

HEAD START

Reaching Out to the Hispanic Community

Since its inception in 1965, the Head Start program has provided comprehensive developmental services to millions of low-income, Hispanic preschool children and their families. During the Clinton Administration, Hispanic enrollment has increased by 70,000 and at a rate nearly twice as fast as non-Hispanic enrollment. Head Start now reaches approximately 220,000 Hispanic children (183,000 excluding Puerto Rico) each year. Despite these increases, Hispanic children remain under-represented in Head Start, comprising 23.3 percent of Head Start enrollment (excluding Puerto Rico) compared to 29.8 percent of all low income, pre-school children in the nation. The Head Start program is committed to identifying and resolving barriers to fully equitable access and ensuring culturally appropriate services.

Head Start is increasing outreach to Hispanics through program expansion.

- Head Start has increased by 50% the number of points awarded to expansion grant applicants who emphasize outreach to under-served populations, such as seasonal farm workers, recent immigrant families and non-English speaking groups.
- Head Start is increasing the number of its grant application reviewers who have expertise in serving language minority children as part of its ongoing commitment to ensure cultural diversity on review panels.
- Head Start is investing an additional \$5 million in FY99 for targeted services to reach 1,000 new children of migrant and seasonal farm workers.
- The President's FY 2000 Budget includes \$23 million for Migrant Head Start, to improve quality and reach as many as 2,000 new children.

Through training, technical assistance and monitoring efforts, Head Start will ensure that local programs consider the needs of all eligible populations.

- Head Start is working with and monitoring programs to ensure full utilization of community assessments to better target outreach, recruitment and enrollment of under-served populations.
- Head Start will provide specialized technical assistance to ten communities where changing local demographics have resulted in significant under-served populations.
- Head Start's recently expanded Training and Technical Assistance Network will work with local Head Start programs to customize services to better respond to the needs of under-served populations.

Head Start will fund Hispanic-serving colleges and universities to train teachers.

- Beginning early in FY2000, Head Start will make an estimated \$750,000 in training and technical assistance funding available to Hispanic-serving colleges and universities through a competitive process.
- Funding will be used to help more Head Start teachers earn degrees in early childhood education and to encourage institutions to ensure that their curricula promote cultural competency among early childhood educators.

THE HEAD START PROGRAM: Steps to Improve Access for Under-served Populations

Since its inception in 1965 as a summer program launched during President Lyndon B. Johnson's "War on Poverty," Head Start has helped more than 16 million children and their families. Head Start was designed to help break the cycle of poverty by providing preschool children with a program to meet their emotional, educational, social, health, nutritional, and psychological needs. The idea was that, with a little help—a *head start*—children from even the most disadvantaged families could begin elementary school at the same level as their more advantaged peers.

In the last three decades, the United States population has undergone some dramatic demographic changes yielding a far more culturally diverse population. Children in Head Start now come from scores of different countries and speak approximately 140 different languages. While Head Start has always been committed to providing culturally relevant services to children and families from all racial and ethnic backgrounds, these changing national demographics mean that Head Start must continue to strengthen efforts to encourage the participation of new populations and tailor programs to meet their unique needs.

1. Give greater priority to under-served groups in the expansion grant process.

ACF currently provides specific incentives for local Head Start grantees to reach under-served populations with Head Start expansion funding. Starting in FY 1998, the Head Start Bureau added language to its competitive expansion announcement encouraging grantees to focus on under-served populations. This language was strengthened in FY 1999 and the point system for grant awards was revised to put more weight on addressing the existing need for service, particularly among new or under-served populations. Specifically, the language in this year's expansion announcement said:

This expansion provides an opportunity for Head Start programs to reach neighborhoods, communities and groups within their service area that they have been unable to serve in the past. These may include a variety of special populations of low-income families, such as seasonal farmworkers, recent immigrant families, non-English speaking groups or American Indian families outside of Federal Indian Reservations. All applicants are encouraged to base their applications on a careful assessment of the community, including identification of special populations who are not being served by Head Start.

Applicants are then rated on, among other things, the degree to which they have identified new and under-represented populations, and their strategy for serving these groups. The points awarded in this area increased by 50% in FY99 and now represent close to a third of the total points.

Next Step: ACF will include new language in the FY 2000 expansion announcement that puts additional emphasis on reaching under-served populations, and will evaluate the effectiveness of giving greater weight to outreach under-served population when scoring expansion grant applications. Conversely, an applicant's failure to use the community needs assessment data or adhere to Head Start regulations will be considered in making expansion grant decisions. In addition, ACF will increase the number of grant application reviewers who have expertise in serving language minority children, so that each set of proposal review teams includes persons with such expertise as appropriate.

2. Increase funding to serve the children of migrant and seasonal farmworkers.

In the 1998 reauthorization of Head Start, Congress gave Head Start explicit authority to serve the children of seasonal farmworkers, and the Bureau is mobilizing to take advantage of this opportunity through the Migrant Head Start program. Seasonal farmworkers are typically families that were formerly migrant workers but who decided to settle in a particular agricultural community. To begin better meeting the needs of these families, most of whom are not being served by Head Start, this year's Head Start expansion effort is making up to \$5 million available this summer to increase enrollment of migrant and seasonal farmworker families by up to 1,000 children. The vast majority of seasonal farmworkers are Hispanic, the largest under-served population in Head Start.

Next Step: The President's Budget includes a \$23 million increase for Migrant Head Start in FY 2000, which, in addition to providing approximately \$13 million for cost-of-living and quality improvement increases, would provide \$10 million to serve as many as 2000 additional migrant and seasonal farmworker children.

3. Provide information, training, and technical assistance to promote the recruitment of children and families from under-represented populations, and identify culturally appropriate social service organizations in the area to serve them.

Head Start's training and technical assistance network employs consultants with expertise in the field of conducting community assessments and using the data collected from these assessments to design programs that most effectively serve all families in the community. Grantees who need

assistance conducting a thorough and accurate community assessment, or who have not appropriately used the assessment to design their program, have access to these consultants who are able to help programs better serve all members of the community with culturally relevant and responsive programs.

