

Report on the White House Strategy Session on Improving Hispanic Student Achievement

Draft September 18, 2000

I. LETTER FROM POTUS

As part of my Administration's ongoing commitment to educational excellence for all children, I was proud to host the White House Strategy Session on Improving Hispanic Student Achievement. I am glad to report that the Strategy Session was a resounding success -- in no small measure because of the energy and genuine commitment brought to the table by the participants and the many individuals and organizations that helped prepare for the Strategy Session. In particular, I would like to thank the members of my Advisory Commission on Educational Excellence for Hispanic Americans for their leadership and counsel on this critical issue.

Improving education for all children and ensuring the success of Hispanic students is a top priority of the Clinton-Gore Administration. Great progress has been made over the past seven years, but we still have a long way to go. The Strategy Session provided a unique opportunity for experts, advocates, and community members from across the country to come together to discuss the many opportunities for improving the education we provide our Hispanic students. In addition to five national goals that were announced to help close the achievement gap, this group enumerated key strategies that we need to undertake as a nation over the next decade to help all students reach high standards. Just as the achievement of our fastest-growing population is a concern to be shared by the whole country, taking steps to support their achievement will also benefit all our children. The Strategy Session can serve as a model and foundation for continued work to ensure that the achievement gap between Hispanic students and their peers is closed.

With your continued help and support, I am confident that we will meet the challenges we have set for ourselves by 2010, so that we can ensure the success of all of America's children.

Thank you for your ongoing commitment to the education of the children of this nation.

Sincerely

II. PREFACE

On June 15, 2000, President Clinton hosted the White House Strategy Session on Improving Hispanic Student Achievement. The Strategy Session, another step in the Administration's continued commitment to ensure that Hispanic students and their peers reach high academic standards, focused on developing effective strategies aligned to broad national goals.

Prior to the Strategy Session, White House staff conducted numerous meetings to identify measurable goals to increase Hispanic educational attainment with the help of advocacy groups and other nonprofits, educators, the private sector, Members of Congress and their staff, the President's Advisory Commission on Educational Excellence for Hispanic Americans, and other leaders in the community. These meetings produced a wealth of ideas and insight regarding how best to devise realistic, measurable goals for reducing the current Hispanic educational achievement gap. As a result of this process, five national goals for increasing Hispanic student achievement were formulated and announced at the White House Strategy Session. The goals include providing access to quality early childhood education, ensuring English proficiency, closing the achievement gap on assessments of academic performance, increasing the rate of high school completion, and doubling the rate of postsecondary degree attainment.

This report is intended to outline the challenges the nation faces in increasing Hispanic student achievement and to share the many recommendations made by Strategy Session participants as a means of galvanizing action by stakeholders at all levels and in all sectors. While this report presents the national goals announced by President Clinton for increasing Hispanic student achievement, it is not meant to represent the Administration's policy positions or priorities or to offer a comprehensive strategy for improving the educational attainment of Hispanic Americans. Rather it is an attempt to capture the results of both the process leading up to, as well as the events that transpired at, the Strategy Session. As a vehicle designed to share the discussions among advocates, experts and practitioners, this Report includes numerous suggestions, comments and ideas from various participants in this comprehensive process, but it is not an exhaustive list of possibilities or issues. Ideally it will serve as a road map for policymakers and educators who are interested in taking steps to close the educational achievement gap between Hispanic students and their peers.

III. EXECUTIVE SUMMARY

At the June 15th, 2000 White House Strategy Session on Improving Hispanic Student Achievement President Clinton announced five goals to increase the educational attainment of Hispanics that address access to early childhood education, language acquisition, closing the achievement gap, and increasing high school and postsecondary completion. The Strategy Session provided a forum for an exchange of ideas among educators, federal and state policymakers, community leaders, and other interested representatives from the public, private and non-profit sectors convened to act in partnership on their common concern for the narrowing yet persistent gaps in educational achievement of the nation's fastest-growing population group.

The Strategy Session built upon the Clinton-Gore Administration's longtime commitment to ending the era of low expectations and achievement gaps faced by Hispanic students. Starting with the 1994 Improving America's Schools Act and Goals 2000, the President and Vice President have insisted that states set high standards for all students, invested in what works to improve student achievement and insisted on accountability for results. Also in 1994, President Clinton signed an Executive Order establishing the President's Advisory Commission on Educational Excellence for Hispanic Americans, and in 1996 the Commission released its first comprehensive report, *Our Nation on the Fault Line: Hispanic American Education*. This report served as a foundation for the Hispanic Education Action Plan (HEAP), through which targeted funds for Hispanic educational initiatives have been augmented. With the support and leadership of many advocates, the Department of Education formed the Hispanic Dropout Project, which culminated with the release of their report, "No More Excuses," in 1998. In the fall of 1999, First Lady Hillary Rodham Clinton hosted a White House Convening on Hispanic Children and Youth, engaging over 200 community leaders and foundation and private sector representatives in a discussion on programs that promote success for Latino youngsters.

THERE IS PROGRESS IN HISPANIC STUDENT ACHIEVEMENT

Over the past eight years, achievement gaps between Hispanic students and their peers have narrowed. For example, Hispanic students have made gains in reading and math scores on the National Assessment of Educational Progress since 1992, the percentage of high school graduates completing a core curriculum has increased by 33%, and five times as many Hispanic students are taking Advanced Placement exams.

HOWEVER GAPS REMAIN FROM PRE-SCHOOL TO POST-SECONDARY

Despite the progress that has been made in narrowing some achievement gaps, the stark fact remains that Hispanic youth are significantly more likely to be at risk of educational failure than their non-Hispanic peers. With Hispanics

projected to make up 25 percent of the K-12 population by 2025, the need to accelerate the rate of gains in achievement is urgent.

On average, Hispanic children are more than twice as likely as their White peers to come from families with an income below the poverty line and are less likely to have access to high-quality preschool opportunities than non-Hispanic children. In school, low expectations and limited support for success persist for many Hispanic students, who tend to be served by racially and ethnically isolated, high-poverty schools with larger classes and fewer qualified teachers. Furthermore, it is estimated that as many as one-fifth of Hispanic students who have limited English proficiency receive no special services to help ensure that they learn English while making progress in other academic subjects. And while academic achievement gaps between Hispanic and White students appear at all grade levels, the summative impact of these disparities is readily evident in a dropout rate that is nearly four times greater than that of White students and double that of Black students. Crowning these gaps from the pre-kindergarten level through high school is the continuing lag in the proportion of Hispanics that enroll in and complete post-secondary education – which translates into diminished economic opportunities, for individual Hispanics in the work force as well as for the country.

ACADEMIC ACHIEVEMENT GAPS LEAD TO ECONOMIC GAPS

The urgency of these troubling gaps between Hispanic youth and their peers in educational achievement demands concerted awareness and effort because the disparities signal not just diminished possibilities for individual Hispanics, but squandered potential for the economic strength of the nation as a whole. At the Strategy Session, President Clinton released a report from his Council of Economic Advisors entitled *Educational Attainment and Success in the New Economy: An Analysis of Challenges for Improving Hispanic Students' Achievement*. This report rooted the discussion in the economic realities that underscore the importance of educational achievement. [http://www.whitehouse.gov/media/pdf/Education_Final.pdf]

ONGOING EFFORTS TO ADDRESS THE ACHIEVEMENT GAP

Beyond convening and encouraging state, local, private sector and non-profit partners to take action, the Clinton-Gore Administration has made strong and growing financial commitments to programs that help to improve the educational outcomes of Hispanic and limited English proficient students. With respect to early childhood education, the Administration has increased funding for Even Start, has expanded access of Hispanic children to Head Start by approximately 60,000, and has doubled state funding that provides low-income families with childcare subsidies. In order to increase awareness and investment in the schooling needs of Hispanic children from kindergarten through post-secondary education, in 1998 the President and Vice President introduced the Hispanic Education Action Plan (HEAP), which increased funding for several programs essential to raising Hispanic student achievement. Each subsequent year the Administration has fought for and secured increased funding for HEAP programs.

Beyond emphasizing the importance of funding key education programs, HEAP has also focused attention on the value of a coherent Action Plan for improving the educational outcomes of our nation's Hispanic students. The Department of Education's HEAP implementation plan lays out specific objectives and performance indicators related to the educational access and educational achievement of Hispanic students, and includes strategies and specific actions. For example, as part of the Improving America's Schools conferences in the fall of 1999, the Department of Education held a number of regional workshops facilitated by literacy and linguistics experts on the teaching of reading to LEP students, and the Department is currently developing training materials and videos based on these sessions. An example of a program-level change is the Department's enforcement of Title I provisions requiring states to hold schools and local school districts accountable for the academic performance of Hispanic and LEP students. The Department released guidance which reminds states they must have assessment systems in place by the 2000-01 school year that include Hispanic students and report disaggregated data showing the performance of Hispanic and LEP students. The Department has also launched a program of compliance monitoring and technical assistance to help ensure that states meet these requirements.

The Clinton-Gore agenda also includes vigorous civil rights enforcement to ensure educational opportunities for Hispanics. Furthermore, initiatives such as the America Reads challenge, class size reduction in the early grades, the E-rate, GEAR UP and TRIO, and support for after school and summer school programs help improve Hispanic student achievement. Finally, the Administration's major investment in opening the doors of college to all Americans through Hope Scholarships, Lifetime Learning tax credits, significant increases in Pell Grants, more work study opportunities and more affordable student loans are helping to increase the number of Hispanic students benefiting from higher education.

CHALLENGING THE NATION TO REACH FIVE KEY GOALS

In the spring of 2000, the White House undertook development of a series of national goals to focus attention on the importance of improving Hispanic student achievement. With support and guidance from members of the President's Advisory Commission on Educational Excellence for Hispanic Americans, members of the Congressional Hispanic Caucus, Latino community-based organizations, corporate and foundation representatives, and educators from throughout the nation, five national goals were developed to help close the educational achievement gaps for Hispanic students within the next 10 years.

Goal 1: Ensure that Hispanic American children have access to high quality early childhood education and development programs and enter school prepared to succeed by increasing the Hispanic participation rate to the national participation rate in high quality programs by 2010.

Goal 2: Respecting the importance of multi-lingualism, age-specific learning needs, research-based instructional approaches, and the variety of developmental levels at which limited English proficient (LEP) children enter school, by 2010 all states and school districts will provide appropriate language instruction to ensure that all students graduate from high school having demonstrated proficiency in English.

Goal 3: Provide a high quality education with appropriate resources and support to ensure equal opportunity for all students in order to eliminate the achievement gap between Hispanic students and other students on appropriate state assessments and other indicators by 2010.

Goal 4: Increase the High School Completion Rate to 90 percent by 2010.

Goal 5: ~~Double~~ Double the percentage of Hispanic Americans who earn Associate's and Bachelor's degrees by 2010.

STRATEGIES FOR REACHING THE GOALS

The different backgrounds of the Strategy Session participants generated a valuable mixture of perspectives and ideas on how to address each of the five goals announced by President Clinton. Following each of the goals below are some of the strategies suggested over the course of the development and planning process as well as by participants in the Strategy Session. Not surprisingly, there were common themes cutting across the strategies raised in each of the five goal discussions. Exploring these oft-repeated themes, such as the need for increased outreach to Hispanic communities and community support, more funding for key programs, and well-prepared teachers, as well as the importance of program quality and accountability, may help prioritize efforts. Following are just a few examples of strategies posited in conjunction with the Strategy Session.

Goal 1: Increase access to quality early childhood education.

- Expand outreach to Latino families through Spanish-language media and community organizations such as libraries and faith-based organizations, and encourage existing programs such as Head Start to increase their outreach to Hispanics
- Increase government and employer investments in and access to affordable early childhood programs and make sure that Latino families are aware of opportunities
- Improve the quality of early childhood education programs through the establishment of challenging performance standards, dissemination of research on serving Hispanic families, and the active recruitment and training of bilingual and bicultural early childhood educators.

Goal 2: Ensure that Hispanic students achieve English proficiency.

- Encourage state and local entities to ensure appropriate resources and services for LEP students, through the establishment of clear standards and outcome measures and mechanisms to identify needs and appropriate interventions
- Support good teaching and training to address the needs of LEP students, by coordinating curricula and teaching with schools of education, pushing for appropriate professional development, and by recruiting bilingual professionals to the classroom;
- Create community-wide awareness and expectations to help LEP students achieve academically, through greater cooperation between educators and parents, and by encouraging the private sector to offer mentoring and English as a Second Language programs
- Promote the advantages of bilingualism, literacy in two languages, by encouraging all students to become proficient in two languages.

Goal 3: Eliminate the achievement gap on state assessments.

- Ensure a rigorous curriculum by making sure that all students are aware of and have access to the coursework necessary for entry to college
- Emphasize quality teaching in the classroom by training, recruiting, and retaining more educators to meet the linguistic and cultural needs of Hispanic youth, and by enforcing high standards for teacher quality across all schools;
- Involve parents and the community by facilitating communication between families and schools and by enlisting community-based organizations (CBOs) to play an active role in training school personnel and reaching out to parents;
- Ensure that all students, including LEP students, are included in accountability systems and that the systems use appropriate assessments

Goal 4: Increase the rate of high school completion.

- Build community and parental involvement by encouraging partnerships between schools, the private sector, and colleges to provide mentoring, tutoring and internship opportunities, and by focusing on outreach to Hispanic families;
- Reform the American High School by focusing on rigorous curriculum opportunities for all students and by increasing student contact with teachers and advisors through smaller learning environments, extended learning opportunities, and alternative and dropout recovery programs;
- Improve teacher's ability to work with diverse students through professional development for all teachers and incentive structures that reward bilingual skills and commitments to high-need schools;
- Support and disseminate research focused on best practices and methods for ensuring that Hispanic students complete high school
- Improve and support state and local data collection so as to create clear data on Hispanic dropouts.

Goal 5: Double the rate of college completion.

- Support college preparation through outreach and information campaigns, and by developing K-16 partnerships and encouraging mentoring programs that expose Hispanic students to community role models;
- Increase the value of associate degree programs by increasing linkages to bachelor degree programs;
- Focus on increasing college retention by developing programs and supports to make sure students stay enrolled in at least one class per semester;
- Expand financial aid through grants and scholarships, including through private and non-profit organizations;
- Support greater enrollment and completion of advanced degrees through fellowship and internship programs in collaboration with private and non-profit entities.

