You Should Do:** Salaries covered by COPS grants must be reasonable for the services rendered and paid to an officer appointed under the laws or rules governing hiring by your agency. Salary payments must be based on

payroll records supported by time and attendance records or the equivalent. The types of records you must keep to document that you are following this grant condition are described in Section IV of this manual.

Fringe benefits may be paid if they are part of a reasonable compensation package offered to your employees and if they fall within the categories authorized by the COPS Office which include FICA, Social Security, health insurance, life insurance, vacation, sick leave, retirement, worker's compensation and unemployment insurance. Equipment, overtime, training, uniforms, weapons, and such costs other than salaries and benefits are not allowed. However, if you train your officers prior to swearing them in, grant funds may be applied to salaries and benefits paid to the new officers during training. As long as you spend the funds on salary and benefits that you documented in your budget summary and that were approved by your financial analyst, this condition will be satisfied.

## 2. FISCAL YEAR AND COGNIZANT FEDERAL AGENCY

*Prior to withdrawal of funds under this award, the recipient must provide the Control Desk, Office of the Comptroller, with the recipient organization's fiscal year and the name of the recipient organization's Cognizant Federal Agency.*

**Why This Condition:** In order to ensure that your agency is in compliance with Federal audit requirements and OMB regulations, the Office of the Comptroller and the Cognizant Federal Agencies must coordinate tracking of all Federal funds awarded under grants. To accomplish this, we need your cooperation in gathering the information.

**What You Should Do:** This information was requested in the application form you submitted for COPS Universal Hiring Program. In most cases this condition has been satisfied. However, if you did not provide this information, your Cognizant Federal Agency is the Federal department or agency that provides you with the most Federal money. It may have been assigned to your jurisdiction previously. If this is your first Federal grant, your Cognizant Federal Agency is the U.S. Department of Justice. Please contact your grant advisor if you have any questions about the identity of your Cognizant Federal Agency.

## 3. SUPPLEMENTING, NOT SUPPLANTING

*COPS Universal Hiring Program grant funds must be used to hire one or more new, additional career law enforcement officers, beyond the number of officers that would be hired or employed by the grantee in the absence of the grant. Generally speaking, in the case of a grantee starting a new law enforcement agency, the grantee must continue the level of service, if any, previously provided on a contract and utilize the grant funds to expand the level of service. Unless authorized in writing by the COPS Office, grant funds may not be applied to the salary or benefits of an officer hired by a grantee prior to your Universal Hiring Grant award date.*

**Why This Condition:** The Public Safety Partnership and Community Policing Act of 1994 specifically states that Federal funds under the COPS programs may not be used to supplant local or state funds which would be spent on law enforcement purposes in the absence of the COPS grant.

**What You Should Do:** COPS Universal Hiring funds may not replace resources the grantee would have used or had committed to use for law enforcement purposes without the grant. COPS funds are expected to increase the grantee's force level above the number of funded (filled and vacant) sworn positions existing as of May 1, 1995, plus any additional funds added to the law enforcement budget for sworn officers since that date. The Public Safety Partnership and Community Policing Act of 1994 specifically states that Federal funds under the COPS programs are not used to supplant existing local or state funds. **You may, however, transfer a veteran officer to the community policing position and use COPS funds to hire a new officer to replace the redeployed veteran.**

To meet this grant condition, you will need to ensure that:

- Each officer that you hire under COPS Universal Hiring is newly hired (after your Universal Hiring award date or Supplemental Award start date, as may be applicable), unless an exception is authorized in writing by the COPS Office Legal Division. *Please contact the COPS Office Legal Division at (202) 514-3750 for further information.*
- The officer(s) that you are hiring brings your force to a number over and above your previously funded sworn force.
- During the life of your grant, you must continue to hire as many new, locally-funded officers as you would have if you had not received your grant. (You may not cancel or postpone spending money in your budget that is committed to hiring other new officers.)
- You must take positive and timely steps to fill any vacancies that were created on or after your grant award date by retirement, resignation or other reasons with new officers **other than your COPS Universal Hiring officer**. Again, any exception must be authorized in writing by the COPS Office Legal Division.
- You do not reduce your locally funded baseline of sworn personnel as a result of receiving the COPS funding.

A "career law enforcement officer" is an officer hired on a permanent basis who is authorized by law or by a state or local public agency to engage in or supervise the prevention, detection or investigation of violations of criminal law.