Next Step: ACF has recently issued an Information Memorandum that reiterates Head Start's policy to assure all eligible families within a grantee's service area are given fair consideration for enrollment in the Head Start program. Grantees have been reminded that 45CFR Part 1305.3 requires them to conduct community assessments at least once every three years. This assessment provides data on "the demographic make up of Head Start eligible children and families, including their estimated number, geographic location and ethnic composition." This information is then used by each Head Start grantee to decide in which part of its service area it will recruit. The need for Head Start services should be the basis for determining which communities to serve, and how many children in each community to enroll, not historical enrollment patterns. Grantees were advised that they must be sensitive to demographic changes in their service area and that as new families and children move into their service area, they must also be given consideration for enrollment.

Next Step: Head Start is initiating an effort, with contractor assistance, to collect demographic data at the county level which can be used to make judgements about how well grantees are doing in terms of enrolling families that reflect the overall make-up of their community. Once this data collection is complete, Head Start will, as discussed below, focus on working with grantees that seem to be having the most difficulty serving all the populations of their communities.

Next Step: To assist grantees in this process the Head Start Bureau will work with its training and technical assistance (T/TA) providers to ensure that they assist grantees who are experiencing demographic changes within their service area in designing their programs, when appropriate, so that grantees can better serve new populations in culturally sensitive programs. In FY 2000, ACF will, using the data collected through the process discussed above, identify at least ten communities where the unmet need of emerging populations is most dramatic. ACF will then work closely with existing and potential grantees and leaders in these communities in order to implement various outreach and T/TA strategies designed to improve representation of under-represented children, and, where appropriate, facilitate the participation in Head Start of local organizations representing these groups. In this way, while generally broadening its efforts using current techniques, ACF can also (1) develop and test the effectiveness of new T/TA and outreach strategies designed to improve the representation of underserved children into Head Start; (2) actively work with grantees and local leaders to ensure that the skills, expertise and capabilities of local organizations in underrepresented communities are effectively utilized; (3) provide focused attention to the communities with the most dramatic problems; and (4) ultimately, point to these model communities as examples where the representation of underserved groups has improved and where that progress has effectively drawn upon the skills of community groups dedicated to addressing the needs of under-represented populations.

In areas with large under-represented populations, ACF will work with grantees to identify social service organizations that work with families from these populations. For smaller Head Start grantees, these organizations can serve as valuable partners in recruiting from new communities. Where grantees are large enough to have sub-grantees, they will be encouraged to consider making these organizations delegate agencies based on their demonstrated potential to run a Head Start program and their commitment to hire culturally representative staff.

4. Assure equitable access and efforts to reach under-served communities following grant terminations and relinquishments.

If Head Start grantees relinquish their grants or are terminated due to an inability to meet Head Start Performance Standards, an assessment will be made to determine if service areas should be reconfigured to assure equitable access for all children in the community. For instance, when the large Denver Head Start grantee was terminated, ACF chose to split the single Denver grant up into several smaller grants that better met local needs. In doing so, one of the grantees, Rocky Mountain SER/Jobs for Progress, was specifically chosen to help address the unmet needs of eligible Hispanic families in the Denver area. A similar process occurred in Houston, which resulted in new services to Hispanic children and families and the funding of Avance, Inc. as a Head Start grantee.

Next Step: ACF is institutionalizing this process of outreach and community needs assessment, including the needs of underserved populations, as grant terminations or relinquishments occur.

5. Reinforce monitoring to ensure that grantees serve new and under-represented populations.

Each Head Start program, as required by law, must be monitored, on-site, at least once every three years by a team led by a federal employee.

Next Step: In the Information Memorandum that was issued in July 1999, ACF discussed the role of the monitoring process in helping grantees work towards greater equity in reaching under-served populations. ACF regional staff who monitor Head Start programs will build on current procedures to create a stronger emphasis on assuring that grantees have conducted comprehensive community assessments and have used the data from these assessments to design their Head Start programs. Grantees will need to be able to clearly explain why they have chosen to serve the specific communities and populations they have and, conversely, why they are not serving other communities or populations. Grantees that are not using community assessment data properly or adhering to Head Start regulations regarding the selection and recruitment of children will be found "out-of-compliance" and will be required to implement a corrective action plan. Head Start staff will closely monitor these grantees to ensure that they are in compliance within one year. This approach will help assure that all families eligible for Head Start will be given fair and equitable consideration for enrolling their child in Head Start and that Head Start programs will increasingly serve families that are representative of the diversity of their service area.

6. Continue to track and provide updates on outreach to under-served communities.

Head Start will issue a report by the end of FY 2000, detailing its efforts and accomplishments in extending access to under-represented populations.

THE HEAD START PROGRAM: An Overview of Services for Hispanic Children and Families

Head Start is a national program providing comprehensive developmental services to low-income preschool children and their families. To help children achieve their full potential, Head Start provides comprehensive health, nutritional, educational, social and other services. Operating within a set of federal performance standards, Head Start programs are locally designed and provide services through a variety of program options, such as center-based and home-based services, adapted to the needs of the children and families enrolled in the program. Begun in 1965 as part of the War on Poverty, Head Start has served almost 18 million children over the past 34 years.

Operating with a \$4.66 billion budget in FY 1999, Head Start will fund services for a projected 835,000 pre-school children from families with incomes below the poverty line. Special efforts are made to serve children with disabilities and each local program must reserve ten percent of its enrollment for such children.

In recognition of the mounting evidence of the importance of the earliest years of life to children's later development, the Early Head Start program was created in 1995. It provided child development and family support services to 35,000 pregnant woman, infants and toddlers in FY 1998 and will expand to reach nearly 39,000 enrollees in FY 1999.

Head Start grants are awarded directly to local private and government agencies by the Administration for Children and Families (ACF) within the Department of Health and Human Services. In FY 1998, 1513 local grantees plus approximately 600 sub-grantees provided services in almost 16,000 communities throughout the country. Because Head Start services are designed and operated at the local level with parent participation, efforts to support diversity have been an integral part of Head Start since it was created.

The same grantees continue to receive funds from year to year, provided they maintain high quality services that conform to Head Start Performance Standards. Local programs receive a comprehensive federal review at least once every three years. The Administration's recent efforts to assure that all grantees are providing high quality services has resulted in 100 grants being terminated or relinquished since 1993 and new sponsors chosen through a competitive process.