NEXT STEPS: ~~COMMITMENTS~~ COMMITMENTS TO SUPPORT HISPANIC ACHIEVEMENT

In preparing for the Strategy Session, numerous federal agencies, nonprofits, and corporations have come forward to commit to bolstering these national goals with new and expanded initiatives. These commitments include but are not limited to:

- **Accountability:** The 2010 Alliance, a partnership of corporate, foundation and community leaders that will commit to bring resources and accountability to reach these goals by 2010, was formally announced at the Strategy Session. The Alliance includes: the Ford, Irvine, Kellogg, and Hazen foundations, AT&T, Univision, State Farm Insurance, General Motors Corporation, the National Council for Community and Education Partnerships, the National Association for Bilingual Education, the National Council of La Raza, and the National Association for Latino Elected Officials, among others;
- **Internship Programs:** The Departments of Agriculture, Defense and Energy, Sears, Washington Mutual Bank, Inc., and companies partnering with the Hispanic Association of Colleges and Universities announced a variety of mentoring and internship programs;
- **Outreach Campaigns:** Proctor & Gamble, the Discovery en Espanol channel, the PTA and Hispanic Radio Network, Scholastic, Univision and the National Latino Children's Institute, the White House Initiative on Educational Excellence for Hispanic Americans, HHS and HUD all signed on to engage in a range of public information and family outreach campaigns;
- **Capacity Building and Innovation:** A number of organizations offered innovative assistance, including the American Library Association, which announced the creation of an award for children's literature that reflects Latino culture, the Department of Commerce's professional exchange program with Hispanic Serving Institution faculty, and a partnership between

Lightspan and HUD to close the digital divide by providing educational technology resources for the residents in ten Neighborhood Network Centers in Hispanic communities.

IV. BACKGROUND

The Importance of Focusing on Hispanic Student Achievement

Hispanics are the most rapidly growing population in the United States and are projected to represent one in six U.S. residents over the next twenty years. Education is of particular concern to this expanding population as one-third of Latinos are younger than 18 years old. Between 1978 and 1998 the enrollment of Hispanic students in public elementary schools increased 157 percent, compared to 20 percent for Black students and 10 percent for White students. As the proportion of Hispanics in the K-12 population increases to 25 percent by 2025, many schools and districts are facing new challenges.

Gains have been made in Hispanic student achievement over the past decade, with Latino student scores on the National Assessment of Educational Progress rising slightly in both reading and math, and with more Hispanic high school graduates completing a core curriculum and Advanced Placement courses. Nonetheless, academic progress for Latinos has not kept pace with either the growth in the population or the requirements for success in a global economy. In light of the dramatic population shifts and the potential for Latinos to play an increasingly integral role in boosting the productivity of the labor force, improving the education of Hispanic students in the United States must be a national priority.

These educational achievement gaps are especially troubling in a labor market in which the economic rewards of education are large and increasing. Evidence suggests that demand has increased for workers who bring strong problem-solving ability and technical skills to the workplace. Those who fall behind in educational achievement will also lag in participation in an active citizenry and success in the new economy.

As described in the recent report by the President's Council of Economic Advisers commissioned in conjunction with the Strategy Session, "the gap in educational achievement between Hispanics and their peers is a matter of critical importance for Hispanic young people themselves and also to society more generally." As a result, our efforts must be both ambitious and all-inclusive, bringing together commitment, expertise, and resources from across the public, nonprofit and private sectors and in every community.

The Current State of Hispanic Educational Achievement

Beginning from early childhood, Hispanic children are significantly more likely to be at risk of educational failure than their non-Hispanic peers. Thirty-nine percent of Hispanic children live in families with an income below the poverty line, a rate more than double that of White children. Despite increased access to Head Start programs, on average Hispanic children begin elementary school with less preschool experience than either Black or White children.

In school, Hispanic students continue to be plagued by low expectations and limited support for success. For example, Hispanic students tend to be concentrated in central cities and racially and ethnically isolated, high-poverty schools with larger classes and fewer qualified teachers. In addition, while more than 2 million Hispanic students have limited English proficiency, between 10 and 20 percent of limited English proficient students receive neither ESL nor bilingual education to help ensure students learn English while progressing in other academic subjects.

Academic achievement gaps between Hispanic and White students appear at all grade levels and across most academic subjects, and over 80 percent of Hispanics are not introduced to college "gateway" classes such as algebra and geometry by the eighth grade. These gaps likely contribute to the unacceptably low high school completion rate for Latinos, which has not changed substantially in the past several years. In 1998, the high school completion rate was 90 percent for White students and 81 percent for Black students, however, for Hispanic students, the high school completion rate was only 63 percent. In addition, Hispanic enrollment and completion in college lags behind most other groups.

As described in the 1996 report *Our Nation on the Fault Line*, a variety of factors – inequity in school financing, school segregation and poverty, underrepresentation of Hispanics among school personnel, lack of multicultural training for school personnel, lack of bilingual and ESL programs, difficulties in accurately assessing student progress – affect the educational achievement of Hispanics.

THE CLINTON-GORE COMMITMENT

President Clinton and Vice President Gore's commitment to ending the era of low expectations for some students by insisting on high standards for all has helped provide all students with the educational opportunities they need to reach high standards. Beginning with the 1994 Improving America's Schools Act and the Goals 2000: Educate America Act, improving educational opportunities and outcomes for all Americans has been a cornerstone of the Clinton-Gore Administration. Investing in smaller classes and more after-school programs, enhancing the quality of teaching, making college more affordable for all Americans, and supporting lifelong learning opportunities are just a few of the policies that this Administration has championed to help close the achievement gap.

In 1994, President Clinton signed Executive Order 12900, establishing the White House Initiative on Educational Excellence for Hispanic Americans, establishing a Presidential Advisory Commission on Educational Excellence for Hispanic Americans, and affirming the Administration's commitment to helping Hispanic children reach the same high standards as all other children. The next year, in

response to leadership legislation sponsored by Senator Jeff Bingaman (D-NM), the Department of Education established the Hispanic Dropout Project, which charged an advisory team to identify barriers and propose recommendations to reduce the disproportionately high Hispanic dropout rate. The Project's final report, *No More Excuses*, was released in 1998 and buttressed the Commission's 1996 report, *Our Nation on the Fault Line*, in laying the groundwork for the historic Hispanic Education Action Plan (HEAP). Announced by Vice President Gore in February 1998, the HEAP identified key federal programs for improving Hispanic education, established performance

indicators, and targeted the component programs for significant increases in the President's FY 1999 budget request. President Clinton and Vice President Gore successfully garnered increased support for these programs in both FY 1999 and FY 2000, and the greatest increase in HEAP funds has been requested for FY 2001.

In the fall of 1999, the First Lady hosted a White House Convening on Hispanic Children and Youth. This forum of over 200 community leaders, and foundation and private sector representatives emphasized the importance of ensuring that every child meets his or her full potential. Participants joined federal agency personnel in identifying pathways to achievement for Latino youth and the risk factors that impede that progress. The First Lady's convening also highlighted promising efforts across the country and examined ways to foster support for new and innovative programs.

Continuing its commitment to Hispanic educational excellence, in the spring of 2000, the White House undertook development of a series of national goals to

Hispanic Education Action Plan (HEAP)

The Clinton-Gore Administration recognized the importance of focused attention on the educational needs of Hispanic students by initiating the comprehensive Hispanic Education Action Plan (HEAP), which includes several programs essential to closing the achievement gap between Hispanic students and their peers. In his FY 2001 budget proposal, the President has again sought increases in these programmatic funds as follows:

	FY00 (\$M)	FY01(\$M)
• Adult Education	470	555.5
• GEAR-UP	200	325
• TRIO	645	725
• Title I Migrant Education	355	380
• Bilingual Education	248	296
• Hispanic Serving Institutions	42.25	62.5
• Seasonal Farmworker Youth Opportunities Program	10	15
• Research on education of language minority children	0	10
• High School Equivalent Program	15	20
• State Agency Migrant Program	355	380
• College Assistance Migrant Program	7	10
• Title I Grants to LEAs	7.94(\$B)	8.36(\$B)

focus national attention on the importance of improving Hispanic student achievement. With support and guidance from members of the President's Advisory Commission on Educational Excellence for Hispanic Americans, members of the Congressional Hispanic Caucus, Latino community-based organizations, corporate and foundation representatives, and educators from throughout the nation, five national goals were developed to help close the educational achievement gaps for Hispanic students within the next 10 years. The national goals served as a foundation for the June 15th White House Strategy Session on Improving Hispanic Student Achievement, and will continue to help guide our nation as we strive to ensure educational excellence and equity for all students.

V. GOALS

As many conference participants affirmed, ensuring the promise of Hispanic students must begin with high expectations for achievement, clear goals for what must be accomplished, and specific benchmarks to measure progress. The standards movement has shown that clear benchmarks and measures are essential to accountability, and these national goals for Hispanic achievement were developed to offer specific definitions of what needs to be accomplished and how these accomplishments will be measured.

The strategies and suggestions discussed at the conference create a blueprint for meeting those goals. The variety of strategies suggested indicates that while there is no single correct answer to overcoming the complex challenges facing Latino students, there is much that schools, parents, communities, and policymakers can do together to better support improved teaching and learning.

This section provides background on the goal areas, current data on the issues, and a series of strategies articulated in meetings prior to and during the Strategy Session. The strategies represent some of the many routes to getting there, and in most cases, provide only the ideas to get started. While these strategies are not intended to represent official positions of the White House on education, they do reflect some of the best thinking on this topic from practitioners, advocates and policymakers across the country.

Try adding something about a "rigorous + challenging curriculum." in goals.

Goal 1: Ensure that Hispanic American children have access to high quality early childhood education and development programs and enter school prepared to succeed by increasing the Hispanic participation rate to the national participation rate in high quality programs by 2010.

The Importance of Early Childhood Education

Research has shown that access to high quality early childhood education is an important predictor of later school success. Early learning programs help ensure that children are provided the foundation necessary for lifelong learning through language development, early reading, and socialization. Providing a good start for Hispanic children requires a focus on improving early education and childcare by increasing access, ensuring quality, and promoting family literacy. Access to early childhood education programs is lacking for many Hispanics, 10 percent of whom are under age five, representing more than 15 percent of that age group in the United States. Hispanic children under age 5 are less likely than their peers to be enrolled in early childhood education programs. In 1998, for example, only 20 percent of Hispanic 3 year-olds were enrolled in early childhood education programs, compared to 42 percent of White and 44 percent of Black 3 year-olds.

Successful early childhood programs require support from expert personnel – staff who value and respect the culture of the children served and who have the ability to effectively communicate with children and families whose native language is not English. Also essential is that the staff understand the principles of language development that can help children build on their current literacy skills. However, a lack of quality teacher preparation programs and on-going teacher training, as well as limited access to relevant research present significant challenges to improving early childhood education.

To be successful, efforts to improve Hispanic education must include reaching out to Latino children in the early years, and must reach them where they are – i.e. through family-based childcare, rather than waiting until more Latino children are enrolled in center-based care. Similarly, parents need help to become partners in learning through family literacy programs. Providing access to high quality early childhood programs is also complicated because Hispanic parents often work different hours, tend to earn lower median family incomes, are more likely to care for their children at home, and often have different cultural values tied to their relationships with schools and outside organizations – so reaching out to parents requires a variety of strategies.

Building the foundation for literacy is an important component of early childhood education. Reading and telling stories to young children promotes language acquisition, and correlates with later literacy development and overall school

success. The Forum on Child and Family Statistics reports that White non-Hispanic children are more likely to be read to aloud every day (61 percent) as compared with Black children (41 percent) or Hispanic children (33 percent). Unfortunately, current literacy campaigns often rely on outreach strategies that are better suited to other ethnic or socio-economic groups and may not reach Hispanics.

The challenges articulated above are not only present across the country, but are also growing. Over the last few years, the Hispanic population has increased dramatically in communities across the country, from Arkansas and Georgia to Massachusetts and North Carolina. Often, such areas experiencing newer population influxes have little expertise or resources for serving Hispanic students and their families. If this nation is to commit to improving Hispanic student achievement, then it must commit to building a foundation of high quality early childhood opportunities.

THE CLINTON-GORE EXPANSION OF ACCESS TO EARLY CHILDHOOD SERVICES

The Clinton-Gore Administration has worked hard to include more Hispanic children in Head Start. Consequently, enrollment has increased by nearly 60,000 during this Administration, with the program now reaching approximately 230,000 Hispanic children. Despite these increases, Hispanic children remain under-represented, comprising less than 25 percent of Head Start enrollment compared to nearly 30 percent of all low-income preschool children in the Nation. In order to expand outreach to Hispanic families, the Administration has proposed increasing Head Start funding by \$1 billion in FY 2001 in order to serve 950,000 children overall.

This Administration has also worked to improve access to quality childcare for all children by doubling funding available to states to provide low-income families with childcare subsidies. Unfortunately, even with a doubling of investment, only 10 percent of eligible children are being served. The President has called for an increased investment in the Childcare Development Fund to serve an additional 150,000 children this year. Through this effort, the Department of Health and Human Services will continue to help states inform all families of these available childcare subsidies.

Improving access to family literacy has also been key to the Clinton-Gore Administration's efforts to improve education for Hispanics and help more children start school ready to learn. The Administration has continued to increase investments in the Even Start Family Literacy program, a program designed to break the cycle of poverty and illiteracy for the nation's low-income families. Even Start serves educationally and economically disadvantaged families with children from birth through age seven. The program combines adult education or English language instruction, early childhood education, and parenting education into a unified family literacy program. Nearly 39 percent of

the families enrolled in this successful program are Hispanic. Data from the national evaluation of Even Start show that Hispanic families participate in more program services and stay longer in Even Start, and hence are more likely to make greater gains than non-Hispanic families.

STRATEGIES TO INCREASE ACCESS AND QUALITY

Expand Outreach Strategies and Encourage Parental Involvement.

Parents are a child's first teachers and must be provided with tools to help their child develop important language and literacy skills.

- Use organizations such as hospitals, faith-based organizations, health clinics, employment offices, community agencies, and libraries to build relationships with Latino families. In fact, experience has shown that even grocery stores can prove effective locations for connecting with parents and providing them with tools to improve the quality of parent-child interactions in the early years.
- Include intergenerational approaches that involve grandparents, parents and siblings in children's development.
- Encourage existing programs such as Head Start and Even Start to increase outreach to Hispanics and help provide more resources for early childhood development—from teaching tools to children's books--through home visits.
- Efforts ranging from face-to-face meetings with new or expectant mothers to public service announcements run by the Spanish-language media should underscore the value of early childhood education and provide information on how to both work with young children and gain access to additional resources, including childcare subsidies, tax relief, and childcare or pre-K programs.

Born to Read

Developed by the Association for Library Service to Children, a division of the American Library Association, Born to Read began as a state-wide program in Florida and has grown to over 500 sites nationally. The purpose of the Florida Born to Read Program is to work with at-risk, low literate, low income, or teen parents or parents-to-be to teach them about the importance of reading to their babies on a regular basis. The program helps parents develop necessary skills to be effective as their child's first teacher and provides age and developmentally appropriate materials to do so. Local project activities include parent and child together (PACT) time that encourages reading as a bonding activity between parent and child. The Florida Born to Read Program also encourages collaboration among health care providers, community service agencies, and local public libraries. These partnerships target parents most in need to help them raise children who are "Born to Read." To reach families where Spanish is the primary language, Spanish-language materials are produced or identified and purchased and provided to them through the library and its partners. The American Library Association brochure "Born to Read: How to Raise a Reader" is available in Spanish as "Naci para Leer: Como Criar un Lector."

Increase access to quality early childhood education programs.