#### 4. RETENTION

*Your agency is expected to develop a plan to retain the positions funded by the COPS Universal Hiring Program grant funds at the conclusion of the grant.*

**Why This Condition:** The Public Safety Partnership and Community Policing Act of 1994 envisions that positions for officers should be maintained by localities beyond the Federal funding period. The local match and the provision of a decreasing Federal share were established to enable communities to adequately plan for paying the salaries and benefits of the new officers without burdening them with the full cost of hiring a new officer. It is up to your agency to determine how the Federal share decreases from year to year. Please refer to your application budget information sheet that you provided to the COPS Office to review your Federal/ local share plan.

**What You Should Do:** Your retention plan, which must be submitted to the COPS Office for review, should focus on maintaining the position beyond the life of the grant, not continuing to employ the specific officer. If, for any reason, the officer originally filling the position funded by the COPS Universal Hiring Program grant leaves your department, it is anticipated that you will fill the position with a new officer.

#### 5. EQUAL EMPLOYMENT OPPORTUNITY PLAN (EEOP)

*For grants of \$500,000 or more, the grantee acknowledges that failure to submit an acceptable Equal Employment Opportunity Plan (if the grantee is required to submit one under 28 CFR 42.302) that is approved by the Office of Justice Programs, Office for Civil Rights, is a violation of its Assurances and Certifications and may result in the suspension of the draw down of funds. For grants under \$500,000, the grantee must submit a completed EEOP Certification form and return it, within 120 days of the grant award, to:*

Office of Civil Rights  
Office of Justice Programs  
810 7th Street, NW  
Washington, DC 20531

**Why This Condition:** The purpose of an Equal Employment Opportunity Plan (EEOP) is to ensure full and equal participation of men and women regardless of race or national origin in the work force of the recipient agency. EEOPs do not impose quotas or hiring requirements. The U.S. Department of Justice (DOJ) regulations regarding the requirements for an EEOP for Federal grant recipients and the required contents of the document are fully explained in 28 C.F.R. 42.301 et seq.

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**Your agency must develop a written plan to retain the UHP positions after Federal funding has ended.**

**What You Should Do:** U.S. DOJ regulations require you to prepare and maintain an EEOP if your organization:

- (i) has 50 or more employees; **and**
- (ii) received a total of \$25,000 or more in grants or subgrants; **and**
- (iii) has 3 percent or more minorities in its service population. Even if there is less than 3 percent of minorities in the service population, the DOJ regulations require that the EEOP be written to focus on women.

Grantees that meet criteria (i) and (iii) above and received \$500,000 or more or a total of \$1 million in grant funds during an 18-month period, are required to submit an EEOP to:

Office of Civil Rights  
Office of Justice Programs  
810 7th Street, NW  
Washington, DC 20531

If you meet the above criteria but your grant is for less than \$500,000 and you have received less than \$1 million in grant funds during an 18-month period, you need to complete and return the one-page COPS EEOP Certification form within 120 days of your grant award to advise us whether you have an EEOP in effect or whether you are exempt from this requirement. If you need help preparing an EEOP, please consult the Seven Step Guide to Preparing an EEOP included in this award package.

## 6. REPORTS

*In order to assist the COPS Office in the monitoring of the award, your agency will be responsible for submitting annual Progress Reports and quarterly Financial Status Reports. As those reports become due, your grant advisor and financial analyst will provide you with the forms and information necessary for compliance.*

**Why This Condition:** The Public Safety Partnership and Community Policing Act of 1994 and other Federal regulations and policies require that financial assistance provided by the Federal government be monitored carefully to ensure the proper use of Federal funds. In addition, the COPS Office seeks to document, on a continuing basis, the progress of our programs and our grantees.

**What You Should Do:** This grant condition is to make you aware of your responsibilities in assisting us with reporting requirements. These reports are discussed extensively in Section VI of this manual. To meet this condition, you will be requested to fill out one Program Progress Report per year and four Financial Status Reports per year.

## 7. EXTENSIONS

*Requests for extensions, without additional funding, of the grant award period should be submitted in writing to your grant advisor no sooner than two years after the official start date of the award.*

**Why This Condition:** Under Federal regulations, requests to extend the grant period require prior approval. Without an approved extension, your funding will be automatically stopped at the end of the grant period.

**What You Should Do:** In an effort to reduce the number of extensions during the grant period, the COPS Office asks that you delay any request for an extension until you are well into your grant and are able to determine accurately when you expect the grant to be over. When the COPS Office receives and approves your extension request, we will ensure that you have continued access to your grant monies.

## 8. CONTRACTS WITH OTHER JURISDICTIONS

*Officers funded under this grant may only be involved in activities or perform services that exclusively benefit your agency and the population that it serves. If your agency contracts for its officers with another law enforcement agency, your agency is responsible for ensuring that this arrangement is in compliance with the conditions of your grant.*

**Why This Condition:** Occasionally, small towns enter into contracts with county or state law enforcement agencies. When a small town decides to use its COPS Universal Hiring Program grant to contract for the services of an officer from a local police department or sheriff's office, the small town must ensure that the activities of the officer are in accordance with the terms and conditions of its Universal Hiring Program grant.