Head Start Services for Hispanic Children and Families

The Head Start Bureau seeks to address two critical areas to ensure that Head Start programming meets the growing needs of Hispanic children and families:

- 1) Ensuring that Hispanic children have fair and equitable access to Head Start services; and

- 2) Ensuring that Head Start services meet the cultural and linguistic needs of Hispanic children and families.

Access to Head Start Services for Hispanic Children and Families

Since its inception in 1965, Head Start has served millions of Hispanic children across the nation. In FY 1998, 217,000 of the more than 822,000 children funded by Head Start were Hispanic. This equals 26.4 percent of Head Start enrollment. Excluding the 32,249 Hispanic children in Puerto Rico, Hispanic children constitute 23.3 percent of total Head Start enrollment.

The Head Start program has made steady progress over time to extend greater access to Head Start services to Hispanic families. Over the past decade, Hispanic children have received an increasingly larger portion of Head Start services. Since FY 1992, *Hispanic enrollment (excluding Puerto Rico) has increased 62% while non-Hispanic enrollment has increased 27%*. In other words, Hispanic enrollment has risen more than twice as fast as non-Hispanic enrollment.

Despite these increases, Hispanic children remain underrepresented in Head Start. In 1997, young (3-4 years old), low-income Hispanic children represented 29.8 percent of all low-income pre-school children in the U.S., compared to 23.3 percent in Head Start (excluding Puerto Rico). ACF is committed to identifying and resolving barriers to fully equitable access and service for Hispanic children in Head Start. The Head Start Bureau is taking steps, as discussed below, to increase and improve outreach to Hispanics and other underrepresented populations.

The following table demonstrates the changes in Head Start enrollment over the last decade:

1989	431,244	79,487	18.4%
1990	515,899	93,974	18.2%
1991	556,596	101,489	18.2%
1992	592,047	113,817	19.2%
1993	682,597	140,031	20.5%
1994	708,348	145,573	20.6%
1995	718,578	155,556	21.6%
1996	720,333	156,779	21.8%

1997	761,588	174,963	23.0%
1998	789,043	183,824	23.3%

Source: Head Start PIR & Census Bureau

Given the President's goal of providing Head Start services to a million children by the year 2002 and the actions we are taking to improve outreach and expand access, we anticipate significant increases in participation by Hispanic children and families.

In communities with traditionally large Hispanic populations, Head Start programs already report substantial percentages of Hispanic enrollees. For example, in Houston and Miami, Hispanics comprise almost 40% of children served, in New York and San Diego Hispanics represent approximately 50% of Head Start enrollments and in San Antonio and Los Angeles, this figure is as high as 75%. Head Start has also demonstrated flexibility in adapting services to the needs of migrant farmworker families, who are largely Hispanic, including those who follow the growing season from Florida to Maine or from Texas to Idaho. Programs meet the critical child care needs of farmworker families by operating long hours during harvest seasons and serving children from birth to five years. Some programs themselves migrate, following families as they move "up stream." In the last ten years, enrollment in Head Start programs for migrant farmworkers has increased from 18,500 to almost 37,000 children, 95 percent of whom are Hispanic. FY 1998 funding was \$162,204,000.

Hispanics appear to be most underrepresented in Head Start communities where they have not historically had a significant presence, but where Hispanic populations have developed more recently. While some programs have adapted more quickly, other grantees have been slow to change their recruitment strategies, hiring patterns and services to meet the needs of the new and growing Hispanic populations in their service areas. Given the limitations of relying on quickly outdated census data to understand how these demographic shifts compare to existing services in counties, Head Start will initiate an assessment of community demographics and enrolled populations to identify where Hispanics and other underserved populations are concentrated.

In order to address these challenges and achieve continued improvements in the recruitment of underserved populations, Head Start has begun to engage in an array of activities to ensure fair and equitable access to Head Start services for Hispanic children and families, including:

- Increasing outreach to Hispanics through program expansion;
- Providing information and technical assistance to promote recruitment of Hispanics;
- Assuring equitable access and efforts to reach underserved Hispanic communities following grant terminations and relinquishments; and
- Monitoring programs to ensure that grantees consider the needs of new populations.

Increasing Outreach through Program Expansion

ACF currently provides specific incentives for local Head Start grantees to reach under-served populations with Head Start expansion funding. Starting in FY 1998, the Head Start Bureau added language to its competitive expansion announcement encouraging grantees to focus on under-served populations. This language was strengthened in FY 1999 and the point system for grant awards was revised to put more weight on addressing the existing need for service, particularly among new or under-served populations. Specifically, the language in this year's expansion announcement said:

This expansion provides an opportunity for Head Start programs to reach neighborhoods, communities and groups within their service area that they have been unable to serve in the past. These may include a variety of special populations of low-income families, such as seasonal farmworkers, recent immigrant families, non-English speaking groups or American Indian families outside of Federal Indian Reservations. All applicants are encouraged to base their applications on a careful assessment of the community, including identification of special populations who are not being served by Head Start.

Applicants are then rated on, among other things, the degree to which they have identified new and under-represented populations, and their strategy for serving these groups. The points awarded in this area increased by 50% in FY99 and now represent close to a third of the total points.

ACF will include new language in the FY 2000 expansion announcement that puts additional emphasis on reaching under-served populations, and will evaluate the effectiveness of giving greater weight to outreach under-served population when scoring expansion grant applications. Conversely, an applicant's failure to use the community needs assessment data or adhere to Head Start regulations will be considered in making expansion grant decisions. In addition, ACF will increase the number of grant application reviewers who have expertise in serving language minority children, so that each set of proposal review teams includes persons with such expertise as appropriate.

Expansion of Head Start for Migrant and Seasonal Farmworker Families

In the 1998 reauthorization of Head Start, Congress gave Head Start explicit authority to serve the children of seasonal farmworkers, and the Bureau is mobilizing to take advantage of this opportunity through the Migrant Head Start program. Seasonal farmworkers are typically families that were formerly migrant workers but who decided to settle in a particular agricultural community. To begin better meeting the needs of these families, most of whom are not being served by Head Start, this year's Head Start expansion effort is making available up to \$5 million to increase enrollment of migrant

and seasonal farmworker families by up to 1,000 children. The vast majority of seasonal farmworkers are Hispanic.