Stakeholders agreed that more needed to be done to provide families with access to affordable childcare and early education.

- Encourage partnerships between states, local governments, and employers that support early childhood education opportunities.
- Significantly increase state and federal investments in early childhood education, including Head Start and the Childcare and Development Block Grant.
- Increase government and employer investments in and access to affordable early childhood programs and ensure that Hispanic families are aware of opportunities.
- Target outreach to ensure that Hispanic families are aware of both Head Start and the federal childcare subsidies.
- Expand the role of libraries in supporting early childhood development. Because public libraries are free, are situated in nearly every community, and have traditionally worked in partnership with other community agencies, they are uniquely suited to provide quality early childhood educational experiences to underserved populations.

Improve the quality of early education programs. Just increasing access to childcare is not enough to prepare children to learn. It is clear that overall quality needs to be improved in all forms of childcare from home-based to center-based.

- Examine community needs and resources, including improving data collection and investing in research focused on serving Hispanic children and families.
- Encourage greater collaboration across the early childhood community in working together to promote challenging performance standards for pre-K children.
- Recruit and support early childhood educators who are bilingual and bicultural.
- Provide educators with quality materials and curricula in both English and Spanish.
- Invest in ongoing professional development for early childhood educators.

ROSSVILLE, GEORGIA

Head Start program

Goal 2: Respecting the importance of multilingualism, age-specific learning needs, research-based instructional approaches, and the variety of developmental levels at which limited English proficient (LEP) children enter school, by 2010 all states and school districts will provide appropriate language instruction to ensure that all students graduate from high school having demonstrated proficiency in English.

MAYBE
ENGLISH LEARNERS
instead of LEP

THE ROLE OF LANGUAGE

The effects of an education that fails to teach students English quickly and well are clear. Nationally, 40 percent of students who have difficulty speaking English never complete high school. A 1998 study of Hispanics in Florida found "a positive correlation between English proficiency and socioeconomic status and suggested that the ability to speak English provides an advantage in the labor force that translates into higher incomes, lower poverty rates, higher educational achievement levels, and employment in higher-paying occupations." Census Bureau data also indicates that individuals working full-time and who speak English "very well" or "well" in addition to another language earn as much as 50 percent more than individuals working full-time who speak English "not well" or "not at all".

As global markets become increasingly available to all, language becomes increasingly important in the international arena. Knowledge of a second language is power and the second language inherent to LEP students is a valuable asset that will benefit them and their community throughout their lives. As Alan Greenspan, Chairman of the Federal Reserve Board, has noted, "we must find ways to prepare the more racially and culturally diverse pool of young people who will be flowing into jobs and operating businesses in the twenty-first century."

Although most immigrants arrive in the United States with limited English proficiency, they often overcome language, cultural and economic barriers to succeed, prosper, and contribute. Closing the achievement gap between Hispanic students and their non-Hispanic peers requires a serious commitment to ensure that all children become proficient in English, while also reaching high standards in all core academic subjects. Nationwide, there are more than 3.4 million – and perhaps as many as 7 million – limited English proficient students, and the number of LEP students has nearly doubled in less than a decade. LEP students comprise between seven and 15 percent of all students and about one in four public school students in California and New Mexico, and about one in eight students in Texas, Arizona and Florida. Although about 1.3 million students are in state and local bilingual programs, too many identified LEP students are not served through any special program. Furthermore, over 75 percent of all

limited English proficient students attend high poverty schools. Hispanic students are by far the largest population of LEP students nationwide; students with Spanish language background make up more than 72 percent of all LEP students. (Vietnamese students represent 3.9 percent, Hmong 1.8 percent, Cantonese 1.7 percent, and Cambodian 1.6 percent).

Though a landmark Supreme Court ruling in the 1974 *Lau v. Nichols* case strengthened the standard of education for non-English speakers by requiring districts to take "affirmative steps" to overcome educational barriers faced by non-English speaking students to equalize opportunities, difficulties still persist in the education of LEP students.

Among the many obstacles to educating LEP students is the difficulty and inconsistency in identifying and diagnosing students who need additional language support, as well as tracking the progress of LEP students in both achieving academically and learning English. Each state has its own definition and measure of English proficiency. Likewise, states, districts, and schools often have different policies for the inclusion of LEP students in assessments of student progress. As a result, there is little national (or even statewide) data to describe schools' effectiveness in helping LEP students master challenging content or learn English. Appropriate indicators and relevant data collection processes need to be developed.

Furthermore, the demand for services and qualified teachers to help LEP students far outstrips the supply. Only 2.5 percent of teachers are certified to teach bilingual education or ESL, and a report by the General Accounting Office found that many school districts with high concentrations of LEP students were not adequately providing bilingual services.

There are a variety of instructional approaches that, when implemented effectively, can help students with specific language needs both learn English and master challenging content:

English as a Second Language (ESL): Students are taught to read, speak, write, and understand English, including grammar, vocabulary, and communication skills. Their instruction is based on a special curriculum that typically involves little or no use of the native language and is usually taught during specific school periods; the remainder of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual program.

Bilingual Education: Academic instruction is provided in the native language while also learning English (typically through ESL). Designed to enable LEP students to make a transition to all-English instruction, without losing ground in core academic subjects, the most common bilingual education approaches include transitional bilingual education, developmental bilingual education/

maintenance programs, and dual language/two-way bilingual immersion programs.

Transitional Bilingual Education (TBE): Grade-level content instruction is provided in the native language until students develop the English skills necessary for successful English-based instruction.

Developmental Bilingual Education (DBE): Students are provided content instruction in both English and the native language, teaching English and developing academic proficiency in both languages.

Dual Language Education/Two-way Immersion: Provides instruction that integrates content and language to both LEP and English-speaking students. All students learn a second language, develop proficiency in the first-language, master challenging content, and develop cross-cultural understanding.

Although the importance of mastering English is clear, choosing the best strategy for the students and school to be served, and mustering the appropriate resources to effectively implement those strategies are fundamental challenges to address. While the research is limited, there are successful examples of programs that help ensure English proficiency and achievement to high academic standards across the country. These include a variety of strategies, including bilingual education programs which use the native language to help teach content while also providing English instruction, dual-language programs which help both LEP and native English speakers learn English and another language, English as a Second Language (ESL) programs which use experts in language learning to provide instruction in English, English-immersion programs, and other instructional methods that are helping children reach high academic standards while becoming proficient in English.

CLINTON-GORE: HELPING LIMITED ENGLISH PROFICIENT STUDENTS SUCCEED

President Clinton and Vice President Gore have consistently supported increases in funding for bilingual education programs, teacher recruitment and teacher quality initiatives, smaller classes in the early grades to help kids learn to read, after-school and summer school programs and other investments that support LEP children's learning. New provisions in the 1994 Elementary and Secondary Education Act reauthorization as well as recent budget increases make clear state and local obligations to serve LEP students, reinforce professional development programs, increase attention to the value of the native language, support foreign language instruction, improve research and evaluation at state and local levels, increase support for immigrant education, and allow participation of some private school students. Recognizing that our nation can grow even stronger if all our children grow up learning two languages, additional

Title VII bilingual education funds have been requested to prepare educators to teach limited English proficient students, and Secretary of Education Richard Riley is championing a movement to ensure every child learns English plus another language by dedicating increased resources to dual language/two-way immersion programs.

STRATEGIES TO INCREASE ENGLISH LANGUAGE PROFICIENCY

Participants raised the importance of language and communication in promoting self-esteem, confidence, motivation and a positive attitude toward education, as well as the importance of expectations in fostering student success as critical to this issue. They also recognized that, while the economic and cultural advantages of speaking English are paramount in the United States, the ability to speak more than one language is an advantage to be celebrated and promoted. Some participants suggested that a goal for all students to learn English plus another language would be more appropriate.

The following are several suggestions for helping all students develop proficiency in English by the time they graduate from high school:

Ensure Appropriate Resources and Services for LEP Students

As we implement a system that sets high standards for all children, and includes consequences both for students and for schools that do not help students reach those standards, it becomes increasingly important to provide appropriate resources to help all children succeed.

- Establish clear goals and outcome measures for educational programs such as ensuring children learn English, are bilingual, or are biliterate.
- Develop standards and assessments to identify LEP students and accurately measure language proficiency to inform teaching and cultivate accountability.
- Implement measures to identify early reading difficulties, many of which are tied to limited English proficiency, and develop appropriate interventions.
- Provide supports to address limited English proficiency, illiteracy and prolonged reading difficulties in older students, particularly students who come to U.S. schools in the later grades. Ensure that the LEP students are held to the same high content standards as all students.
- Ensure on-going support for students who either come to school with enough English to be disqualified from ESL but still are not proficient in English or have transitioned out of specialized language programs but are likely to struggle academically.
- Extend learning opportunities through after school, summer school, extended day and extended year programs.
- Seek out non-traditional funding sources such as corporations or foundations to support English proficiency and literacy programs.
- Fund research to improve the teaching of language minority children, such as increasing educators' understanding of how children transfer skills from one language to another, as well as which strategies are transferable.

- Disseminate effective, research-based practices for educating LEP students to achieve proficiency in English and other core academic subjects and support the replication of proven strategies.
- Support the development and dissemination of software and other technology that can support the learning of English.

Elizabeth Learning Center

Elizabeth Learning Center is a K-12 school with almost 3,000 students who attend school on three "tracks". This allows the school and teachers to offer a lower class size average while educating more kids by using a rotating calendar that uses the facility year round. The Elizabeth Learning Center started their new approach in July of 1993 by incorporating the practice of using the community to teach. The vision of the Learning Center is to make ESL computer technology available to student and parents alike and create an entire Learning Community. Elizabeth Learning Center strengthens the community by providing access to ESL adult education programs, Head Start Home Bases and child care to make their learning experience as rewarding as possible. In the school itself, much of the curriculum is organized around central themes and across subject areas. The curriculum focuses on personally meaningful issues so that learning is relevant to students. Teachers are encouraged to use the community as a learning laboratory in which students may apply their knowledge and skills to projects. The Elizabeth learning Centers goal is for every student to acquire fluency and comprehension in reading at or above his or her grade level, form quality communication skills, and an understanding of fundamental mathematics, science, literature, history, social studies, the arts, health and their applications in life. Elizabeth Learning Center feels this will give students the ability to effectively process and evaluate information while finding creative and workable solutions to problems. They feel that through this form of teaching they can foster a feeling of responsibility, confidence, integrity, curiosity and a desire for pursuit of lifelong learning.

*make sure
to include
that it is
a year round
school because
of number of
students
this is not
ideal*

Support Good Teaching

Every parent knows what research confirms, a good teacher can make all the difference in a child's success. Unfortunately, many teachers are not prepared to address the special needs of LEP students, leaving students, parents and teachers frustrated.

- Foster the expectation that children entering our public schools at any age are capable of learning to high academic standards, and the understanding that it is the responsibility of educators and the community to ensure that students are provided the opportunity to do so.
- Help teachers to better understand the differences between learning disabilities and difficulties understanding English to ensure that LEP students are not mis-identified as students with disabilities.

- Work with schools of education to ensure all new teachers are trained in effective, research-based approaches to teach LEP students English, while also ensuring progress in other academic areas.
- Ensure that all teachers, especially those serving LEP students, have access to high-quality, ongoing, professional development to help them support English language acquisition that is aligned to challenging standards.
- Increase opportunities for teachers to observe and learn from each other, as well as to receive feedback to improve instruction and better serve LEP students.
- Encourage principals and other administrators to spend more time in the classroom, observing teachers' methods and students' difficulties to better plan, support and implement reform strategies.
- Pair bilingual and regular education teachers together to "team-teach" in classrooms with LEP students to provide opportunities for teachers to learn from each other while providing instruction that integrates language development and content learning.
- Increase federal, state and non-profit investment in the recruitment and training of teachers with bilingual ability.
- Encourage talented, Hispanic mid-career professionals to use alternative routes to certification to become teachers.
- Support career ladder programs that help recruit teachers from within the community, such as through training programs that help paraprofessionals become certified teachers.

Involve the Community

Ensuring that all children graduate from our high schools with a diploma they can read and the skills they need to succeed in college and career benefits all Americans. Working together in partnerships and engaging the entire community to nurture high expectations and participate in the education of its children are essential to reaching this goal.

- Ensure that teachers have the time, skills, and motivation to interact effectively with parents and the community, such as through home-visit programs, community "back to school days," and more frequent parent-teacher meetings.
- Include teachers, parents, principals and students in the learning process by creating more opportunities for substantive interaction.
- Facilitate cooperation between parents and educators to promote good behavior and strong discipline.
- Increase the number of tutors and mentors for LEP students by recruiting Hispanics, including senior citizens and other adults who are proficient in English, to mentor and read to LEP children.
- Increase parents' access to high-quality adult ESL programs by encouraging businesses, community based organizations, schools and governments to offer more English as a Second Language (ESL) courses in the after-school and evening hours for students and their families.

- Tap into the corporate need for bilingual employees by encouraging the private sector to support English language tutoring for children and adults and adapt successful corporate training strategies to help students become proficient in English.
- Foster cohesion and collaboration among advocates for LEP children.
- Facilitate collaboration between public and private schools to work together to address this issue.

Promote the Advantages of Bilingualism

Ensuring that students demonstrate proficiency in English prior to graduation will necessarily involve many different strategies and approaches. Many at the Strategy Session advocated for the strengths of bilingualism and the importance of learning English without compromising the benefits of knowing and speaking Spanish.

- Help students and educators appreciate the value of multilingualism with information campaigns and professional development.
- Encourage all students to become proficient in two languages.
- Promote the development of effective dual immersion programs.
- Support the recruitment and training of more foreign language teachers to offer more children the opportunity to become bilingual.

Coral Way Elementary Bilingual Elementary School, Miami, FL

Coral Way's mission is to establish an environment that promotes self-esteem, respect, and discipline in the school community and to enhance students' opportunities to become bilingual and biliterate. It is the only school in the nation that incorporates E.D. Hirsch's CORE Knowledge Curriculum into a holistic, bilingual theme-based program. The literature-based instruction interrelates all curriculum areas, infuses a technology-based focus, and incorporates a cooperative learning, problem-solving approach. Innovative instructional strategies focus both on achievement and on students' becoming independent learners. As a two-way bilingual school, all students from pre-kindergarten through grade five are instructed in both English and Spanish. On a daily basis, 60% of the instruction is presented in English, with 40% in Spanish. In both the English and Spanish components, students receive instruction in reading, language arts, science, and social studies by teachers who are fully proficient in the designated languages. Mathematics is taught bilingually by the Spanish component teachers. **NEED ACHIEVEMENT DATA**

Goal 3: Provide a high quality education with appropriate resources and support to ensure equal opportunity for all students in order to eliminate the achievement gap between Hispanic students and other students on appropriate state assessments and other indicators by 2010.