**What You Should Do:** Any officer that has been funded under the COPS Universal Hiring Program cannot be hired out by your agency to other agencies unless it will directly benefit the population that you serve. If your department will contract with another department for the officer funded under this grant, you must ensure that the contract is in accordance with the terms and conditions of your Universal Hiring Program grant.

## 9. EVALUATION

*The COPS Office may conduct national evaluations of the community policing activities of its grantees and other COPS-funded initiatives. The grantee agrees to cooperate with the evaluators.*

**Why This Condition:** The Public Safety Partnership and Community Policing Act of 1994 states that evaluations of the program may be carried out or commissioned by the Attorney General for the furtherance of the purposes

of the Act. The COPS Office plans to conduct evaluations to determine what programs are working, how programs may be improved and why certain programs are working better than others.

Specifically, the COPS Office may assess the way in which you implement your community policing program. In some jurisdictions, COPS staff or evaluators may study the effectiveness of funded programs, projects and activities. Evaluators may collect information about the programs' effect on crime, victims of crime and the quality of life in communities. In addition, they may ask questions about how residents feel about community policing and how police feel about their work. This information will be useful to other communities and police agencies across the country.

**What You Should Do:** When evaluations are undertaken, you may be contacted in writing with specific requests for information. In general, evaluators may need to speak with individuals in your department, observe activities of your department, and obtain written reports about and from your department. You will be asked to facilitate any site visits and information-gathering activities. In addition, you will be asked to provide accurate and timely information about your grant activities.

#### **10. GRANT OWNER'S MANUAL**

*The grantee agrees to abide by the terms, conditions and regulations as found in the COPS Universal Hiring Program Grant Owner's Manual.*

**Why This Condition:** This manual has been tailored to inform you of the policies, procedures and regulations that apply to your grant. You will be responsible for the information and rules contained in this manual. More detailed guidance can be requested through your grant advisor.

**What You Should Do:** Please read the entire COPS Universal Hiring Program Grant Owner's Manual carefully prior to signing the grant Award Page. If you have any questions, please contact your grant advisor. When you sign the Award Page, you should ensure that the proper reporting and financial systems are in place to satisfy the requirements.

#### **11. EMPLOYMENT ELIGIBILITY**

The grantee agrees to complete and keep on file, as appropriate, an Immigration and Naturalization Service Employment Eligibility Verification Form (I-9). This form is to be used by recipients of Federal funds to verify that persons are eligible to work in the United States.

## TWO KINDS OF SUPPORT ARE AVAILABLE: PARTNERSHIP GRANTS AND STATE GRANTS

Over the years, one of the most important Federal roles in higher education has been to improve access to college for all students. Yet, although the percentage of low-income students enrolled in college has increased, the enrollment gap between high and low-income students has not narrowed. According to a recent study published by the U.S. Department of Education, *Factors Related to College Enrollment, 1998*, only 43 percent of children from low-income families enroll in college after high school, compared to almost 83 percent of children from middle- and high-income families.

Two reasons for this persistent disparity in college enrollment rates are students' level of academic preparedness and the quality of information students and parents have about the cost of attending college and available financial aid. The fact is, low-income students are significantly less likely than their more advantaged peers to enroll in key college-preparatory courses during middle and high school years. And, low-income parents are more likely to *overestimate* the cost of college and be less aware of available financial assistance than more affluent parents.

Research tells us that a key strategy in combating these problems is to plant the seeds of college aspirations and expectations in the minds of students and parents as early as possible by providing the knowledge, support and programs needed to make these dreams a reality. Recognizing the wisdom of early intervention, President Clinton and the Congress, through the Higher Education Amendments of 1998, created GEAR UP and within GEAR UP two kinds of grants.

### **PARTNERSHIP GRANTS**

Five-year matching grants to increase college-attendance rates among low-income youth populations.

A Partnership Grant application must be submitted on behalf of a locally designed Partnership between one or more local education agencies (LEA) or school districts and one or more degree-granting institutions of higher education (IHE), and at least two other entities such as arts groups, businesses, religious groups, college student organizations, State agencies, family organizations or parent groups. Each partner should be carefully chosen for its potential to make substantive collaborative contributions to a comprehensive program that will enable low-income students to stay in school, take the right courses, make it past tough transitions, and go to college. Generally, the LEA must act on behalf of at least one low-income school that has a seventh grade and in which at least 50% of the school's students are eligible for free or reduced-priced lunch under the National School Lunch Act, as well as the secondary schools that those students normally attend.