The President's Budget includes a \$23 million increase for Migrant Head Start in FY 2000, which, in addition to providing approximately \$13 million for cost-of-living and quality improvement increases, would provide \$10 million to serve as many as 2000 additional migrant and seasonal farmworker children.

Providing Information and Technical Assistance to Promote Recruitment of Hispanics

ACF has recently issued an Information Memorandum reiterating Head Start's policy to assure all eligible families within a grantee's service area are given fair consideration for enrollment in the Head Start program. Grantees have been reminded that 45CFR Part 1305.3 requires them to conduct community assessments at least once every three years. This assessment provides data on "the demographic make up of Head Start eligible children and families, including their estimated number, geographic location and ethnic composition." This information is then used by each Head Start grantee to decide in which part of its service area it will recruit. The need for Head Start services should be the basis for determining which communities to serve, and how many children in each community to enroll, not historical enrollment patterns. Grantees were advised that they must be sensitive to demographic changes in their service area and that as new families and children move into their service area, they must also be given consideration for enrollment.

To assist grantees in this process the Head Start Bureau will work with its training and technical assistance (T/TA) providers to ensure that they assist grantees who are experiencing demographic changes within their service area in designing their programs, when appropriate, so that grantees can better serve new populations in culturally sensitive programs.

Head Start is initiating an effort, with contractor assistance, to collect demographic data at the county level which can be used to make judgements about how well grantees are doing in terms of enrolling families that reflect the overall make-up of their community. In FY 2000, Head Start will use this data to identify at least ten communities where the unmet need of emerging populations is most dramatic. ACF will then work closely with existing and potential grantees and leaders in these communities in order to implement various outreach and T/TA strategies designed to improve representation of under-represented children, and, where appropriate, facilitate the participation in Head Start of local organizations representing these groups. In this way, while generally broadening its efforts using current known techniques, ACF can also (1) develop and test the effectiveness of new T/TA and outreach strategies designed to improve the representation of underserved children into Head Start; (2) actively work with grantees and local leaders to ensure that the skills, expertise and capabilities of local organizations in

underrepresented communities are effectively utilized; (3) provide focused attention to the communities with the most dramatic problems; and (4) ultimately, point to these model communities as examples where the representation of underserved groups has improved and where that progress has effectively drawn upon the skills of community groups dedicated to addressing the needs of under-represented populations.

In areas with large under-represented populations, ACF will work with grantees to identify social service organizations that work with families from these populations. For smaller Head Start grantees, these organizations can serve as valuable partners in recruiting from new communities. Where grantees are large enough to have sub-grantees, they will be encouraged to consider making these organizations delegate agencies based on their demonstrated potential to run a Head Start program and their commitment to hire culturally representative staff.

Assuring Equitable Access and Efforts to Reach Under-Served Hispanic Communities following Grant Terminations and Relinquishments

If Head Start grantees relinquish their grants or are terminated due to an inability to meet Head Start Performance Standards, an assessment will be made to determine if service areas should be reconfigured to assure equitable access for all children in the community. For instance, when the large Denver Head Start grantee was terminated, ACF chose to split the single Denver grant up into several smaller grants that better met local needs. In doing so, one of the grantees, Rocky Mountain SER/Jobs for Progress, was specifically chosen to help address the unmet needs of eligible Hispanic families in the Denver area. A similar process occurred in Houston, which resulted in new services to Hispanic children and families and the funding of Avance, Inc. as a Head Start grantee. ACF is institutionalizing this process of outreach and community needs assessment, including the needs of Hispanics and other under-served populations, as grant terminations or relinquishments occur.

Monitoring Programs to Ensure that Grantees Consider the Needs of New Populations

Each Head Start program, as required by law, must be monitored on-site at least once every three years by a team led by a federal employee. In the Information Memorandum issued in July 1999, ACF discussed the role of the monitoring process in helping grantees work towards greater equity in reaching under-served populations. ACF regional staff who monitor Head Start programs will build on current procedures to create a stronger emphasis on assuring that grantees have conducted comprehensive community assessments and have used the data from these assessments to design their Head Start programs. Grantees will need to be able to clearly explain why they have chosen to serve the specific communities and populations they have and, conversely, why they are not serving other communities or populations. Grantees that are not using community

assessment data properly or adhering to Head Start regulations regarding the selection and recruitment of children will be found "out-of-compliance" and will be required to implement a corrective action plan. Head Start staff will closely monitor these grantees to ensure that they are in compliance within one year. This approach will help assure that all families eligible for Head Start will be given fair and equitable consideration for enrolling their child in Head Start and that Head Start programs will increasingly serve families that are representative of the diversity of their service area.

Multiculturalism and Bilingualism in Head Start

Head Start is a community-based program and, from its inception, local Head Start projects have attempted to mirror the culture of the communities in which they operate. In 1972, Head Start codified this approach as part of regulations known as the Head Start Performance Standards, requiring that children's culture be considered in their individualized education plans, in the staffing of classrooms, and by the involvement of their parents in developing curricula and program activities.

During the 1970's, Head Start supported the development of bilingual curricula designed to support cognitive and social growth in children and disseminated these curricula to programs throughout the country. In 1978, a "Bibliography of Bilingual/Bicultural Preschool Material for Spanish Speaking Children" was developed for use by programs in planning and implementing their curricula.

In 1991, furthering efforts to emphasize multicultural programming, Head Start established "Multicultural Principles for Head Start Programs" in consultation with program staff, parents and experts in the field. In 1998, these principles were incorporated into newly revised Head Start Performance Standards. These Standards contain a number of requirements to assure that the varying needs of different cultures and linguistic groups are met. All Head Start programs must:

- Use linguistically and culturally appropriate early childhood development approaches and create an environment of acceptance that supports and respects culture, language, and ethnicity;
- Hire teachers who demonstrate an understanding of children's family culture and, ✕ whenever possible, speak the children's language;
- Offer nutrition programs that include a variety of foods which consider cultural and ethnic preferences;
- Involve parents in the development of the program's curriculum, plans for health and nutrition services and program governance (for example, parents must approve all

hiring of staff);

- Communicate with parents in their primary or preferred language or through an interpreter and;
- Give preference to parents in hiring — a practice which has led to the fact that over 30 percent of Head Start's staff are current or former Head Start parents.

how are these issues being addressed?