BACKGROUND

Over the last eight years, considerable progress has been made in setting high expectations for what every child should know and be able to do. Today, forty-nine states have developed content standards and are working to align their systems of assessments and accountability with those standards. Progress has also been made in the level of student performance across the country, even in our highest poverty schools. Since 1992, reading and math scores on the National Assessment of Educational Progress (NAEP) have increased for fourth, eighth, and twelfth graders. Reading and math scores for nine year-olds in our highest poverty schools have improved by nearly one grade level since 1992. In 1996, average NAEP scores for nine year-olds increased eight points, and the gap between nine year-olds in high-poverty schools and all nine year-olds decreased to 22 points. The number of students taking AP exams has increased by two-thirds, to more than 581,000 in 1997, and the fraction of graduating seniors taking a core curriculum has grown to 55 percent. Of note, Hispanic students have been making gains at a greater rate than students as a whole since 1992; on the eighth grade NAEP math test, for example, the percentage gain for Hispanic students was more than double the average gain for all students.

Despite such progress for Hispanic students as a group, the gap between Hispanic students and their peers still remains sizable. For example, just 39 percent of Hispanic eighth graders score at or above the basic level of the NAEP math test compared to 62 percent of all eighth graders. In 1996, the average scores on the reading, math and science NAEP exams for Hispanic 17 year-olds were well below those of their White peers. Finally, the dropout rate for white students is lower than the rates for Hispanic and black students – for instance, in 1998, the dropout rate for White students was 8 percent, compared to 14 percent for black students and 30 percent for Hispanic students.

Closing the achievement gap necessitates action on a number of fronts, starting with a focus on improving access to and quality of early childhood education and opportunity and English language acquisition, but also including high quality teachers, access to technology, and effective parental and community involvement.

Too few teachers have the skills and support necessary to help their students master challenging content. Fewer than one in five teachers reports feeling

prepared to teach culturally and linguistically diverse students, this despite the fact that more than half of all teachers have a student with limited English proficiency in his classroom and 14 percent of all students are Hispanic. Teacher education programs need to do more to prepare new teachers for the challenges of both diverse classrooms and teaching rigorous content. Essential to meeting the challenges of improving Hispanic student performance is the elimination of what one participant called the "less than" thinking; if we expect less, that is exactly what we get. Teachers need to enter the classroom with the expectation that every child has the ability and potential to learn.

In the area of technology, the Digital Divide, which describes access to and the ability to use technology, persists across the nation along racial and economic lines. In 1998, close to half of White non-Hispanic households had computers, compared with 25 percent of Hispanic households, and whereas close to 40 percent of White non-Hispanics reported using the Internet from any location in 1998, only 16 percent of Hispanics reported Internet usage. Such gaps in access to critical technology demands an even greater urgency in ensuring that our schools are providing access to and instruction in the effective use of technology for all students.

Finally, parents and communities play an integral role in student achievement. As described in a 1998 National Council of La Raza report, "Hispanic parents face extraordinary obstacles to participating more effectively in their children's education, including their own low levels of educational attainment, high poverty rates, language and literacy barriers, and an often indifferent or hostile educational system." From enrolling their children in school to providing permission for field trips and participation in extracurricular activities, the maze of school policies, forms, and procedures can be confusing, and even hostile.

CLINTON-GORE INITIATIVES TO IMPROVE ACHIEVEMENT

President Clinton and Vice President Gore have worked tirelessly to end the era of low expectations that has long plagued particularly poor and minority students. In 1993, the Clinton-Gore Administration proposed and fought for legislation requiring states to establish rigorous standards for what children should learn, institute regular tests to measure progress, and provide accountability for results. This legislation (the Goals 2000: Educate America Act and the Improving America's Schools Act) ensured that states held disadvantaged students to the same high standards established for all students. Nearly all fifty states now have these results-driven systems in place, and while a considerable achievement gap still remains between Hispanic students and their peers, under the standards-based reforms of this Administration, the achievement gap has been narrowing.

In addition to strengthened accountability measures, a number of other key Administration initiatives have played a role in increasing the educational achievement of Hispanic students. Thanks to the Technology Literacy Challenge Fund and the E-rate program, virtually all schools have computers for student

learning and 95 percent of schools are connected to the Internet so that all children have access to the wealth of information to help them learn. In addition, the Clinton-Gore Administration has emphasized the importance of hiring well-prepared teachers to reduce class size in the early grades, when children learn to read and master basic skills. Since the start of this Administration, 1.7 million children have benefited from smaller class sizes. The Administration's 21st Century Community Learning Centers program supports extended learning opportunities that focus on academics before and after school, on weekends and during the summer for over 850,000 students. The America Reads program, a grassroots national campaign that challenges every American to help our children read well, has been successful. The Clinton-Gore Administration has provided increased support for local school districts that benefit all children through the Elementary and Secondary Education Act. It has also pioneered reforms proven to improve academic performance, academic standards, and ensure that all children receive a world class education. Programs such as GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs), enable low-income students to be better prepared academically to enroll in college. President Clinton and Vice President Gore have increased access to student financial aid programs that make college more affordable, including HOPE scholarships and Lifelong Learning tax credits, significant increases in Pell Grants and work-study programs and more affordable student loans.

Just Us, Inc., New York, NY

Just Us, which received a Community Service Award from the United Way in 1997, works primarily with youth in East Harlem. One of the programs they run is called the Community Achievement Program (CAP), which provides individual and group interventions for students identified as "at risk" due to excessive absences, as well as reading assistance through an extended school day component. In 1997-98, two-thirds of CAP participants improved their reading proficiency by 10 or more percentile points.

STRATEGIES TO NARROW THE ACHIEVEMENT GAP

The following are a wide range of actions to address and narrow the achievement gap that persists between Hispanic students and their peers.

Pursuing a Rigorous Curriculum

Ensuring that all students are aware of and prepared for the requirements of college, and that they understand the importance of both a high school diploma and post-secondary education is key to closing the achievement gap.

- Ensure states are fully in compliance with Title I and other ESEA provisions.
- Ensure schools are offering curricula aligned with state standards.

- Encourage school districts to work collaboratively with teachers to implement standards-based reform.
- Ensure states are using sound testing practices by encouraging the use of multiple measures in assessing students; developing appropriate assessments and accommodations for assessment; ensuring LEP students are effectively included in state assessments; disseminating and promoting guidance on appropriate testing and valid measures; and using disaggregated testing data and other strategies to help educators use assessment results to inform practices and allocate resources.
- Ensure that all children are exposed to a rigorous curriculum that prepares them to meet high academic standards.
- Incorporate Latino culture into classroom learning to expand cultural awareness and promote improved self-esteem among students.
- Prepare students to take the necessary coursework that is required for entry to most colleges and universities—including algebra, geometry, and advanced placement courses.
- Eliminate the use of “tracking” and ensure all students have access to a challenging curriculum.

Allocate resources effectively to address the learning needs of Hispanic students

Equitable resource allocation is a critical component to ensuring that Hispanic students are offered the supports they need to succeed.

- Ensure that state resources are aligned with need;
- Improve targeting of and access to federal investments and programs and increase investment in programs that are effectively addressing the educational needs of Hispanic students, including HEAP programs.
- Offer additional supports for migrant and other at-risk Hispanic children including systems to transfer or share student records and achievement information.
- Invest in closing the digital divide by ensuring teachers are trained in effective use of technology.
- Offer disadvantaged communities more access to technology through Community Based Technology Centers, school computer labs and other public resources.

Ensuring Quality Teaching

All students deserve to have well-qualified and prepared teachers in their classrooms. Research has shown that teacher quality is one of the most important factors in increasing student achievement.

- Train more teachers --including bilingual educators-- to meet the needs of linguistically and culturally diverse students.
- Reduce the disproportionate number of unqualified teachers who are serving students who most need expert support.
- Focus on recruiting and retaining qualified teachers. If schools are serious about high standards for Hispanic students, then they must also insist on high standards for those that provide them instruction.

- Provide greater support and mentoring to teachers in their early years, when too many end up leaving the profession, as well as throughout their careers through ongoing professional development and learning opportunities.
- Raise standards for all teachers by rigorously testing all new teachers (including testing middle and high school teachers in the subject they will teach, and elementary school teachers in their knowledge of teaching reading), ensuring all teachers are qualified according to state standards and have a major or minor or demonstrated knowledge in the subject they teach, and offering mentoring and other support to new teachers.
- Inform educators of the importance of expectations in children's success.
- Encourage Hispanic mid-career professionals to use alternative routes to certification to become teachers.

The House Next Door - Alpha Program

In 1975, The House Next Door began the Alpha Program with the School Board of Volusia County, Florida, as a short-term, school-based, prevention and intervention counseling program. The major goal of the program is to prevent the development of disruptive behavior patterns for children nine to eleven years of age, starting in grades four to five. Students are provided intensive classroom counseling and an academic program while parents are involved in their child's progress through parenting education and family counseling. Students may remain in the Alpha Program for one school year. A cooperative effort between a school district and a nonprofit, family counseling agency has helped students be successful by keeping 100 percent of the students in school and decreasing the number of expulsions by 80 percent. The model is successfully implemented in three locations within the Volusia County Public School System.

Involve Parents and the Community

Parents are their children's first teachers and are in the best position to guide them through their educational careers. Empowering parents with the resources they need to offer their children support and guidance as they learn and grow in knowledge must be taken seriously by all of us.

- Implement parental involvement strategies that make the school system easier to navigate for parents and students.
- Identify and support role models for younger students that include older students, parents, senior citizens and other community members.
- Support more teacher home visits, and publicly funded and community-based childcare and transportation to facilitate interaction among teachers, principals and parents.

GOAL 4: Increase the High School Completion Rate to 90 percent by 2010.
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BACKGROUND

Over the last half century, the importance of a high school diploma has changed markedly. While the achievement of a high school diploma or equivalent potential once opened the door to a promising career pathway, that reality no longer exists. In today's workforce and economy, obtaining a high school diploma or equivalent is a critical gateway to the further education needed for individuals to compete and create opportunity.

Indeed, in today's economy, dropping out of high school is a passport to a low-wage future. In 1998, for instance, the median earnings of high school dropouts working full time was \$20,585, compared to \$26,592 for those with a high school diploma or GED, \$41,872 for those with a bachelor's degree and \$75,239 for those with a professional degree. In the case of Hispanics with equivalent educational levels, median earnings in 1998 were \$17,257, \$23,154, \$35,691 \$51,373, respectively. Clearly, for those who fail to complete their high school education, opportunities in the workforce diminish greatly and access to high wage jobs is virtually shut off.

The United States made impressive gains in increasing the high school completion rate from the 1950s to the 1970s. However, despite the increasing importance of a high school education over the last half-century, the rate at which Americans complete high school has not changed dramatically. Between 1972 and 1985, the proportion of 18-24 year-olds not in high school who had obtained a diploma or equivalent credential grew slightly from 82.8 percent to 85.4 percent. From 1985 through 1998 (the most recent data), the rate has stayed flat, fluctuating around 85 to 86 percent, with a present rate of 85 percent.

Both White and Black students have made positive gains over the past quarter-century in rates of high school completion. The share of 18-24 year-old White students completing high school stands at 90 percent, having increased from 86 percent in the early 1970s. Black students have also posted significant gains, with rates rising throughout the 1970s and 1980s. The rate has remained steady in the 1990s, with 81.4 percent of 18-24 year-old Blacks having completing high school in 1998.

The story for Hispanic students is a different one. In 1998, 62.8 percent of 18-24 year-old Latinos had completed high school. Unlike the completion rates of their White and Black counterparts, completion rates for Hispanic students have fluctuated over the past 25 years, with no clear trend in either direction. Moreover, the 1998 figure is approximately where rates were in the mid-1980s and represents a 6 percent decline since 1997.

The dropout rate paints an equally disparate picture. The rate of 16-24 year-olds who were not in school and have not earned a high school credential during the 1997-98 school year, was 7.7% for non-Hispanic Whites and 13.8% for non-Hispanic Blacks. The rate for Hispanic students increased to 29.5%. Many experts correctly point out that the Hispanic dropout rate is a complex story. While Latino youth aged 16 through 24 with both parents also born in the U.S. have a dropout rate of 15 percent; Hispanic youth born outside the United States have a 39 percent dropout rate. However, the fact remains that the lowest dropout rate for Hispanic youth (that of U.S. born with U.S. born parents) is still twice that of their non-Hispanic White peers and greater still than the rate for non-Hispanic Blacks.

The low high school completion rate of Hispanic Americans is reaching crisis proportions. With relatively low rates of the nation's fastest growing student population group completing high school, it is not just individual opportunity that will be put in jeopardy—it is the national economy. Stakeholders at all levels must come together to develop and implement strategies to achieve the important national goal of having at least 90 percent of Hispanic students graduating from high school by the year 2010.

CLINTON-GORE EFFORTS TO INCREASE HIGH SCHOOL COMPLETION

The Clinton-Gore Administration is committed to building a foundation for school success by increasing access for Hispanic students to Head Start and other early childhood education opportunities, Title I, challenging coursework, smaller classes and learning communities, after-school programs and other extended learning opportunities. For example, 95 percent of high-poverty schools are receiving federal Title I funds, compared to 79 percent in 1994; and 1.7 million children are benefiting from smaller classes. All of these programs have been shown to bolster literacy and research shows that reading difficulties are a key indicator for dropping out of school.

The federal government is also committed to expanding access for Hispanics to mentoring and college access programs such as the GEAR-UP and TRIO programs – over half a million low-income students are preparing for college thanks to the new GEAR-UP program, and increased support of TRIO has enabled improvements to the program and expansion to greater numbers of students. These programs help students to understand the value of completing high school and provide the supports needed for them to achieve that goal.

In addition, through a focus on smaller schools, charter schools, and reforming the American high school, the federal government will ensure that there are high quality options available to meet the varying needs of adolescent students.

Specific to the dropout prevention effort, in 1995, the Department of Education established the Hispanic Dropout Project, which charged an advisory team to identify barriers and propose recommendations to reduce the disproportionately

high Hispanic dropout rate. The Project's final report, *No More Excuses*, was released in 1998. The Department also provides grants to school districts and community organizations across the country through the School Dropout Demonstration Assistance Program. The program funds projects that provide extra support to students and that create smaller and more personal environments for students at risk of dropping out.

In addition to the Department of Education's efforts, several other executive branch agencies have initiated programs to decrease the dropout rate and increase levels of high school graduation. Those efforts include the Department of Agriculture's Project SOAR, a one-on-one tutoring and mentoring program focused largely for Hispanic 4th-6th graders; the Department of Housing and Urban Development's Youthbuild program, which offers 16 to 24 year-olds the opportunity to earn a high school diploma or GED, learn a valuable trade, and provide much-needed housing to families nationwide; and ~~the~~ The Department of Justice's Delinquency Prevention's Juvenile Mentoring Program (JUMP) which supports one-on-one mentoring programs for youth at risk of dropping out of school. __

STRATEGIES TO INCREASE HIGH SCHOOL COMPLETION

Stakeholders discussed key challenges, barriers, strategies and resources for constructing a comprehensive strategy. In that conversation, participants discussed the challenges of access to preschool; the lack of cultural and social capital; the inequality of resources in many neighborhoods and school systems populated by Hispanics; low expectations from teachers and administrators; low aspirations by Latino students; poor counseling; and less-than-rigorous curricular options. In response to these challenges, participants identified the following as critical strategies for a comprehensive focus on increasing the high school completion rate of Hispanic students to 90 percent by the year 2010.