Applications must be submitted on behalf of the Partnership by a single Partnership member that is prepared to meet the legal and administrative responsibilities of a U.S. Department of Education grantee [34 CFR Parts 74, 75, 77, 79, 80, 81, 82, 85 and 86]. This Partnership member will be the designated grant "Applicant" and will serve as the

Partnership's Fiscal Agent. By Statute, the Partnership's Fiscal Agent, and therefore the Applicant, must be either an LEA agency or an IHE. However, any member of the Partnership may take the lead in identifying the partners, gaining their commitment, organizing the effort, etc. In an appendix to the application, the applicant member must submit the "Applicant Organization" and the appropriate "Partner Identification" forms that summarize the commitments each Partnership member plans to make (these forms are included at the end of this booklet).

A strong Partnership is not necessarily a big Partnership or a Partnership with a long list of blue-ribbon names. **A strong Partnership is one in which a manageable number of members have been carefully selected to accomplish specific objectives of the proposed program and to act as a team.** Most important are positive areas of service rather than the demonstration of substantial availability of resources. A list of Partnership members that clearly identifies the specific proposed contribution of each partner and their commitments to the program is encouraged.

### **Partnership Grants Must:**

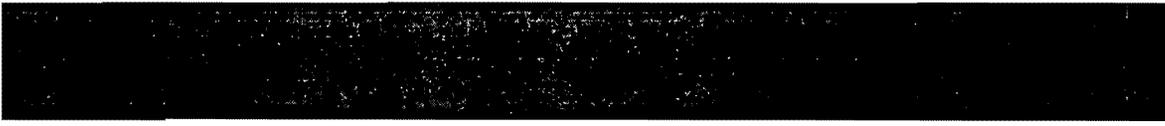
- ◆ *Promote rigorous academic coursework* based on college entrance requirements.
- ◆ *Work with a whole grade-level of students* in order to raise expectations for all students.
- ◆ *Start with students no later than the 7th grade in a school with a 7<sup>th</sup> grade, follow into high school, and continue through high school graduation* with comprehensive services including mentoring, tutoring, counseling, and other activities such as after-school programs, summer academic and enrichment programs, and college visits.
- ◆ *Inform students and parents about college options and financial aid*, including providing students with a 21<sup>st</sup> Century Scholar Certificate — an early notification of their eligibility for financial aid.

In 1999, 164 five-year Partnership grants were awarded with first year funding ranging from \$70,000.00 to \$3,843,000.00 and averaging \$460,000. The maximum annual Federal contribution is \$800.00 per student served.

### **STATE GRANTS**

Five-year matching grants awarded to States to provide early college awareness activities, improved academic support, information on paying for college, and scholarships for participating students. The proposed programs must treat low-income students as a priority or work with a whole grade level of students in order to raise expectations for all students.

The Governor of a State designates which State agency applies for and administers the State grant, though a State may opt to have more than one entity deliver the services and is encouraged to ensure strong collaboration between K-12 and higher education



agencies. College preparation and awareness activities may be provided by service providers such as community-based organizations, schools, institutions of higher education, public and private agencies, nonprofit and philanthropic organizations, businesses, institutions and agencies sponsoring programs authorized under subpart 4 of Part A of Title IV of the Higher Education Act of 1965 (the Leveraging Education Assistance Partnership (LEAP) Program), and other organizations the State may deem appropriate. State projects must include both an *early intervention component*, under which a GEAR UP project provides early college awareness and preparation activities for participating students through comprehensive mentoring, counseling, outreach and supportive services and a *scholarship component*, under which it establishes or maintains a financial assistance program that awards scholarships to eligible students so that they may attend institutions of higher education.

States are encouraged to involve their top leadership in planning, coordinating, and implementing GEAR UP State projects; to give appropriate attention to the State's academic reforms and higher education standards, and make them an integral part of the project's college readiness efforts; to use State, college, and university resources wisely, as part of the State's project and in cooperation with the Partnership projects within the State; and to demonstrate fiscal commitment beyond what is already being spent on these kinds of activities.

Cooperation and commitment are just as much a part of a GEAR UP State project as a Partnership project. Similarly, each participating organization in a State project will want to be clear about its particular contribution and how that contribution will coordinate with other related efforts and resources.

### **State Grants Must Include:**

- ◆ ~~An early intervention component~~, including early college awareness and preparation activities through comprehensive mentoring, counseling, outreach, and supportive services; academic counseling and support.
- ◆ ~~A scholarship component~~, which establishes or maintains a financial assistance program of renewable scholarships for eligible GEAR UP students.

In 1999, 21 five-year State grants were awarded with first year funding ranging from \$1,000,000.00 to \$5,000,000.00 and averaging \$2,100,000. This year, the maximum State grant will be \$2,100,000.00 for each of five years.