Understanding Needs and Capacity Around Multiculturalism and Bilingualism

- To determine both the community need and the program effectiveness in this area, ACF recently conducted *The Descriptive Study of Head Start's Bilingual and Multicultural Program Services*, which will be released in September, 1999. This study determined that 140 languages were spoken within the currently enrolled Head Start population, and that the most common language, after English, is Spanish. The following are selected findings of this study concerning Hispanic children and families:

— let's get up

➤ Head Start staff generally serve. There are slightly fewer Hispanic staff than there are Hispanic children. This is true for most ethnic groups. When there are both children and staff who speak Spanish, there is usually one Spanish speaking staff member for every seven children.

➤ In response to changing circumstances, Head Start staff; hired parents as translators; used volunteers from the same ethnic group; opened new centers; modified outreach procedures, including printing recruiting materials in families' home languages.

➤ A number of additional efforts have been made, including: providing parent meetings; providing post-immigration services to families; providing training to Head Start staff in multicultural sensitivity; developing or selecting multicultural and bilingual materials for use at home and at school; and bilingual curriculum development.

- A recently completed *Study of the Characteristics of Families Served by Head Start Migrant Programs*, which will be released by the end of August, 1999, found that Head Start has been successful in developing unique approaches to meeting the needs of migrant families. Migrant Head Start families are very poor, with larger families often earning no more than 50 percent of federal poverty guidelines. Less than a third of families speak or read English well and almost half did not complete elementary school. Migrant Head Start centers are generally staffed with bilingual/bicultural workers with backgrounds similar to those of migrant families. The study found that staff are responsive to families' needs and parents report that they are generally very pleased with the care their children are receiving. The study estimated that Migrant

Head Start programs were serving approximately 28 percent of the eligible migrant children.

- The *Family and Child Experiences Survey* (FACES) is currently piloting methods of assessing children's language and literacy development, both in one-on-one assessments and in the classroom context, that are sensitive to the fact that English is not a first language for some children. Among direct cognitive assessments, FACES assesses children's vocabulary, book knowledge, pre-writing, numeracy, and letter recognition at entry into the program, at the end of the program (either one or two years) and again after a year of kindergarten. Children whose primary language was Spanish were assessed in Spanish at baseline; if they continued in a Spanish-speaking program (e.g., in Puerto Rico) they were assessed in Spanish again in the follow-up assessment. If the program language was primarily English, they were assessed in English in the follow-up. Cognitive assessments were combined with assessments of social-emotional development, both by observation and by parent and teacher report, since such factors also play a role in the child's school readiness. Classroom assessments of the quality of teacher-child interaction and language learning opportunities are also related to children's performance on vocabulary measures.

In order to capture the experiences of all families involved in Head Start, FACES researchers offered families the opportunity to be interviewed in their home language. Out of individual parent interviews with approximately 3200 families (a nationally representative sample that included Puerto Rico), 16.9% of the families chose to be interviewed in Spanish. This study made the encouraging finding that parent participation in the program did not vary by primary language; participation (i.e. volunteering in centers, participating in classroom activities) was equal across English-speaking and non-English speaking families.

Supporting the Transition of Hispanic Children into School

Head Start's new Performance Standards require that special services be provided for children and parents as children make the transition from Head Start to school. A national, multi-site evaluation is testing the hypothesis that continuous, comprehensive Head Start like services will maintain and enhance the early gains achieved by Head Start children. Demonstration sites in Carpentersville, Illinois; Phoenix, Arizona; Dade County, Florida and Worcester, Massachusetts are tailoring these transitional services to the needs of bilingual Hispanic children. These demonstration programs are contributing to the development of effective, replicable strategies for programs nation-wide. In FY 1998, each local Head Start program is receiving supplemental funds to support transition activities. Funding totals \$35,000,000 nationally.

Head Start seeks to ensure that these transitions — from home or child care to Early Head Start to Head Start to public school — are as smooth as possible for children from every background. To do this, the Head Start Act requires Head Start grantees to coordinate

with the local educational agency and the schools in which children in Head Start will enroll. The Head Start Performance Standards build on this requirement, calling for programs to develop and maintain procedures to support successful transitions. Further, these Performance Standards outline a series of activities that Head Start programs must undertake to ensure that parents are prepared to stay involved in their children's education and serve as their advocates. These transition efforts are tailored to the individual child and family, and are therefore culturally relevant and take into account a child's special needs regarding English as a second language.

Providing Training and Technical Assistance to Strengthen Cultural & Linguistic Capacity

- Head Start's Training and Technical Assistance (T/TA) Network is being revised and expanded through a new series of grants to organizations that will work closely with local Head Start programs and customize services to better respond to varying local needs. Under the current contracts, there are 28 providers, 16 of which are public educational institutions and 12 of which are private non-profits. Of the private non-profits, one third of the contracts are with Hispanic-owned organizations. T/TA providers employ the services of staff and consultants who reflect the culture of the Head Start programs in their areas. T/TA is conducted in Spanish and simultaneous translation is provided when required.
- Head Start materials that are of interest to parents are routinely published in Spanish as well as English. For example, a video tape entitled "Linking Our Voices" about parental involvement in Head Start is available in Spanish and has been provided to all programs.

Providing Teacher Training through Hispanic-Serving Institutions of Higher Education

- A new initiative focusing on Hispanic colleges and universities will begin this fall. Early in FY 2000, ACF will make available approximately \$750,000 through a competitive process to institutions of higher learning that serve significant numbers of Hispanic students. Successful applicants will be required to use these funds to provide training to Head Start teachers from nearby Head Start programs. This training will eventually result in these teachers receiving degrees in the field of early childhood education. We will also encourage these institutions to ensure that their early childhood education curricula foster cultural competency among those who are being trained to work with young children in Head Start as well as other early childhood programs.