Building Partnerships and Community Support/Increasing Parental Involvement

Partnerships among schools, the private sector, government, colleges and universities, nonprofits, and foundations are critical to providing needed services, tapping existing expertise, and leveraging resources.

- Encourage business and community based organizations to establish mentoring, tutoring and internship programs for high school students
- Create private sector internship and apprenticeship partnerships that connect students to jobs during their high school years.
- Construct higher education partnerships that focus on bilingual students and provide information and access to post-secondary opportunities.
- Develop outreach and school-based programs to help Hispanic parents feel welcome and connect them to their children's education.
- Stimulate Hispanic parent involvement by designing a public relations model that includes providing materials in Spanish.

Reforming the American High School

Students need a learning climate conducive to keeping them in school and earning a high school diploma. The current structure of the American high school is often antithetical to the individualized needs of many Hispanic students.

- Ensure all students have access to challenging coursework, including Advanced Placement courses and honors courses.
- Develop programs tailored to students who enter U.S. high schools with limited English proficiency.
- Invest in programs that combine rigorous academic standards with workforce-relevant applications and professional experience.
- Ensure that curriculum, learning expectations, and assessments are aligned.
- Ensure that schools, districts, and states are accountable for including Hispanic students in assessments and that data is available and used appropriately to improve teaching and learning. Ensure access to technology (i.e. computer usage, Internet) in all K-12 schools, especially those with high percentages of Hispanic students.
- Reduce class sizes and provide small-school settings (small schools or schools within schools) to foster connections and ensure a greater degree of individual attention.
- Ensure that more college counselors and curriculum advisors are prepared to reach out to and effectively serve Hispanic students.
- Assign every student to a school staff member for a weekly “focus session” to track progress.
- Offer extended learning time such as before- and after-school programs and summer school to help students reach high standards and provide productive opportunities during the out-of-school hours.
- Provide counseling, diagnostic, health, and other social services needs for students as a part of school services.
- End the practice of social promotion and ineffective retention in grade rephrase for clarity.
- Create and offer flexible time programs, distance learning, and other alternative learning systems to the traditional high schools--while ensuring achievement to high standards.
- Support and develop high-quality dropout recovery and GED programs.
- Create incentives for strong linkages among schools for common approaches and the dissemination of successful practices.
- Increase federal investment in GEAR UP and TRIO to serve more Hispanic students.
- Promote school-to-work and other career awareness programs.

Improving Teacher Quality

Critical to improving Hispanic high school completion rates is a focus on the quality and capacity of the teachers who work with these students on a daily basis. Conference participants suggested a variety of professional development, recruitment, and reward initiatives:

- Work with schools and districts to develop and implement teacher professional development strategy sessions to enhance teachers' understanding of inclusion and achievement for Hispanic students, particularly strategies for promoting both cultural understanding and high expectations for all students.
- Create incentives for high-quality teachers to serve in high-need and predominantly Hispanic-serving schools and districts.
- Increase the pay for teachers who participate in bilingual staff development, are fluent in Spanish, and teach in districts with those needs.

States Making Progress to Increase High School Completion

Iowa. At 3 percent, Iowa has one of the lowest dropout rates in the country. Since 1984, the state has been providing funding to local districts for dropout prevention services. Effective local efforts throughout the state include mentoring systems; before and after school for at-risk students; peer tutoring; summer academic programs; and student leadership experiences. The state also supports 94 alternative schools most of which provide alternative learning environments within high schools.

Georgia. Recognized as a national leader in this area, Georgia's high school completion effort focuses on helping students make strong progress in their reading and math skills. The state's key investments have been to develop The Reading Challenge, an academic after-school program for 4th-8th graders, and Family Connection, a program providing funds for coordinated strategies among state agencies. The state is reengineering its alternative schools from a focus on students with discipline problems to those who are academically behind.

New York. Extended learning time, smaller learning environments, and comprehensive support systems are the hallmarks of New York State's successful dropout prevention efforts. The state uses a Centers for Disease Control model, whereby they provide professional development and resources to create healthy environments for teaching and learning, including a focus on emotional, physical and other factors

Supporting Research to Improve Teaching and Learning

Research performs a critical function in identifying best practices, education barriers, gaps in services, and key strategies.

- Fund more research and data collection on effective practices to ensure that Hispanic students complete high school.
- Disseminate effective, research-based practices for educating limited English proficient (LEP) students to achieve academic excellence.
- Conduct research on effective use of Title I resources in high schools.

- Assess the role of high stakes testing and its impact on high school dropout and completion rates.
- Create websites that provide a method of sharing instructional strategies.

Intermediate District 287 Area Learning Center

Since 1989, thirteen metropolitan Minneapolis, Minnesota, school districts have worked cooperatively to develop alternative programs that meet the diverse needs of at-risk learners. The Intermediate District 287 Area Learning Center, a winner of the National Dropout Prevention Network's Crystal Star Awards of Excellence in Dropout Recovery, Intervention, and Prevention, offers a wide variety of programs to prevent school dropouts, to recover students who already have dropped out, and to intervene so that youthful energy will be exerted in positive directions. There are more than 30 program options, at convenient sites, offered year round, to meet the changing needs of students aged five and older adult. By developing a cooperative network of area schools, social service organizations, business partners, and government agencies, the Area Learning Center develops learning communities that use nontraditional methods to achieve academic skills; provides career exploration and work experience opportunities; facilitates transition for students back to mainstream schools, higher education, and the workplace; and assists students in coping with or solving personal problems.

Goal 5: Double the percentage of Hispanic Americans who earn <u>A</u>ssociate's and <u>B</u>achelor's degrees by 2010.

BACKGROUND

Today, a college education is more important than ever before. In 1998, young men who completed at least a bachelor's degree earned 150 percent the salary of their peers with no more than a high school diploma—and young women earned twice as much if they had graduated from college. For example, a college graduate earns \$600,000 more over a lifetime, on average, than a high school graduate. An associate's degree is worth \$240,000 over a lifetime.

Of students who entered community colleges in 1989, only 18 percent earned an associate's degree and 6 percent a bachelor's degree by 1994. Nearly 49 percent hadn't earned a degree and were no longer enrolled. In contrast, 53 percent of students who entered a four-year college had earned a bachelor's degree, and only 24 percent had dropped out. (Condition of Education 1999, p. 236, based on NPSAS)

While the gaps in college enrollment have narrowed somewhat since the mid-1980s, Hispanics are less likely to be enrolled in institutions of higher education than their peers. Among the population aged 18-24, 20 percent of Hispanics are enrolled, compared to 37 percent over all; and Hispanic students comprise over 11 percent of community college students, but only about 6 percent of students at four-year schools. (Condition of Education 2000, p. 128, based on IPEDS data) While post-secondary degree attainment has been rising across the nation in the last decade, Hispanics as a group have not shown consistently strong gains over this period. While 27 percent of the entire U.S. population aged 25 and older holds a bachelor's degree, only 11 percent of Hispanics have earned undergraduate degrees. Similarly, only 5 percent of Hispanics ages 25 and older hold an occupational or academic associate's degree, compared to 7 percent nationally.

Because of such educational disparities, Hispanics do not have access to the same economic opportunities as other Americans. Median hourly earnings are 21 percent lower for Hispanics than for non-Hispanic Whites. According to the President's Council of Economic Advisers, relatively low levels of Hispanic earnings are explained in large measure by lower levels of educational attainment. After accounting for differences in age and gender and in education, U.S.-born Hispanics were found to earn 6 percent less than non-Hispanic Whites (with the remaining "unexplained" gap due to other unobserved differences, such as quality of education, geographic variation, and discriminatory employment practices).

CLINTON-GORE COMMITMENT TO HIGHER EDUCATION

To help all students fulfill their promise and prepare for postsecondary education, the Administration's Think College Early campaign provides accessible guidance to students and their families as they plan for college. The campaign targets the nation's 19 million adolescents, 20 percent of whom live in poverty. Recognizing that disproportionate numbers of low-income students and minority students attend two-year colleges, Think College Early encourages all students to pursue admission to a four-year college, emphasizing the importance of college preparatory coursework and early financial planning for college. In particular, the campaign urges students to take algebra by the 8th grade, as students who gain early exposure to high school math are far more likely to go to a four-year college than those who do not. Rigor of curriculum is a better predictor of college completion than test scores, class rank and grade point average, and the positive impact of the high school curriculum is far more pronounced for Black and Hispanic students than any other pre-college indicator of academic resources.

To support this effort, in his 1998 State of the Union address, President Clinton proposed a new initiative to make a difference for students in high-poverty schools. Ten months later, Congress enacted GEAR UP—Gaining Early Awareness and Readiness for Undergraduate Programs—with broad bipartisan support. This academic year, its first in operation, the GEAR UP initiative—partnerships between colleges and universities, community based organizations, and middle schools—is building hope, raising expectations, and creating college opportunities for over 450,000 disadvantaged children. Next year it will grow to 750,000 students.

The Clinton Administration has also expanded the TRIO programs to promote college success. TRIO is a network of initiatives designed to help low-income, first-generation college, and disabled individuals achieve academic success beginning in middle school, throughout college, and into graduate school. Since 1993, funding for the programs has increased by two-thirds, from \$388 million to \$645 million. Named TRIO in the late 1960s after its first three programs—Upward Bound, Talent Search, and Student Support Services—TRIO now serves 730,000 students and supports Educational Opportunity Centers, Talent Search, and the Ronald McNair Post-Baccalaureate Achievement Program.

In addition, targeted assistance to Hispanic-Serving Institutions (HSIs) under the Clinton-Gore Administration has helped launch Hispanic-Americans' enrollment in postsecondary education from approximately 782,000 in 1990 to approximately 1.3 million in 1996. There are 195 institutions of higher education defined as HSIs using the criteria designated by the White House Initiative. Hispanic-Serving Institutions (HSIs) are accredited and degree-granting public or private nonprofit institutions of higher education with at least 25 percent or more total undergraduate Hispanic full-time equivalent student enrollment. In many ways, HSIs represent the promise of the nation's emerging Hispanic population

in the new millennium. Total investment in HIS has gone from \$12 million in 1995 to \$44 million in 2000. Today, there are nearly 14.5 million students in postsecondary education, of which over 9 percent are Hispanic. Of these, over 40 percent are attending HSIs. These campuses have become a primary path for Hispanics to succeed in higher education.

Furthermore, Federal student financial aid has doubled from \$23 billion in 1993 to \$60 billion in 2000, including the new Hope Scholarships and Lifetime Learning tax credits. The Hope Scholarship tax credit provides up to \$1,500 in tax relief for the first two years of college, saving 2.6 million families \$2.6 billion in 1998. The Lifetime Learning credit—which provides up to \$1,000 for juniors and seniors, graduate students, and adults seeking job training—gave 2.3 million families \$800 million in tax relief in 1998. In addition, over 3.8 million needy students receive up to \$3,300 in Pell Grant scholarships, an amount that is \$1,000 greater than the maximum grant in 1993. Finally, since 1994, over 150,000 AmeriCorps members have earned nearly \$400 million for college while serving their communities.

The Clinton-Gore Administration has also modified the student loan program in ways that have made it more efficient and affordable. Changes include introducing lower fees and interest rates that have saved the average borrower over \$500; providing more flexible repayment terms, including the option to repay as a share of income; and restoration of a tax deduction for student loan interest. The new Direct Student Loan program—established in 1994—bypasses federally guaranteed lenders to deliver loans to students more quickly, simply, and cheaply. Together, students and taxpayers have already saved \$15 billion through student loan reforms.

Homestead Gear Up Program, Homestead, FL.

Homestead serves entire grade levels through local partnerships that enhance the educational opportunities for students in the Accolade and Homestead Middle Schools. The general population, while demographically diverse, is highly mobile with many migrant workers who change school districts frequently. The transient social climate is due to the extraordinary changes in commerce following Hurricane Andrew, which closed 50% of the local businesses and the Air Force Base. Parts of Homestead are a federal Empowerment Zone, with 68% of the population living below the poverty level.

The partnership, composed of the public schools, local businesses and non-profits such as ASPIRA and the Non-Violence Project, helps close educational gaps by providing extra services to these students, including an after-school academy, in-school tutoring, a summer academy, a Saturday enrichment program, counseling services, parental involvement, teacher training, staff development and a Program of Industry Supported Mentorship (PRISM).

STRATEGIES TO INCREASE POSTSECONDARY DEGREE ATTAINMENT

Increases in Hispanic college completion will not come without a variety of efforts, from improving access to quality early childhood programs, to support for learning English, narrowing the achievement gap, and reducing the high school dropout rate. However, taking these on is not easy, and they are only among the first steps necessary to ensure that more Hispanics garner the benefits of higher education. Some Strategy Session participants felt that rather than aiming to double the rate of degree attainment by Hispanic students by 2010, the goal should be for Hispanic students to be earning associate's and bachelor's degrees at the same rate as their non-Hispanic peers. However, ~~there is no question that~~ as the demographics of high school and college students change, our system of higher education must adapt to serve the emerging marketplace and the increasing numbers of Hispanics.

Preparing for college

Successful efforts to prepare children for college—for the application process, admissions, and the rigor of postsecondary education—begin long before the senior year of high school and require improvements across the entire education continuum.

- Support challenging curriculum in elementary and secondary school, including access to gifted and talented and advanced placement courses.
- Focus early on college preparation and outreach by creating K-16 partnerships, such as middle school-college partnerships that raise student expectations and prepare them academically for success in higher education.
- Implement early and aggressive intervention strategies—from remediation to advanced learning. For example, many schools have found that 7th grade can be a crucial time for developing interest and discipline in future scientists and engineers.
- Continue to recruit and seek underrepresented racial and ethnic groups in colleges and universities.
- Encourage mentoring programs that match Hispanic students with community role models.
- Encourage alternative routes to college, including the military which provides both career options and a pipeline to college.
- Inform students early of the obstacles that residency status may pose in enrolling in college and receiving aid, and develop ways to help students in these situations.

Ensuring college retention.

Increasing the percent of Hispanics who attain college degrees requires more than increasing Hispanic enrollment; schools and communities must also develop strategies to help Hispanic Americans stay in college (e.g., addressing the “over-prediction” problem, helping students maintain good grades, etc.).

- Provide supports to ensure that students continue to enroll in at least one course per semester. Research indicates that, contrary to popular belief,

“stop-outs” pose a considerable threat to college completion; keeping student engaged, even when they can not continue full-time, can be an important strategy.

- Extend programs like GEAR UP.
- Increase associate degree enrollment, attainment and coordination with bachelor's programs to facilitate enrollment in four-year programs.