## PARTNERSHIP GRANTS

Partnership grants are competitive five-year matching grants that support **early intervention** programs designed to raise the expectations of low-income students and ensure that they are well prepared for college. The maximum annual Federal contribution to a Partnership grant is \$800.00. for each student directly served. Generally, the Partnership's non-Federal contribution must at least match the Federal contribution. That is, non-Federal match must at least equal 50% of the total five-year project cost. This non-Federal match may be met through cash or in-kind contributions.

Partnership projects must be based on a Partnership (new or existing) between:

- ◆ At least one degree-granting institution of higher education.
- ◆ At least one local educational agency (school district) on behalf of one or more schools each with a 7<sup>th</sup> grade and the high school(s) that the students at these middle schools would normally attend. Generally, at least 50% of the students attending the participating school(s) with a 7<sup>th</sup> grade must be *eligible* for free or reduced-priced lunches. However as an alternative, Partnerships may choose to work with one or more grade levels of students, beginning not later than the 7<sup>th</sup> grade, who reside in public housing.
- ◆ At least two additional community organizations, such as businesses, professional associations, community based organizations, state or local agencies, philanthropic organizations, religious groups, and other public or private organizations (e.g., college student organizations).

Any member of the Partnership may be the chief organizer of the project, but only the institution of higher education *or* the local education agency may act as the Fiscal Agent for the Partnership grant. The Fiscal Agent also serves as the grant "Applicant" on behalf of the Partnership.

A Partnership must use a whole-grade or "cohort" approach. That is, a Partnership must provide services to *all* students in the participating grade levels, rather than a selected group of students. A cohort must start no later than the 7<sup>th</sup> grade and services must be provided to the cohort through the 12<sup>th</sup> grade. Each cohort must include either: a) all the students in a particular grade level(s) at a participating school(s) that has a 7<sup>th</sup> grade and in which at least 50% of the students are eligible for free or reduced-price lunch under the National School Lunch Act; or b) all the students in a particular grade level(s) who reside in public housing, as defined in section 3(b)(1) of the United States Housing Act of 1937.

The cohort approach requires that services must be provided to all students in a participating grade level or "cohort" until that grade level moves on to the next school — for example, moving from middle school to high school. New students at the same grade level as the students in the GEAR UP cohort, who enroll in the school in which the cohort began to receive services, must be considered a part of the cohort and provided GEAR UP services as well. Those students who leave the cohort by

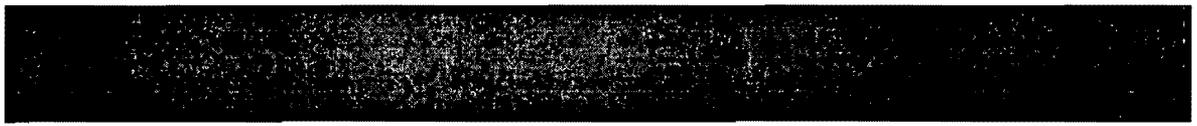
transferring to a school that is not participating in GEAR UP, for example, may continue to receive GEAR UP services, but are not required to be served.

Once the cohort moves on to another school (for example, moving from middle school to high school), a GEAR UP project must continue to provide services to at least those students in the cohort who attend participating secondary schools that enroll a *substantial majority* of the students in the cohort. However, a GEAR UP project is not required to follow all individual students regardless of which school they attend.

Partnership projects are required to provide early college preparation and awareness services through comprehensive mentoring, counseling — including financial aid counseling and information about opportunities for Federal financial aid, and activities and information regarding fostering and improving parent involvement in preparing students for college, college admissions and achievement tests, and college application procedures — outreach, and supportive services for participating students.

**EXAMPLES OF ACTIVITIES THAT MAY HELP SATISFY THE REQUIREMENTS OF AN EARLY INTERVENTION PROGRAM ARE:**

- ◆ Providing a continuous system of mentoring, advising, counseling, and tutoring.
- ◆ Providing information about higher education options, required academic courses, and financial aid.
- ◆ Ensuring student access to rigorous courses that help prepare them for college.
- ◆ Providing staff development such as training and in-service programs for teachers, tutors, guidance counselors, and other school staff.
- ◆ Fostering parental involvement in preparing students for college.
- ◆ Providing personal counseling to students, family counseling, and home visits.
- ◆ Conducting early college training for partners.
- ◆ Providing for student and parent visits to college campuses.
- ◆ Operating summer and year-round programs at institutions of higher education that provide exposure to college campuses and courses, and financial assistance to cover summer costs of books, supplies, living expenses, and personal expenses.
- ◆ Providing school activities that promote student achievement and college preparation.
- ◆ Assisting students in obtaining summer jobs, career mentoring, and academic counseling.
- ◆ Providing skills assessments and tutoring and other services to improve academic achievement.
- ◆ Providing services that are especially designed for limited English-proficient students.
- ◆ Providing summer instruction in remedial, developmental or supportive courses.
- ◆ Requiring each student to enter into an agreement to achieve certain academic milestones in exchange for tuition assistance.