Summary of Efforts to Make Head Start Increasingly Inclusive of Hispanics

ACF is committed to ensuring that Hispanic children and families have access to Head

Start services and that these services are culturally and linguistically appropriate.

In order to increase enrollment of Hispanic children, the Head Start Bureau is taking concrete steps to boost outreach to underserved Hispanic communities. The Bureau is providing incentives to grantees to use expansion money to reach out to under-served populations (including a special allocation for outreach to migrant and seasonal farmworkers) and is working with Hispanic organizations to generate applications for funding from Hispanic groups when opportunities arise. The Bureau is also re-emphasizing the importance of a meaningful community needs assessment process through a recent Information Memorandum to grantees, additional training and technical assistance, and a stronger emphasis on this component during program monitoring. The Bureau will target special training and technical assistance to communities where the unmet need of emerging populations and traditionally under-represented groups is most dramatic. Finally, the Bureau is setting a new standard using grants that have been terminated or relinquished as opportunities to reconfigure the grantees in a local area to reflect changing community needs; this will allow ACF to seek out Hispanic leadership and representation in previously under-served communities.

Head Start has a strong record of providing multicultural and bilingual services and plans to take steps to build off these strengths. Head Start will continue to support and initiate research that recognizes diversity and seeks to answer critical questions about the program's capacity to meet cultural or linguistic needs. The Bureau will also seek to use current demonstration projects focusing on the needs of Hispanic children as they transition from the Head Start program to school to help programs better address these needs. Through a revised and expanded series of training and technical assistance grants, programs will be assisted in strengthening their multicultural and bilingual services. Finally, the Bureau will create a new initiative that will provide Hispanic-serving colleges and universities with special funding to provide early childhood training and education to Head Start teachers.

This array of activities will not only lead to more and better services for Hispanic children and families, but in doing so, it will create an even stronger, more inclusive Head Start program as we move into the next century.

White House Initiative Work Plan 2000

Preliminary Draft: 1/10/00

JANUARY

- Meeting of President's Advisory Commission Executive Board, Washington, DC [January 8]
- Dissemination of FY1998 Federal agency plans addressing Latinos in education and employment
- HEAP implementation – monitoring, reporting, and support for technical assistance
- Dissemination of fact sheets on the condition of Latinos in education – early childhood, K-6, 7-12, higher education, and graduate education
- Work with federal agencies to help meet FY99 Annual Performance Plan submission deadline
- Support White House outreach for Spring National Meeting

FEBRUARY

- Wide dissemination of the President Advisory Commission's publication, "Testing Hispanic Students in the United States: Technical and Policy Issues".
- Interdepartmental Council Meeting [Feb. 15??]
- Wide dissemination of the White House Initiative publication, "Education Standards, Assessment and Accountability: A New Civil Rights Frontier"
- Meetings with federal agencies on completion of FY1999 Federal agency performance reports addressing Latinos in education and employment
- Support HEAP Technical Assistance Workshop in Edinburg, Texas [Feb. 23]
- Work with White House taskforce for Spring National Meeting
- Work to develop federal agencies commitments for Spring National Meeting
- Technical assistance to federal agencies on Strategic Responses to Executive Order 12900 [February 8]

MARCH

- President's Advisory Commission meeting, including review of draft outline for final Commission report [March 6]
- Policy Briefing on the Status of Latinos in Higher Education [March 7]
- Begin three-part policy seminar series on graduate education, early childhood education, and multilingual world/dual language acquisition. First seminar: Latinos in graduate education
- Wide dissemination of "What Works for Latino Youth: Second edition"
- Status of Latinos in Education speech, Secretary Riley [March 16]

APRIL

- Continue three-part policy seminar series: Latinos in early childhood education
- Complete Hispanic-Serving Institutions (HSIs) policy brief for wide dissemination
- Participate in a national meeting on Latino educational excellence in Washington DC focussed on the educational pipeline and how to engage partners from all sectors to help address the educational opportunities and needs of the Latino community

MAY

- Conclude three-part policy seminar series: multilingual world/dual language
- Technical assistance on programmatic data collection to federal agencies
- *Excelencia en Educación*: The Role of Parents in the Education of their Children conference (Washington, DC)

JUNE

- Completion and dissemination of a Parent Tool Kit based on *Excelencia en Educación* series
- Interdepartmental Council Meeting
- Preliminary draft of FY99 federal agency performance report

JULY

- Produce a publication on "Lessons Learned" from the White House Initiative's national *Excelencia en Educación* conference series for wide dissemination

White House Initiative Work Plan 2000

Preliminary Draft: 1/10/00

AUGUST

- Completion and wide dissemination of FY1999 federal agency plans addressing Latinos in education and employment

SEPTEMBER

- Interdepartmental Council Meeting
- President's Advisory Commission meeting
- Summary document of the White House Initiative from its inception (1992) with an accompanying action plan for the 21st century.

Conference/Strategy Session Format

Key Questions

1. What will the role of the Principals be?

We need an idea of what each Principal would like to do (i.e. speech, panel discussion, open press, etc.) We also need to consider what issues they would like to address, and in what context (i.e. a speech on the challenges and goals identified at the conference, a panel discussion on closing the Achievement Gap, an announcement of the results and efforts since the First Lady's convening, an announcement of the commitments made by the public, private and nonprofit sectors, etc.) The answers to these questions will really shape the format of the event, but the following is an attempt to lay out possibilities for discussion.

2. Who will participate?

How many people attend, who they are, and what sort of role they need to play (for example, speaking roles for state and local elected officials) will greatly effect your format. This draft is designed to accommodate anywhere from 50 to 200 people from diverse groups, and allows for multiple speaking and leadership roles.

3. What is our venue?

This will also come out of the format, substance and roles of the Principals, but the following events could take place in a hotel, a combination of rooms in the White House Complex (including the White House Conference Center), or another government site such as the Reagan Building or the State Department.

4. What do we want the outcome to be? Will there be any follow-up?

These questions speak more to logistics than message "outcome." For example, would we have some sort of publication documenting the event? Or would the White House Initiative be tasked with hosting a "check-in" event every year to review progress on goals and commitments? Etc.