Mathematics-Engineering-Science-Achievement (MESA) Program, Arizona State University College of Engineering and Applied Sciences

Through the MESA Program and the Minority Engineering Program (MEP), Arizona State operates a comprehensive recruitment and retention system for historically underrepresented groups in science, mathematics and engineering. The program incorporates liaisons with middle and high school teachers, Summer Institutes, and special career days as well as scholarships. The first-year retention rate of the MESA Program participants is higher than the school-wide average for both the College of Engineering and Applied Sciences and the College as a whole.

Providing student financial aid.

While college is becoming increasingly affordable, earning a degree requires more than hard work; it also requires ongoing financial support.

- Expand scholarship and grant opportunities for low-income students and Latinos through public, private and non-profit sources. Research indicates that each \$1,000 increase in annual tuition costs is associated with a five-percentage point decrease in postsecondary entry.
- Inform students early of the obstacles that residency status may pose in enrolling in college and receiving aid, and develop ways to help students in these situations. Increase advanced degree attainment, including professional degrees and PhDs to increase supply of Hispanic role models and college professors.

VII. RESOURCES

The following are some resources to help inform and support stakeholder efforts to undertake strategies to close the achievement gap.

Council of Economic Advisers' Report. The President's Council of Economic Advisers will release a report entitled, "Educational Attainment and Success in the New Economy: An Analysis of Challenges for Improving Hispanic Students' Achievement." The report documents the gaps in educational outcomes for Hispanics and the importance from both an individual and national perspective of improving Hispanic students' educational achievement. In addition, the CEA's report focuses on the need for greater representation of Hispanics in the rapidly growing information technology sector.

The following publications are available from the U.S. Department of Education by calling 1-877-4ED-PUBS:

Key Indicators of Hispanic Student Achievement: National Goals and Benchmarks for the Next Decade

This publication provides national goals to guide federal, state, and local educators, policy makers, and community leaders in improving educational access and quality for Hispanic students. It also provides indicators of progress in the following areas for schools, communities and states to follow: early childhood education, learning English, closing achievement gaps and the dropout rate, and increasing college completion.

Helping Hispanic Students Reach High Academic Standards: An Idea Book

This publication highlights promising strategies used by schools and communities to help Hispanic students succeed in learning, gaining productive employment, and becoming responsible citizens. The "Idea Book" was developed by the U.S. Department of Education as a guide to support schools and communities in designing successful programs that promote high academic achievement among Hispanic students, including using federal funds. The Department will send the Idea Book to the top 100 school districts with the fastest growing Hispanic student populations.

*Read*Write*Now! Activity Series* (available in Spanish)

Materials are available to help children build their reading skills outside of school, especially during the summer months.

Improving Mathematics Achievement: What Parents and Families Can Do (available in Spanish)

This guide answers questions and outlines resources to help families, educators and other community members improve mathematics achievement.

Figure This! (Available in Spanish)

This series of engaging math challenges provides parent-friendly learning activities for families to do together, using middle-school level math in everyday situations.

Helping Your Child Learn Math (available in Spanish)

This booklet helps families reinforce their elementary school children's math skills and understanding by transforming everyday tasks into enjoyable math activities.

Charting a Course for College (available in Spanish)

This guide provides financial aid information for students and their parents.

Think College? Me? Now?

This publication outlines ways that students and their families can prepare academically and financially for college early in the middle grades.

Getting Ready for College Early (available in Spanish)

This guidebook will help parents and their children understand the steps to take during the middle school and junior high school years to get ready for college.

Funding Your Education (available in Spanish)

This publication provides general information about the U.S. Department of Education's federal student financial aid programs. It is designed for high school students and others considering entering a postsecondary school for the first time.

Questions Parents Ask About Schools (available in Spanish)

This easy-to-read question and answer booklet discusses teachers' expectations and student workload at each grade level, how parents can help their children succeed in the classroom, safety issues in schools, steps for college preparation, and much more.

Learning Partners: A Guide for Family Activities (available in Spanish)

This publication offers activities that parents can use to promote their child's learning in various subjects such as art, history and science.

Helping Your Child with Homework (available in Spanish)

This publication can help answer questions that parents and others who care for children in elementary and junior high school often ask about homework.

Challenge Young Minds: 50 Ways to Better Education (available in Spanish)

This brochure provides ideas on simple ways parents, grandparents, teachers, school administrators and principals, businesses, and companies can do to help improve the education of children.

Spanish Language Publications: A Minicatalog of Free U.S. Department of Education Publications (available in Spanish)

Latinos in Education

This publication provides a snapshot of information about Latinos in our nation's education system from early childhood through graduate education.

What Works for Latino Youth

This publication presents a compendium of programs that work for Latino youth. This directory offers contact information and program descriptions to facilitate networking and information sharing. It is intended to be a tool for foundations, businesses, policymakers, community-based organizations, schools, universities, and other interested individuals and communities actively engaged in addressing the strengths and needs of Latino youth.

Programs for English Language Learners: Resource Materials for Planning and Self-Assessments"

VIII. NEXT STEPS

As part of the June 15th Strategy Session, President Clinton and Vice President Gore unveiled a series of public-private partnerships that implement some of the suggested strategies for improving Hispanic students' education. Those partnerships are described below to help other corporations, policy makers, and educators meet the President's challenge to the nation create, implement, and assess additional programs that help us achieve the five national goals.

Oversight: The 2010 Alliance

In response to the President's call to action to improve education for Hispanic students, non-profit and corporate partners formed the 2010 Alliance. This purpose of this alliance is to monitor the nation's progress towards fulfillment of the five national goals announced by the President at the strategy session. The 2010 Alliance is a newly formed collaborative partnership composed of several non-profit and philanthropic organizations. Spearheading this effort are the National Council for Community and Education Partnerships (NCCEP), the National Association for Bilingual Education (NABE), the National Council of La Raza (NCLR), and the National Association for Latino Elected Officials (NALEO). In addition, other participant members include the Ford, Irvine, Kellogg, and Hazen foundations, as well as AT&T, Univision, State Farm Insurance, and the General Motors Corporation. Over the next decade, the 2010 Alliance will focus its efforts on reducing and/or eliminating the Hispanic educational achievement gap. The White House and the Department of Education look forward to supporting the 2010 Alliance's efforts toward this end. In October 2000, the 2010 Alliance will hold its inaugural meeting with its participant members in Washington, D.C. The meeting will be designed to reach a consensus on the structure and long term plan for the 2010 Alliance. For further information regarding this exciting and promising new effort, please contact NCCEP, NABE, NCLR or NALEO.

Public Awareness & Outreach: Several public and private sector participants initiated media campaigns to increase public awareness of the impediments to Hispanic student achievement and the resources available for overcoming the obstacles.

American Library Association (ALA). The American Library Association has committed to establishing a literary award for children's literature that reflects the Latino culture. The Association will work to elevate the prestige of the award to the level of the Newberry or Caldecott awards by 2010.

The Association of Hispanic Advertising Agencies (AHAA). The Association of Hispanic Advertising Agencies (AHAA) will implement the first integrated

Hispanic communications campaign to close the educational achievement gap between Hispanics and the rest of the student population. Entitled "FuturaMente," the project will consist of two multi-media campaigns: one to educate the parents of 3-4 year-olds about the importance of early education, and a second to encourage high school youth to pursue a career in teaching. AHAA is a national organization of minority-owned and minority-managed advertising firms.

Department of Education (DoEd). DoEd will launch an expansive outreach effort to provide more and higher quality services to very young Hispanic children through Title I pre-school programs. The Department will provide all local school districts with policy guidance on the flexibility available for using Title I funds for preschools. The guidance will encourage school districts to use Title I funds for preschool, urge schools to increase outreach to Hispanic families, and explain the flexibility in Title I schoolwide programs for selecting participants and providing services to Hispanic children and their parents.

Department of Education (DoEd) and National PTA. The Department of Education Collaborated with the National PTA to distribute "Vamos Juntos a la Escuela" (Let's Go to School Together), a videotape for Spanish-speaking families and the schools and organizations that serve them. The tape, which will go to PTAs nationwide serving schools with significant populations of Hispanic students, provides basic suggestions about helping children succeed in school, covering subjects such as parent involvement in education, early childhood, reading and mathematics, and preparing young people for college.

Department of Health and Human Services (HHS). The Substance Abuse and Mental Health Services Administration is working in partnership with the Hispanic community to develop and implement an initiative called SOY!! UNICA!! SOY LATINA!! I'M UNIQUE!! I'M LATINA!!, a national, comprehensive, multimedia bilingual campaign geared for Hispanics/Latinas age 9 to 14. The initiative will assist young girls to build positive self-esteem in order to prevent drug use, as well as harmful consequences of emotional and behavioral problems.

Discovery Communications, Inc. Discovery en Espanol (DEN) will create five public service announcements (PSAs) that will be run on the channel regularly for a year beginning in January, 2001, and distributed through any other available medium. Each PSA will focus on one of the five national Hispanic Education goals announced by the President at the White House Strategy Session on June 15th. Discovery en Espanol, in partnership with cable operators across the country, will create versions of the PSAs to air in local communities. Discovery en Espanol is a digital channel owned and operated by Discovery Communications, Inc.

National PTA and the Hispanic Radio Network. The 6.5 million member National PTA has partnered with the Hispanic Radio Network, with 100 affiliate stations in the United States, Puerto Rico and Latin America, to produce a series of one-

minute radio programs that will highlight the positive affects of parental participation on student academic achievement, offer ideas to parents on how to promote safe, effective, community-centered schools, and identify resources targeted to Spanish-speaking parents.

Proctor & Gamble. Proctor & Gamble has contributed \$50,000 to the White House Initiative on Educational Excellence for Hispanic Americans for the collaborative development and distribution of a "an information kit for organizers" to support Latino parents' efforts to secure a quality education for their children. The information kit will be developed in both English and Spanish and will address the following topics: Parents as First Teachers, A Quality Education for All, Heading Towards College, and Making It Happen in Your Community.

Reach Out and Read. Reach Out and Read, a non-profit organization dedicated to providing parents with information on the importance of language development and literacy during routine well-baby check-ups, will initiate a major outreach campaign to migrant families.

Scholastic, Inc., Univision and The National Latino Children's Institute. Scholastic Inc., Univision and The National Latino Children's Institute will lead a nationally focused and locally targeted public awareness campaign entitled "Discover the Excitement of Reading" to support Latino families and caregivers in raising their young children's literacy skills and overall student achievement by nurturing and cultivating the love of reading and storytelling; making quality, affordable children's books available to Latino children; encouraging and promoting new Latino authors; and increasing the number of culturally appropriate materials available for Latino children.

Training & Capacity Building: Several groups committed to providing training and resources to help organizations, educational institutions, and teachers raise the academic achievement of Hispanic students.

American Library Association (ALA). In addition to the literary award mentioned above, the ALA will also offer model programs for libraries on how to provide excellent service to the Hispanic community and initiate an outreach campaign to show other organizations how to create similar model programs.

American Association of Museums (AAM). The American Association of Museums will encourage its member museums to meet the needs of Hispanic students by providing teacher training, using technology to link to schools with high Hispanic populations, and making curriculum materials available online. AAM will also create a link on its website to provide information on this outreach campaign, publicize the site in its publications, and seek promising practices from museums to highlight on the site and in its publications.

Department of Commerce (DOC). The Department of Commerce recently entered into agreements with three Hispanic Serving Institutions (HSIs) to initiate professional exchange programs between DOC executives and HSI faculty, make DOC's world-renowned scientists available to the HSIs as guest lecturers, and permit the Department to enhance its efforts to recruit HSI graduates for DOC employment. In September, DOC will sponsor a mini-conference for HSI presidents, leaders of the Hispanic community, and DOC executives to promote communications among the entities' executives and facilitate the implementation of the exchange and recruiting programs.

Department of Commerce (DOC). On September 21-22, 2000, the Department of Commerce will sponsor the "Directions 2000 Conference" for Minority Serving Institutions (MSIs) to promote minority participation in DOC grants and other financial assistance programs. Over 190 Minority Serving Institutions of higher learning, including a substantial number of HSIs, will be invited to participate in the conference.

Department of Education (DoEd). DoEd, in partnership with the National Association of Bilingual Education, will launch a series of workshops for school districts on strategies for training teachers to address linguistic and cultural diversity in the classroom, effective bilingual education programs, teaching reading to English language learners, and using community-wide resources to meet the needs of new students and their families. The Department will also provide technical assistance for school superintendents and principals, who work in communities that have recently experienced a large increase in Hispanic students, on building partnerships to improve academic performance and increase high school completion rates.

Department of Education (DoEd). DoEd's Hispanic-Serving Institutions (HSIs) Program will provide \$25.8 million for 76 new development grants to enable eligible HSIs to expand their capacity to serve Hispanic students and other low-income individuals. The HSIs may use the funds for faculty development, administrative management, and improvement of academic programs, facilities and student services. HSIs enroll the majority of all Hispanic students nationally and also provide access for a large number of other disadvantaged students.

HHS, HUD, and the White House Initiative on Educational Excellence for Hispanic Americans. The Department of Housing and Urban Development (HUD), Department of Health and Human Services (HHS) and the White House Initiative on Educational Excellence for Hispanic Americans are working together to provide English and Spanish language materials and educational forums to parents of young children through HUD's Neighborhood Networks and other community-based programs. The parents will receive information on early brain development research, parenting tips, how to access childcare subsidies and tax credits, how to choose a child care center, what Head Start has to offer, and

other family supports. The initiative was launched in July 2000, in the first of six pilot HUD centers across the country serving Latino communities.

Lightspan, Inc. and The Department of Housing and Urban Development (HUD). Lightspan and HUD teamed up to provide educational technology resources to HUD's over 600 Neighborhood Networks centers in public and assisted housing communities across the country. Additionally, Lightspan will provide assistance and customized on-line content to meet the unique needs of the residents in 10 pilot Neighborhood Network centers that serve Hispanic communities. Governor Thomas R. Carper of Delaware has taken the lead in facilitating this dynamic partnership in two of Delaware's HUD Neighborhood Network centers.

Mentorship, Internships & Scholarships: Several companies and federal agencies are implementing mentoring/internship/scholarship programs, all of which are suggested strategies for closing the achievement gap, increasing high school and college achievement (e.g. Goals 3,4, and 5).

The Hispanic Association of Colleges and Universities (HACU) Corporate Internships. HACU has partnered with the St. Paul Companies, State Farm Insurance Companies, and the Target Corporation, to initiate a corporate internship program for Hispanic college students throughout the United States, modeled after its successful federal government internship program which places over 500 college interns annually.

Washington Mutual, Inc. Washington Mutual Inc. has committed to expand its high school internship program from 6 to 8 states. This program provides 11th and 12th grade students with a two-year internship opportunity consisting of part-time employment in the bank's financial centers and 80 hours of instruction in workforce preparation and consumer education (e.g. interview techniques, dress code, team work, work place ethics, time management, cultural diversity, conflict resolution, money management). Over the past 26 years, the program has served over 37,000 high school students, including 11,000 Hispanic students.