Each student in a GEAR UP project will receive, through the program, a “21<sup>st</sup> Century Scholar Certificate” from the Secretary of Education. These certificates will be personalized and will indicate the amount of Federal financial aid for college that a student may be eligible to receive. Grantees are responsible for personalizing the certificates by adding the students’ names, and distributing these certificates to GEAR UP students. Grantees are encouraged to host a special event where students may receive their certificates attended by families and community leaders.

Partnership projects must have a full-time coordinator or a part-time coordinator whose primary responsibility is the GEAR UP project.

Each Partnership must ensure that its activities are coordinated with other GEAR UP projects serving the same school district or State, as well as with other related Federal and non-Federal programs. Applicants are encouraged to maximize the coordination of their GEAR UP project with other GEAR UP projects and related programs.

**Partnerships are *encouraged* to provide scholarships to students, but are *not required* to do so. Partnerships may provide scholarships to participating GEAR UP students in any of the following ways:**

1. *Through the Early Intervention Component:* Scholarships that are directly related to the GEAR UP early college preparation and awareness activities and that support those activities may be provided with Federal funds or be counted towards the Partnerships non-Federal match. These scholarships would not be subject to the requirements of the “Scholarship Component” described above. Examples include: requiring each student to enter into an agreement to achieve a number of academic milestones in exchange for tuition assistance, or providing financial assistance for tuition, housing, books and other expenses for a summer academic program.
2. *Outside of the GEAR UP Project Budget:* Scholarships that do not meet the requirements of the “Scholarship Component” and are not directly tied to GEAR UP early college preparation and awareness activities may be provided by Partnerships. However, *these scholarships may not be provided by Federal funds or counted toward the non-Federal match*, and should be considered activities outside the budget of the GEAR UP Partnership project.
3. *Through a “State grant-like” Scholarship Component:* Like Partnership grants, State GEAR UP grants are required to provide an early intervention program. Unlike Partnerships, however, State grants are also required to include a “Scholarship Component”. Scholarships that meet the requirements of the Scholarship Component may be provided with Federal funds or counted toward the Partnership’s non-Federal match. The requirements of this Scholarship Component are specified in the law and if a Partnership wishes to include such a component, it must abide by the same requirements that apply to State grants, which are:

- ◆ At least 50% of grant funds must be spent on the Scholarship Component.
- ◆ To receive a GEAR UP Scholarship, an eligible student must be less than 22 years of age at the time of first scholarship award; have received a secondary diploma or its recognized equivalent on or after January 1, 1993; be enrolled or accepted for enrollment in a program of undergraduate instruction at an institution of higher education that is located within the State where the Partnership resides (*Exception – as an option, a “portable” scholarship program may be offered that allows participating students to use their scholarships to attend institutions of higher education outside of their State.*); and have successfully participated in the early intervention component of a GEAR UP or National Early Intervention Scholarship and Partnership (NEISP) project or have participated in a Federal TRIO Program.
- ◆ A priority must be placed on awarding scholarships to students *eligible* to receive a Federal Pell Grant for the same academic year.
- ◆ Partnerships may determine the maximum amount of an eligible student’s scholarship, but the *minimum* amount of a scholarship *must not* be less than the lesser of 75% of the average cost of attendance for an in-State student, in a four-year program of instruction, at a public institution in their State; or the maximum Federal Pell Grant for such a fiscal year.

## **EXCEPTION TO THE 50% NON-FEDERAL MATCH REQUIREMENT FOR PARTNERSHIP GRANTS**

*Under specific circumstances, an applicant may propose a non-Federal contribution of less than 50%, but not less than 30% of the total cost of the project. The rationale for this reduced match is that there may be some school districts who are so impoverished that their partners are unable to match the Federal contribution either in cash or in-kind. The Secretary provides this option only for Partnership Grant applicants and only if all the factors under one of the following sets of conditions are met:*

*Condition Set I:*

- ◆ 75% of all the students in the participating school(s) with a seventh grade in the Partnership are eligible for free and reduced-priced lunch.
- ◆ 50% of all the students in the participating local education agency (LEA) in which the participating school(s) is located are eligible for free or reduced-price lunch.
- ◆ The participating LEA in which 50% of all the students are eligible for free or reduced-price lunch is the Partnership's designated fiscal agent.
- ◆ The Partnership has three or fewer IHEs as members.