Draft Agenda 1

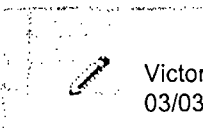
- 9:00 am – 10:00 am **Opening Session – Re-dedicating Ourselves to the Challenge**
Welcome and Remarks by the First Lady
Panel Discussion reviewing progress since the First Lady's convening
- 10:15 am – 11:15 am **Break-out Session on Replicating Best Practices**
- 11:15 am – 12:15 pm **Panel Discussion/Plenary Session on Establishing National Goals**
- 12:30 pm – 1:30 pm **Lunch Session –Rising to the Challenge of Our National Goals**
Speech by Vice President Gore
- 1:45 pm – 3:00 pm **Panel Discussion/Plenary Session on the Roles of the Public, Private and Non-profit Sectors in Rising to the Challenge of Our National Goals**
- 3:00 pm – 4:00 pm **Break-out Session on Working Together to Achieve our National Goals**
- 4:15 pm **Press Conference/Announcement of Commitments**
President Clinton

Draft Agenda 2

- 9:00 am – 11:00 am **Strategy Session – Working with the Public, Private and Non-Profit Sectors to Meet our National Goals**
President and Mrs. Clinton, Vice President and Mrs. Gore
- 11:15 am – 12:15 pm **Panel Discussion/Plenary Session on Pre-K Goal: To be provided by the Office of the First Lady**
- 12:30 pm – 1:30 pm **Lunch -- Speech/Presentation**
Principal?
Researcher?
Practitioner?
- 1:45 pm – 3:45 pm **Break-out Session on Eliminating the Gap in the Dropout Rate Between Hispanic Students and Non-Hispanic Students by 2005, Eliminating the Achievement Gap for Hispanic Students on State Assessments Within the Next Decade, and Ensuring that Hispanic Students Achieve English Language Proficiency**
- 4:00 pm – 5:00 pm **Panel Discussion/Plenary Session on Higher Education Goal to be provided by NEC**

Draft Agenda 3

- 9:00 am – 11:00 am **Strategy Session – Setting and Meeting Meaningful National Goals**
President and Mrs. Clinton, Vice President and Mrs. Gore
- 11:15 am – 12:15 pm **Panel Discussion/Plenary Session on the Role of the Public Sector in Meeting our National Goals**
- 12:30 pm – 1:30 pm **Lunch – Speech? Presentation?**
- 1:45 pm – 2:45 pm **Panel Discussion/Plenary Session on the Role of the Non-Profit Sector in Meeting our National Goals**
- 3:00 pm – 4:00 pm **Panel Discussion/Plenary Session on the Role of the Private Sector in Meeting our National Goals**



Victoria L. Valentine
03/03/2000 03:46:07 PM

Record Type: Record

To: Reynaldo Valencia/WHO/EOP@EOP

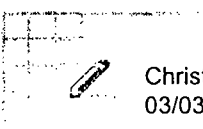
cc:

Subject: President Clinton Names Guillermo Linares as Chair of the President's Advisory Commission on Educational Excellence for Hispanic Americans.

Here you go in case you didnt get a copy of the release

Do you have a contact phone # for the commission so that I can get a photograph(s) of him.

----- Forwarded by Victoria L. Valentine/WHO/EOP on 03/03/2000 03:44 PM -----



Christine L. Anderson
03/03/2000 03:27:42 PM

Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: President Clinton Names Guillermo Linares as Chair of the President's Advisory Commission on Educational Excellence for Hispanic Americans.

THE WHITE HOUSE

Office of the Press Secretary
(San Jose, California)

For Immediate Release

March 3, 2000

PRESIDENT CLINTON NAMES GUILLERMO LINARES AS CHAIR OF THE PRESIDENT'S ADVISORY COMMISSION ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

The President today announced the appointment of Guillermo Linares as Chair of the President's Advisory Commission on Educational Excellence for Hispanic Americans.

Mr. Guillermo Linares, of New York, New York, has served as a member of the

Commission since January, 1995. He has been Vice Chair since 1998. Mr. Linares became the first Dominican-American to be elected to public office in the United States when he was elected to the New York City Council in 1991. He was re-elected in November, 1993 and again in November, 1997. He continues to serve as a councilman. Previously, Mr. Linares was president of Community School Board #6 in Northern Manhattan. His prior experience includes positions as an Adjunct Professor and Project Director at the City College of New York, an Adult Literacy Consultant/Instructor at the Hispanic Women's Center, a Project Associate at Teachers College, Columbia University, and as a Resource Specialist and Curriculum Specialist at the New York City Board of Education. Mr. Linares was a founding member of the Community Association of Progressive Dominicans, where he served as coordinator of educational programs. He was a founding member and Co-President of the Parents Coalition for Education, Inc. in New York City, served as President of the Chancellors Commission on Bilingual Education and as a member of the Board of Directors of Advocates for Children of New York City, Inc. He was elected Co-President of the Black and Hispanic Caucus of the New York City Council in 1998. In addition, he serves as a member of the Executive Board of the National Council of La Raza and as a member of the Board of Directors of the National Association of Latino Appointed and Elected Officials.

Mr. Linares earned a B.A. in 1973 and a M.S. in 1979, from the City College of New York. He is currently an Ed.D. candidate at Teachers College, Columbia University.

The President's Advisory Commission on Educational Excellence for Hispanic Americans has been established in the Department of Education to advise the President and the Secretary of Education on the progress of Hispanic Americans toward achievement of the National Educational Goals and other standards of educational accomplishment. The Commission develops, monitors, and coordinates federal efforts to promote high quality education for Hispanic Americans. The Commission also examines ways to increase state, private sector, and community involvement in improving education.

-30-30-30-

Message Sent To: _____

Educating ALL of America – Educational Excellence for Hispanic Americans WHITEPAPER

Since, 1993, improving educational opportunities and outcomes for all Americans has been a cornerstone of President Clinton's Administration. Yet even as the effort to implement standards and accountability takes root in states and communities across the country, we confront the reality that Hispanic Americans lag behind in academic achievement.