Sears, Roebuck and Co. Sears, Roebuck and Co. will implement a pilot internship/mentoring program in Miami and Los Angeles. The "Sears Future Leaders" program will target Hispanic high school juniors and seniors who have demonstrated strong academic performance and leadership potential. Participating students will be guaranteed part-time jobs at Sears during holidays and summer breaks for as long as they maintain a "C" average in school. They also will be matched up with manager-level volunteer mentors, who will guide the students in learning business literacy and professional conduct. Sears will offer tuition reimbursement for college to interns who meet policy guidelines.

Department of Agriculture (USDA). In 2001, the U.S. Department of Agriculture will establish a scholarship program to increase the number of students entering and graduating from 2- and 4-year Hispanic Serving Institutions and encourage students to pursue careers in the U.S. Food and Agriculture sector. The scholarship will cover educational expenses for students earning degrees ranging from an Associate of Arts through a doctorate. Following graduation, the scholarship recipients must work at USDA for one year for each year of financial assistance received. The program, which will be called the National Hispanic Serving Institutions Scholars Program, will serve up to 30 students during its first year of funding.

Department of Defense (DOD). The Department of Defense will expand its student teaching internship program to increase the number of Hispanic educators in overseas schools, which serve family members of military personnel. The Department has entered into five new partnerships with Hispanic Serving Institutions and will provide round-trip travel expenses to entice exceptional students who are majoring in education at those colleges and universities to complete their student teaching internships in DoD schools overseas.

Department of Energy (DOE). For FY 2001, the Department of Energy's Community College Institute (CCI) has committed to quadruple the size of its summer "technical and research" internship program for community college students studying mathematics, science, or other technical subjects. The Department will enhance its internship program by providing additional incentives for interns who agree to mentor other students when they return to their community college after their internships, including reimbursements for textbooks and membership fees and travel expenses to meetings of the American Association for the Advancement of Science.

IX. APPENDICES

- Participants List -- Names and organizations (contact info or breakout session attended could also be included)
- CEA Report (Executive Summary?)
- Report Card
- Thorough list of resources and commitments if not all are included in chapters

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CMTE ON ED & WORKFORCE

007

RURAL EDUCATION ASSISTANCE

SEC. ____ RURAL EDUCATION.

Part J of title X of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8271 et seq.) is amended to read as follows:

PART J - RURAL EDUCATION INITIATIVE

SEC. 10951. SHORT TITLE.

This part may be cited as the 'Rural Education Initiative Act'.

SEC. 10952. FINDINGS.

Congress finds the following:

- (1) The National Center for Educational Statistics reports that 46 percent of our Nation's public schools serve rural areas.
- (2) While there are rural education initiatives identified at the State and local level, no Federal education policy focuses on the specific and unique needs of rural school districts and schools.
- (3) Small school districts often cannot use Federal grant funds distributed by formula because the formula allocation does not provide enough revenue to carry out the program the grant is intended to fund.
- (4) Rural schools often cannot compete for Federal funding distributed by competitive grants because the schools lack the personnel needed to prepare grant applications and the resources to hire specialists in the writing of Federal grant proposals.
- (5) A critical problem for rural school districts involves the hiring and retention of qualified administrators and certified teachers (especially in reading, science, and mathematics). As a result, teachers in rural schools are almost twice as likely to provide instruction in three or more subject areas than teachers in urban schools. Rural schools also face other tough challenges, such as shrinking local tax bases, high transportation costs, aging buildings, limited course offerings, and limited resources.

SEC. 10951. FORMULA GRANT PROGRAM AUTHORIZED.

(a) ALTERNATIVE USES -

- (1) IN GENERAL - Notwithstanding any other provision of law, an eligible local educational agency may use the applicable funding, that the agency is eligible to receive from the State educational agency for a fiscal year, to support local or statewide

education reform efforts intended to improve the academic achievement of elementary school and secondary school students and the quality of instruction provided for the students.

(2) **NOTIFICATION** - An eligible local educational agency shall notify the State educational agency of the local educational agency's intention to use the applicable funding in accordance with paragraph (1) not later than a date that is established by the State educational agency for the notification.

(b) ELIGIBILITY -

(1) **IN GENERAL** - A local educational agency shall be eligible to use the applicable funding in accordance with subsection (a) if -

(A)(i) the total number of students in average daily attendance at all of the schools served by the local educational agency is less than 600; and

(ii) all of the schools served by the local educational agency are located in a community with a Rural-Urban Continuum Code of 6, 7, 8, or 9, as determined by the Secretary of Agriculture; or

(B) the agency meets the criteria established in subparagraph (A)(i) and the Secretary, in accordance with paragraph (2), grants the local educational agency's request to waive the criteria described in subparagraph (A)(ii).

(2) **CERTIFICATION** - The Secretary shall determine whether or not to waive the criteria described in paragraph (1)(A)(ii) based on certification provided by the local educational agency, or the State educational agency on behalf of the local educational agency, that the local educational agency is located in an area defined as rural by a governmental agency of the State.

(c) **APPLICABLE FUNDING** - In this section, the term 'applicable funding' means funds provided under each of titles II, IV, VI, parts A and C of title VII, and part I of title X.

(d) **DISBURSAL** - Each State educational agency that receives applicable funding for a fiscal year shall disburse the applicable funding to local educational agencies for alternative uses under this section for the fiscal year at the same time that the State educational agency disburses the applicable funding to local educational agencies that do not intend to use the applicable funding for such alternative uses for the fiscal year.

(e) **SUPPLEMENT NOT SUPPLANT** - Funds used under this section shall be used to supplement and not supplant any other Federal, State, or local education funds that would otherwise be available for the purpose of this part.

(f) **SPECIAL RULE** - References in Federal law to funds for the provisions of law set forth in subsection (c) may be considered to be references to funds for this section.

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SEC. 10962. PROGRAM AUTHORIZED.

(a) **IN GENERAL.** — The Secretary is authorized to award grants to eligible local educational agencies to enable the local educational agencies to support local or statewide education reform efforts intended to improve the academic achievement of elementary school and secondary school students and the quality of instruction provided for the students.

(b) **ELIGIBILITY.** —

(1) **IN GENERAL.** — A local educational agency shall be eligible to receive a grant under this section if —

(A)(i) the total number of students in average daily attendance at all of the schools served by the local educational agency is less than 600; and

(ii) all of the schools served by the local educational agency are located in a community with a Rural-Urban Continuum Code of 6, 7, 8, or 9, as determined by the Secretary of Agriculture; or

(B) the agency meets the criteria established in subparagraph (A)(i) and the Secretary, in accordance with paragraph (2), grants the local educational agency's request to waive the criteria described in subparagraph (A)(ii).

(2) **CERTIFICATION.** — The Secretary shall determine whether or not to waive the criteria described in paragraph (1)(A)(ii) based on certification provided by the local educational agency, or the State educational agency on behalf of the local educational agency, that the local educational agency is located in an area defined as rural by a governmental agency of the State.

(c) **ALLOCATION.** —

(1) **IN GENERAL.** — Except as provided in paragraph (3), the Secretary shall award a grant to an eligible local educational agency for a fiscal year in an amount equal to the initial amount determined under paragraph (2) for the fiscal year minus the total amount received under the provisions of law described under section 10961(c) for the preceding fiscal year.

(2) **DETERMINATION OF THE INITIAL AMOUNT.** — The initial amount referred to in paragraph (1) is equal to \$100 multiplied by the total number of students, over 50 students, in average daily attendance in such eligible agency plus \$20,000, except that the initial amount may not exceed \$60,000.

(3) **RATEABLE ADJUSTMENT.** —

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(A) **IN GENERAL** - If the amount made available for this part for any fiscal year is not sufficient to pay in full the amounts that local educational agencies are eligible to receive under paragraph (1) for such year, the Secretary shall ratably reduce such amounts for such year.

(B) **ADDITIONAL AMOUNTS** - If additional funds become available for making payments under paragraph (1) for such fiscal year, payments that were reduced under subparagraph (A) shall be increased on the same basis as such payments were reduced.

(4) **CENSUS DETERMINATION** -

(A) **IN GENERAL** - Each local educational agency desiring a grant under this section shall conduct a census not later than December 1 of each year to determine the number of kindergarten through grade 12 students in average daily attendance at the schools served by the local educational agency.

(B) **SUBMISSION** - Each local educational agency shall submit the number described in subparagraph (A) to the Secretary not later than March 1 of each year.

(d) **DISBURSAL** - The Secretary shall disburse the funds awarded to a local educational agency under this section for a fiscal year not later than July 1 of that year.

(e) **SUPPLEMENT NOT SUPPLANT** - Funds made available under this section shall be used to supplement and not supplant any other Federal, State or local education funds.

SEC. 10963. **ACCOUNTABILITY**

(a) **ACADEMIC ACHIEVEMENT** -

(1) **IN GENERAL** - Each local educational agency that uses or receives funds under section 10961 or 10962 for a fiscal year shall administer an assessment consistent with section 1111 of title I.

(2) **SPECIAL RULE** - Each local educational agency that uses or receives funds under section 10961 or 10962 shall use the same assessment described in paragraph (1) for each year of participation in the program under such section.

(b) **STATE EDUCATIONAL AGENCY DETERMINATION REGARDING CONTINUING PARTICIPATION** - Each State educational agency that receives funding under the provisions of law described in section 10961(c) shall -

(1) after the second year that a local educational agency participates in a program under section 10961 or 10962 and on the basis of the results of the assessments described in subsection (a), determine whether the students served by the local educational agency participating in the program performed in accordance with section 1111 of title I; and

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(2) only permit those local educational agencies that so participated and met the requirements of section 1111(b)(2) of title I to continue to so participate.

SEC. 10981. DEFINITION.

For the purposes of this part, the term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

SEC. 10982. AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated to carry out this part \$62,500,000 for fiscal year 2001 and such sums as may be necessary for each of four succeeding fiscal years.

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ILL.C.

AMENDMENT TO H.R. 4504

OFFERED BY MR. KILDEE

At the end of the bill, add the following new section:

1 SEC. 8. ADDITIONAL AMENDMENT.

2 Section 117(i) of the Carl D. Perkins Vocational and

3 Technical Education Act of 1998 (20 U.S.C. 2327(i)) is

4 amended by inserting "such sums as may be necessary" *for*

5 before "each of the 4 succeeding fiscal years."

May 24, 2000 (8:43 PM)

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Public School Choice

DEPARTMENTS OF LABOR, HEALTH AND HUMAN SERVICES, AND EDUCATION, AND RELATED AGENCIES APPROPRIATIONS ACT, 2000

TITLE III-DEPARTMENT OF EDUCATION

EDUCATION FOR THE DISADVANTAGED

For carrying out title I of the Elementary and Secondary Education Act of 1965, and section 418A of the Higher Education Act of 1965, \$8,700,986,000, of which \$8,666,586,000 shall become available on July 1, 2000, and shall remain available through September 30, 2001, and of which \$6,204,763,000 shall become available on October 1, 2000 and shall remain available through September 30, 2001, for academic year 2000-2001; *Provided*, That \$6,783,000,000 shall be available for basic grants under section 1124: *Provided further*, That \$134,000,000 shall be allocated among the States in the same proportion as funds are allocated among the States under section 1122, to carry out section 1116(c): *Provided further*, That 100 percent of these funds shall be allocated to local educational agencies for the purposes of carrying out section 1116(c) and that local educational agencies shall provide: *Provided further*, That all local educational agencies receiving an allocation under the preceding proviso, and all other local educational agencies that are within a State that receives funds under part A of title I of the Elementary and Secondary Education Act of 1965 (other than a State receiving a minimum grant under section 1124(d) or 1124(a)(1)(1) of such Act), shall provide all students enrolled in a school identified under section 1116(c) with the option to transfer to another public school within the local educational agency, including a public charter school, that has not been identified for school improvement under section 1116(c): *Provided further*, That if the local educational agency demonstrates to the satisfaction of the State educational agency that the local educational agency lacks the capacity to provide all students with the option to transfer to another public school, and after giving notice to the parents of children affected that it is not possible, consistent with State and local law, to accommodate the transfer request of every student, the local educational agency shall permit as many students as possible (who shall be selected by the local educational agency on an equitable basis) to transfer to a public school that has not been identified for school improvement under section 1116(c): *Provided further*, That up to \$3,500,000 of

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Charter Schools

1 SEC. ____ (a) Part U of title X of the Elementary
2 and Secondary Education Act of 1965 (20 U.S.C. 8061
3 et seq.) is amended—

4 (1) by inserting after the part heading the fol-
5 lowing:

6 "Subpart 1—Basic Charter School Grant Program";

7 and

8 (2) by adding at the end the following:

9 "Subpart 2—Credit Enhancement Initiatives to Assist
10 Charter School Facility Acquisition, Construc-
11 tion, and Renovation

12 "SEC. 10321. PURPOSE.

13 "The purpose of this subpart is to provide one-time
14 grants to eligible entities to permit them to demonstrate
15 innovative credit enhancement initiatives that assist char-
16 ter schools to address the cost of acquiring, constructing,
17 and renovating facilities.

18 "SEC. 10322. GRANTS TO ELIGIBLE ENTITIES.

19 "(a) IN GENERAL.—The Secretary shall use 100 per-
20 cent of the amount appropriated under section 10331 to
21 award not less than 3 grants to eligible entities having
22 applications approved under this subpart to demonstrate
23 innovative methods of assisting charter schools to address
24 the cost of acquiring, constructing, and renovating facili-

\$100,000,000

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1 ties by enhancing the availability of loans or bond financ-
2 ing.

3 “(b) GRANTEE SELECTION.—The Secretary shall
4 evaluate each application submitted, and shall make an
5 initial determination of which are sufficient to merit ap-
6 proval and which are not. The Secretary shall award at
7 least one grant to an eligible entity described in section
8 10330(2)(A), at least one grant to an eligible entity de-
9 scribed in section 10330(2)(B), and at least one grant to
10 an eligible entity described in section 10330(2)(C), if ap-
11 plications are submitted that permit the Secretary to do
12 so without approving an application that is not of suffi-
13 cient quality to merit approval.

14 “(c) GRANT CHARACTERISTICS.—Grants under this
15 subpart shall be of a sufficient size, scope, and quality so
16 as to ensure an effective demonstration of an innovative
17 means of financing charter school acquisition, construc-
18 tion, or renovation.

19 “SEC. 10323. APPLICATIONS.

20 “(a) IN GENERAL.—In order to receive a grant under
21 this subpart for a fiscal year, an eligible entity shall sub-
22 mit to the Secretary an application for such year in such
23 form as the Secretary may reasonably require.

24 “(b) CONTENTS.—An application under subsection
25 (a) shall contain—

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1 “(1) a statement identifying the activities pro-
2 posed to be undertaken with funds received under
3 this subpart;

4 “(2) a statement explaining the potential for
5 the proposed activities to be broadly expanded or
6 replicated and disseminated;

7 “(3) assurances of the involvement of charter
8 schools in the application's development and the de-
9 sign of the proposed activities;

10 “(4) assurances that the applicant possesses ex-
11 pertise in capital market financing;

12 “(5) assurances that the proposed activities will
13 leverage the maximum amount of private sector fi-
14 nancing capital relative to the amount of government
15 funding used and otherwise enhance credit available

16 to charter schools; and

17 “(6) assurances that the applicant possesses
18 sufficient expertise in education in order to evaluate
19 the likelihood of success of a charter school program
20 for which facilities financing is sought.