**OR**

*Condition Set II:*

- ◆ 75% of all the students in the participating school(s) with a seventh grade in the Partnership are eligible for free and reduced-priced lunch.
- ◆ 50% of all the students in the participating local education agency (LEA) in which the participating school(s) is located are eligible for free or reduced-price lunch.
- ◆ The Partnership's designated fiscal agent is a Historically Black College or University (HBCU), a Hispanic Serving Institution (HSI), a Tribally Controlled College or University (TCCU), a Native Hawaiian Serving Institution (NHSI) or an Alaska Native Serving Institution (ANSI) under Title V or Part B of Title III or section 316 or 317 of the HEA.
- ◆ The Partnership has three or fewer IHEs as members.

*If an applicant meets either of these sets of conditions, the minimum non-Federal contribution of the Partnership may be less than 50% but not lower than 30% of the total cost of the project.*

**NOTE:** the rationale for this reduced minimum non-Federal contribution is to provide those Partnerships that may lack the resources to meet the minimum 50% non-Federal contribution the ability to compete for a GEAR UP grant. Applicants that meet the above cited criteria for this exception, but who have the resources (in cash and/or in kind) to make the greater non-Federal contribution, may not wish to propose a reduced match if they are concerned that it may diminish the quality of services they can provide GEAR UP participants. The technical merit of submitted grant applications will be based solely on the published review criteria.

## STATE GRANTS

State GEAR UP grants are competitive five-year matching grants that must include both an *early intervention component* and a *scholarship component*. Under the early intervention component, the project will provide early college awareness and preparation activities for participating students through comprehensive mentoring, counseling, outreach, and supportive service. Under the scholarship component, the project will establish or maintain a financial assistance program that awards scholarships to eligible students so that they may attend an institution of higher education. Although State grants have no minimum amount, for this year's competition there is a \$2.1 million annual maximum award. The non-Federal contribution for these grants must at least match the Federal contribution. That is, the non-Federal contribution must equal at least 50% of the total five-year project cost. This non-Federal match may be met through cash or in-kind contributions.

Under this grant, States are required to:

- ◆ Spend at least 25 percent and not more than 50 percent of their grant funds on the early college awareness and preparation component of their program.
- ◆ Spend at least 50 percent of their state grant funds on the scholarship component. *The secretary may waive this percentage requirement if the grantee demonstrates that it has another means of providing the students with financial assistance.*
- ◆ Ensure that its activities are coordinated with other potential GEAR UP projects, serving the same school district or State, as well as with other related Federal and non-Federal programs. Applicants are encouraged to maximize the coordination of their GEAR UP project with other GEAR UP projects.

The Governor of a State designates which State agency applies for and administers the State grant, even though a State may opt to have more than one entity deliver the services.

College preparation and awareness activities may be provided by service providers such as community based organizations, schools, institutions of higher education, public and private agencies, nonprofit and philanthropic organizations, businesses, institutions and agencies sponsoring programs authorized under subpart 4 of Part A of Title IV of the Higher Education Act of 1965 (the Leveraging Educational Assistance Partnerships (LEAP) Program), and other organizations the State may deem appropriate.

A State must target its early intervention services to "priority students" or, if it chooses, may use a whole-grade (cohort) approach. A State that includes multiple projects in its application may, if it wishes, use the "priority student" approach in some projects and the cohort approach in others.

States who target early intervention services to *priority students* must target students in preschool through 12<sup>th</sup> grade who are eligible:

1. To be counted under section 1124(c) of the Elementary and Secondary Education of 1965 (Title I);
2. For free or reduced-price meals under the National School Lunch Act; or
3. For assistance under Temporary Assistance for Needy Families (TANF), authorized by Title I of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996.

While such State projects must target their early intervention services on priority students, they may also serve other students who are at risk of dropping out of school.

A State that opts for a *cohort* must provide services to *all* students in the participating grade levels at a school, rather than a selected group of students. A cohort must start no later than the 7<sup>th</sup> grade and services must be provided to the students in the cohort through the 12<sup>th</sup> grade. Each cohort must include either: a) all the students in a particular grade level(s) at a participating school(s) that has a 7<sup>th</sup> grade and in which at least 50% of the students are eligible for free or reduced-price lunch under the National School Lunch Act; or b) all the students in a particular grade level(s) who reside in public housing, as defined in section 3(b)(1) of the United States Housing Act of 1937.

State grant applicants that choose to use the cohort approach must provide services to all students in the participating "cohort" until that grade level moves on to the next school — for example, moving from middle school to high school. New students at the same grade level as the students in the GEAR UP cohort, who enroll in the school in which the cohort began to receive services, must be considered a part of the cohort and provided GEAR UP services as well. Those students who leave the cohort by transferring to a school that is not participating in GEAR UP, for example, may continue to receive GEAR UP services, but are not required to be served.

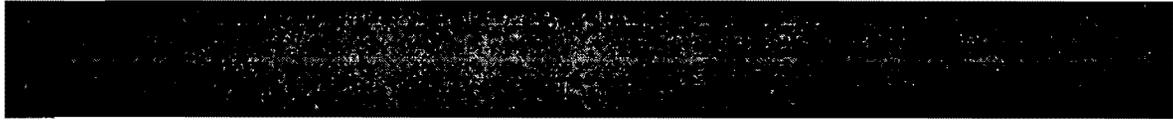
Once the cohort moves on to another school (for example, moving from middle school to high school), a GEAR UP project must continue to provide services to at least those students in the cohort that attend participating secondary schools that enroll a *substantial majority* of the students in the cohort. However, a GEAR UP project is not required to follow individual students regardless of which school they attend.

To fulfill the *early intervention component* of a State GEAR UP grant, States are required to provide early college preparation and awareness services through comprehensive mentoring, counseling — including financial aid counseling and information about opportunities for Federal financial aid; and activities and information regarding fostering and improving parent involvement in preparing students for college, college admissions and achievement tests, and college application procedures — outreach, and supportive services for participating students.

**EXAMPLES OF ACTIVITIES THAT MAY HELP SATISFY THE REQUIREMENTS OF THE EARLY INTERVENTION COMPONENT ARE:**

- ◆ Providing a continuous system of mentoring, advising, counseling, and tutoring.
- ◆ Providing information about higher education options, required academic courses, and financial aid.
- ◆ Ensuring student access to rigorous college preparatory courses.
- ◆ Providing staff development such as training and in-service programs for teachers, tutors, guidance counselors, and other school staff.
- ◆ Organizing activities to foster parental involvement in preparing students for college.
- ◆ Providing assistance in obtaining summer jobs, career mentoring, and academic counseling.
- ◆ Providing personal counseling to students, family counseling, and home visits.
- ◆ Conducting early college awareness training for partners.
- ◆ Visiting college campuses.
- ◆ Operating summer and year-round programs at institutions of higher education that provide exposure and orientation to college campuses and courses, and providing financial assistance to cover summer costs for books, supplies, living expenses, and personal expenses.
- ◆ Providing after school activities that promote student achievement and college preparation.
- ◆ Administering skills assessments and providing tutoring and other services to improve student achievement.
- ◆ Providing services that are specially designed for students of limited English proficiency.
- ◆ Providing summer instruction in remedial, developmental, or supportive courses.
- ◆ Requiring each student to enter into an agreement to achieve certain academic milestones in exchange for tuition assistance.

States are encouraged to emphasize in-school activities — to change the low-expectation culture that pervades some middle schools and high schools with large numbers of low-income students — and supplement these activities with services that strengthen the core program, such as after school and summer activities.



To fulfill the *scholarship component* of a State GEAR UP grant, States are required by law to provide scholarships to participating students in the following ways:

- ◆ At least 50% of State grant funds must be spent on the Scholarship Component. *The Secretary may waive this percentage requirement if the grantee demonstrates that it has another means of providing the students with financial assistance.*
- ◆ To receive a GEAR UP Scholarship, an eligible student must be less than 22 years of age at time of first scholarship award; have received a secondary school diploma or its recognized equivalent on or after January 1, 1993; be enrolled or accepted for enrollment in a program of undergraduate instruction at an institution of higher education that is located within the State's boundaries. (*Exception – the state has the option of offering a “portable” scholarship program that allows the participating students to use their scholarships to attend an institution of higher education outside of their State*); and have successfully participated in the early intervention component of a GEAR UP or NEISP project or have participated in a Federal TRIO Program.
- ◆ A priority must be placed on awarding scholarships to students *eligible* to receive a Federal Pell Grant for the same academic year.
- ◆ Individual States may determine the maximum amount of an eligible student's scholarship but the *minimum* amount of a scholarship *must not* be less than the lesser of 75% of the average cost of attendance for an in-State student, in a four-year program of instruction, at public institutions in their State; or the maximum Federal Pell Grant for such fiscal year.

States are encouraged to involve their top leadership in planning, coordinating, and implementing GEAR UP State projects and to give appropriate attention to the State's academic reforms and higher academic standards. Making the issues of school reform and standards an integral part of the project's college readiness efforts; is essential. The State grant should use State, college, and university resources wisely, as part of the State's project and in cooperation with Partnership projects. Each participating organization in a GEAR UP State project will want to be clear about its particular contribution and how that contribution will coordinate with other related efforts and resources.