21 **“SEC. 10324. CHARTER SCHOOL OBJECTIVES.**

22 “An eligible entity receiving a grant under this sub-
23 part shall use the funds deposited in the reserve account
24 established under section 10325(a) to access private sector

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1 capital in order to assist one or more charter schools to
2 accomplish one or both of the following objectives:

3 “(1) The acquisition (by purchase, lease, dona-
4 tion, or otherwise) of an interest (including an inter-
5 est held by a third party for the benefit of a charter
6 school) in improved or unimproved real property
7 that is necessary to commence or continue the oper-
8 ation of a charter school.

9 “(2) The construction of new facilities, or the
10 renovation, repair, or alteration of existing facilities,
11 necessary to commence or continue the operation of
12 a charter school.

13 “SEC. 10325. RESERVE ACCOUNT.

14 “(a) USE OF FUNDS.—To assist charter schools to
15 accomplish the objectives described in section 10324, an

16 ~~eligible entity receiving a grant under this subpart shall,~~
17 in accordance with State and local law, directly or indi-
18 rectly, alone or in collaboration with others, deposit the
19 funds received under this subpart (other than funds used
20 for administrative costs in accordance with section 10326)
21 in a reserve account established and maintained by the
22 entity for this purpose. Amounts deposited in such account
23 shall be used by the entity for one or more of the following
24 purposes:

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1 “(1) Guaranteeing, insuring, and reinsuring
2 bonds, notes, evidences of debt, loans, and interests
3 therein, the proceeds of which are used for an objec-
4 tive described in section 10324.

5 “(2) Guaranteeing and insuring leases of per-
6 sonal and real property for an objective described in
7 section 10324.

8 “(3) Identifying potential lending sources, en-
9 couraging private lending, and other similar activi-
10 ties that directly promote lending to or for the ben-
11 efit of charter schools.

12 “(4) Facilitating the issuance of bonds by char-
13 ter schools or by other public entities for the benefit
14 of charter schools by providing technical, administra-
15 tive, and other appropriate assistance (including the
16 recruitment of bond counsel, underwriters, and po-
17 tential investors and the consolidation of multiple
18 charter school projects within a single bond issue).

19 “(b) REINVESTMENT OF EARNINGS.—Any earnings
20 on funds received under this subpart shall be deposited
21 in the reserve account established under subsection (a)
22 and used in accordance with such subsection.

23 “SEC. 10326. LIMITATION ON ADMINISTRATIVE COSTS.

24 “An eligible entity may use not more than 0.25 per-
25 cent of the funds received under this subpart for the ad-

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1 ministrative costs of carrying out its responsibilities under
2 this subpart.

3 "SEC. 10327. AUDITS AND REPORTS.

4 "(a) FINANCIAL RECORD MAINTENANCE AND
5 AUDIT.—The financial records of each eligible entity re-
6 ceiving a grant under this subpart shall be maintained in
7 accordance with generally accepted accounting principles
8 and shall be subject to an annual audit by an independent
9 public accountant.

10 "(b) REPORTS.—

11 "(1) GUARANTEE ANNUAL REPORTS.—Each eligi-
12 ble entity receiving a grant under this subpart annu-
13 ally shall submit to the Secretary a report of its op-
14 erations and activities under this subpart.

15 "(2) CONTENTS.—Each such annual report

16 shall include—

17 "(A) a copy of the most recent financial
18 statements, and any accompanying opinion on
19 such statements, prepared by the independent
20 public accountant reviewing the financial
21 records of the eligible entity;

22 "(B) a copy of any report made on an
23 audit of the financial records of the eligible en-
24 tity that was conducted under subsection (a)
25 during the reporting period;

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1 “(C) an evaluation by the eligible entity of
2 the effectiveness of the Federal funds provided
3 under this subpart in leveraging private funds;

4 “(D) a description of the number of char-
5 ter schools served during the reporting period;
6 and

7 “(E) a description of the characteristics of
8 lenders and other financial institutions partici-
9 pating in the activities undertaken by the eligi-
10 ble entity under this subpart during the report-
11 ing period.

12 “(3) SECRETARIAL REPORT.—The Secretary
13 shall review the reports submitted under paragraph
14 (1) and shall provide a comprehensive annual report
15 to the Congress on the activities conducted under
16 this subpart.

17 “SEC. 10328. NO FULL FAITH AND CREDIT FOR GRANTEE
18 OBLIGATIONS.

19 ““No financial obligation of an eligible entity entered
20 into pursuant to this subpart (such as an obligation under
21 a guarantee, bond, note, evidence of debt, or loan) shall
22 be an obligation of, or guaranteed in any respect by, the
23 United States. The full faith and credit of the United
24 States is not pledged to the payment of funds which may



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1 be required to be paid under any obligation made by an
2 eligible entity pursuant to any provision of this subpart.
3 "SEC. 10329. RECOVERY OF FUNDS.

4 "(a) IN GENERAL.—The Secretary, in accordance
5 with chapter 37 of title 31, United States Code, shall
6 collect—

7 "(1) all of the funds in a reserve account estab-
8 lished by an eligible entity under section 10325(a) if
9 the Secretary determines, not earlier than 2 years
10 after the date on which the entity first received
11 funds under this subpart, that the entity has failed
12 to achieve at least one of the purposes described in
13 section 10325(a); or

14 "(2) all or a portion of the funds in a reserve
15 account established by an eligible entity under sec-
16 tion 10325(a) if the Secretary determines that the
17 eligible entity has permanently ceased to use all or
18 a portion of the funds in such account to accomplish
19 any purpose described in section 10325(a).

20 (b) PROCEDURES.—The provisions of sections 451,
21 452, and 458 of the General Education Provisions Act (20
22 U.S.C. 1234 et seq.) shall apply to the recovery of funds
23 under subsection (a).

24 (c) CONSTRUCTION.—This section shall not be con-
25 strued to impair or affect the authority of the Secretary



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1 to recover funds under part D of the General Education
2 Provisions Act (20 U.S.C. 1234 et seq.).

3 "SEC. 10330. DEFINITIONS.

4 "In this subpart:

5 "(1) The term 'charter school' has the meaning
6 given such term in section 10310.

7 "(2) The term 'eligible entity' means—

8 "(A) a public entity;

9 "(B) a private nonprofit entity; or

10 "(C) a consortium of entities described in
11 subparagraphs (A) and (B).

12 "SEC. 10331. AUTHORIZATION OF APPROPRIATIONS.

13 "For the purpose of carrying out this subpart, there
14 are authorized to be appropriated \$100,000,000 for fiscal
15 year 2001."

16 ~~(b) Part C of title X of the Elementary and Sec-~~
17 ~~ondary Education Act of 1965 (20 U.S.C. 8061 et seq.)~~
18 ~~is amended in each of the following provisions by striking~~
19 ~~"part" each place such term appears and inserting "sub-~~
20 ~~part":~~

21 (1) Sections 10301 through 10305.

22 (2) Section 10307.

23 (3) Sections 10309 through 10311.

Middle

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1 SEC. ——. (a) Section 435(a)(2) of the Higher
2 Education Act of 1965 (20 U.S.C. 1085(a)(2)) is amended
3 by adding at the end thereof the following new subpara-
4 graph:

5 “(D) Notwithstanding the first sentence of subpara-
6 graph (A), the Secretary shall restore the eligibility to par-
7 ticipate in a program under subpart I of part A, part B,
8 or part D of an institution that did not appeal its loss
9 of eligibility within 30 days of receiving notification if the
10 Secretary determines, on a case-by-case basis, that the in-
11 stitution's failure to appeal was substantially justified
12 under the circumstances, and that—

13 “(i) the institution made a timely request that
14 the appropriate guaranty agency correct errors in
15 the draft data used to calculate the institution's co-
16 hort default rate;

17 “(ii) the guaranty agency did not correct the er-
18 roneous data in a timely fashion; and

19 “(iii) the institution would have been eligible if
20 the erroneous data had been corrected by the guar-
21 anty agency.”.

22 (b) The amendment made by subsection (a) of this
23 section shall be effective for cohort default rate calcula-
24 tions for fiscal year 1997 and for each succeeding fiscal
25 year.

October 11, 2000
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Amend section 4118(b)(4)(D) to read as follows:

'(D) the development and implementation of character education and training programs that reflect the values of parents, teachers, and local communities, and incorporate elements of good character, including honesty, citizenship, courage, justice, respect, personal responsibility, and trustworthiness;

character education

Education
"Part B of the Individual with Disabilities Act is hereby amended by adding a new section 620 which reads as follows:

Children with disabilities who are home-schooled shall not be prohibited from having access to programs and services under this Act whether or not their home school is treated as a private school or home school under state law."

Homeschoolers / IDEA



FROM NAFIS

(THU) 7.20.00 2:01/ST. 2:00/NO.4852762922 P 2



MEMO

To: Susan Rirth, Mark Laisch, Cheryl Smith
Labor/HHS/Education Appropriations staff
From: Brady King, NAFIS
Re: Impact Aid Member requests
Date: July 20, 2000

Air Force Academy School District, CO

① "The Secretary shall treat as timely filed, and shall process for payment, an application for a fiscal year 2000 payment from the local education agency for Academy School District 20, Colorado, under section 8002 of the Elementary and Secondary Education Act of 1965 if the Secretary has received that application not later than 30 days after the enactment of this Act."

Federal Property (Section 8002) "Cap" Issue

② "From the amount appropriated for Section 8002, the Secretary shall first restore payments to any local educational agency that was denied funding or had its payment reduced from funds appropriated under this section for Fiscal Year 1998 due to subparagraph (C) of Section 8002(b)(1) of Title VIII of P.L. 103-382."

Section (f) Pilot Project

~~NOTE: Use the same language in the FY00 Labor/HHS/Education Appropriations bill.~~

Travis Unified School District, CA

~~NOTE: Use the same language in the FY00 Labor/HHS/Education Appropriations bill.~~

National Association of
Federally Impacted Schools

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HOUSE APPROP

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retention and mentoring) to teachers, including special education teachers and teachers of special-needs children, in order to meet the goal of ensuring that all instructional staff have the subject matter knowledge, teaching knowledge, and teaching skills necessary to teach effectively in the content area or areas in which they provide instruction, consistent with title II of the Higher Education Act of 1965.

(d)(1) Notwithstanding (c)(1), a local educational agency that has designed an educational program that is part of a local strategy for improving the educational achievement of all students, or that already has reduced class size in the early grades to 18 or less (or already has reduced class size to a State or local class size reduction goal that was in effect on the day before the enactment of the Department of Education Appropriations Act, 2000, if that State or local educational agency goal is 20 or fewer children), may use funds—

- (i) to make further class size reductions in grades kindergarten through 3;
- (ii) to reduce class size in other grades;
- (iii) to carry out activities to improve teacher quality, including professional development; and
- (iv) to carry out other activities authorized under title VI of the Elementary and Secondary Education Act of 1965.

(e)(1) Each State receiving funds under this section shall report on activities in the State under this section, consistent with section 6202(1)(2) of the Elementary and Secondary Education Act of 1965.

(2) Each State and local educational agency receiving funds under this section shall publicly report to parents on its progress in reducing class size, increasing the percentage of classes of core academic areas taught by fully qualified teachers who are certified within the State and demonstrate competency in the content areas in which they teach as defined by the State, on the impact that hiring additional highly qualified teachers and reducing class size has had, if any, on increasing student achievement as defined by the State or student performance as defined by the State and on the impact that the locally defined program has had, if any, on increasing student achievement as defined by the State or student performance as defined by the State.

(f) Each such agency shall use funds under this section only to supplement, and not to supplant, State and local funds that, in the absence of such funds, would otherwise be spent for activities under this section.

(g) Administrative expenses.—A local educational agency that receives funds under this section may use not more than 3 percent of such funds for local administrative expenses.

(h) Request for funds.—Each local educational agency that desires to receive funds under this section shall include in the application required under section 6303 of the Elementary and Secondary Education Act of 1965 a description of the agency's program to reduce class size by hiring additional highly qualified teachers and the agency's proposed educational program that is part of its local strategy for improving educational achievement for all students.

Class Size

Sec. ____ (a) From the amount appropriated for title VI of the Elementary and Secondary Education Act of 1965 in accordance with this section, the Secretary of Education--(1) shall make available a total of \$6,000,000 to the Secretary of the Interior (on behalf of the Bureau of Indian Affairs) and the outlying areas for activities under this section; and (2) shall allocate the remainder by providing each State the same percentage of that remainder as it received of the funds allocated to States under section 310(a)(2) of the Department of Education Appropriations Act, 2000.

(b)(1) Each State that receives funds under this section shall distribute 100 percent of such funds to local educational agencies, of which--(A) 80 percent of such amount shall be allocated to such local educational agencies in proportion to the number of children aged 5 to 17, who reside in the school district served by such local educational agency from families with incomes below the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved for the most recent fiscal year for which satisfactory data are available compared to the number of such individuals who reside in the school districts served by all the local educational agencies in the State for that fiscal year; and (B) 20 percent of such amount shall be allocated to such local educational agencies in accordance with the relative enrollments of children, aged 5 to 17, in public and private nonprofit elementary and secondary schools within the boundaries of such agencies.

(2) Notwithstanding paragraph (1), if the award to a local educational agency under this section is less than the starting salary for a new fully qualified teacher in that agency who is certified within the State (which may include certification through State or local alternative routes), has a baccalaureate degree, and demonstrates the general knowledge, teaching skills, and subject matter knowledge required to teach in his or her content areas, that agency may use funds under this section to (A) help pay the salary of a full- or part-time teacher hired to reduce class size, which may be in combination with other Federal, State, or local funds; (B) pay for activities described in subsection (c)(2)(A)(iii) which may be related to teaching in smaller classes.

(c)(1) The basic purpose and intent of this section is to reduce class size with fully qualified teachers. Each local educational agency that receives funds under this section shall use such funds to carry out effective approaches to reducing class size with fully qualified teachers who are certified within the State, including teachers certified through State or local alternative routes, and who demonstrate competency in the areas in which they teach, to improve educational achievement for both regular and special needs children with particular consideration given to reducing class size in the early elementary grades for which some research has shown class size reduction is the most effective.

(2)(A) Each such local educational agency may use funds under this section for--

(i) recruiting (including through the use of signing bonuses and other financial incentives), hiring, and training fully qualified regular and special education teachers (which may include hiring special education teachers to team-teach with regular teachers in classrooms that contain both children with disabilities and non-disabled children) and teachers of special-needs children, who are certified within the State, including teachers certified through State or local alternative routes, have a baccalaureate degree and demonstrate the general knowledge required to teach in their content areas;

(ii) testing new teachers for academic content knowledge, and to meet State certification requirements that are consistent with title II of the Higher Education Act of 1965; and

(iii) providing professional development (which may include such activities as promoting