In August 1999, the First Lady hosted the first White House Convening on Latino youth, seeking to draw attention to the needs of the Latino community and emphasizing the importance of ensuring that every child meets his or her full potential. Over 200 community leaders, foundation and private sector representatives joined federal agency personnel to discuss pathways to achievement for Latino youth, including the networks of support that promote such achievement, and the risk factors that impede that progress. The event also furthered an on-going discussion concerning how to expand effective programs to address the needs of young Hispanic Americans.

To build on this effort, the White House is exploring the idea of hosting a national strategy session in the spring of 2000 that would bring together the various stakeholders, including public, private, philanthropic, and other non-profit organizations and leaders. The strategy session would highlight the importance of boosting Hispanic education achievement to our country's democracy and economic success. It would take stock of the progress achieved to date while addressing the need for more action from every sector of society. We are interested in all areas of education, including the early childhood years, elementary, secondary, and higher education and lifelong learning.

At present, the meeting's focus is anticipated to concentrate on the following five areas:

- Access to Early Childhood Education
- Closing the Achievement Gap on State Assessments
- Hispanic Dropout Rate
- Language Proficiency
- Higher Education

In developing this strategy session we will work with stakeholders to help formulate and structure the session, as well as to secure concrete commitments for future investments to address the educational needs of Hispanic Americans. We are in the process of reaching out to various public, private and community-based organizations and individuals to elicit their views and input about our idea.

Hispanic Education National Meeting

Friday, March 3, 2000

4:30 p.m.

Agenda

met several times. getting ready to send their proposal to potential funders (AT&T, etc.). Proposal address National Day of Commitment based on how each stakeholder can contribute. does not mention the net. Latinos getting together

I. Developments Since Last Meeting:

A. Efforts of stakeholders -- Initiative

B. Outreach plan/efforts -- Brian -- involved

C. Whitepaper -- Rey -- going to anyone

D. White House Operations will soon become involved -- Rey -- by end of next wk

E. Language proficiency/acquisition goal meeting set for March 14, 2000 at 3:00 p.m.

F. Commissioner's meeting next week, new Commission Chair -- Rey

G. Secretary Riley's March 15, 2000 address at local high school -- Rey

Riley will announce

Guillermo Linares City Councilman in NY

II. Next Steps and Action Items

A. **SAVE FRIDAY 11:00 AM FOR AT LEAST NEXT FIVE WEEKS**

B. Status of Goals -- Rey

C. Structure and format of event

D. Event date

E. Commitments and Deliverables

F. Status of participant's list -- Brian B.

G. Department of Education "report card" (suggestion from NCLR)

5 goals: we want to set up when we are now with baseline admin

what are we on state proficiency

Educational Standards, Assessment, and Accountability:

A New Civil Rights Frontier

September, 1999

**Prepared by the White House Initiative on
Educational Excellence for Hispanic Americans**

Educational Standards, Assessment, and Accountability:

A New Civil Rights Frontier

The education of Hispanic students is an increasing challenge for schools in the United States. Because of the large percentage of Latino women in their childbearing years, the Hispanic population, which grew by 50 percent during the 1980s, is expected to continue to increase dramatically in the next decade. By the year 2010 Hispanics will comprise the largest minority in the United States and a majority in four states.

But as the Hispanic population continues to expand faster than other subgroups of the nation's population, the educational attainment of this community has persistently lagged well behind the national average. In the early grades, research indicates that the reading and writing skills of students still learning the English language are 50 percent behind students for whom English is their native language. When it comes to learning to read, students learning English have to run the 150-yard dash, while native speakers of English have only to run 100 yards. Many Hispanic students never even complete the race. Today, Hispanic high school students drop out at double the rate of non-Hispanics. Half of the Latino community's adult population is functionally illiterate.

The gap in achievement between Hispanic students and their peers is not just a matter of poverty. The cultural and language backgrounds of students still learning English have a profound impact on student learning. Even among students from wealthy backgrounds, Latinos who have limited facility in speaking and writing English are twice as likely to drop out of school as African-American or white students, according to the National Center for Education Statistics.

What can the nation do to ensure that all Latino students graduate from high school, graduate from college, and secure high-skill, high-wage jobs in the next century?

For the past several years, the nation has been in the midst of movement to set standards for what students should know and be able to do that poses great opportunity for Latino students.

The standards movement is an attempt to refocus schools on their core academic mission, to bolster student skills and knowledge, and establish a powerful way of holding students and adults accountable for student learning to high standards. By setting standards, states and school districts can identify what students are able to do at discrete points during their education. Educators, policymakers, and the public can use standards to determine whether students and schools are reaching desired expectations and the progress schools and individual teachers are making in helping students achieve the desired standards.

Leaders of the Hispanic community are concerned that standards-based tests being developed and implemented to determine which students will advance from grade to grade or graduate are still a relatively new tool in the apparatus of school reform. They have yet to be "stress tested" with this most vulnerable population. Many Latino

educators and policymakers are particularly concerned about how tests will be implemented and interpreted, particularly for students still learning the English language.

To understand more about the effects of standards, accountability and assessment on Latino students, the White House Initiative on Educational Excellence for Hispanic Americans in 1999 launched a series of four policy briefings to identify the challenges posed by testing to this important population, assess the risks, and guide states and school districts on best practices. (See sidebar on Page 4.)

The White House Initiative recognizes the importance and value of standards-based reform but is also deeply concerned about the potential abuse of testing by states and school districts. The Initiative believes that accountability measures for schools, teachers and students—linked to an expectation that all students can achieve to high standards—hold significant promise for our nation’s youth, particularly Hispanic youth.”

But despite its fervent belief in the promise for meaningful reforms that can benefit all of our children, we are increasingly concerned—indeed, at times, alarmed—with the way in which some of the reforms are implemented. In particular, the rush to establish a statewide test as a single measure of mastery of coursework is of great concern in the many cases where students to be held accountable have not had the kind of instruction and support that they should have had to allow them to succeed. This problem is particularly notable (and unacceptable) in cases where other students held to the same standard—often, not minority—have access to exemplary curricula, well-trained teachers, and the kind of learning environment that fosters success.

This paper summarizes many of the observations and concerns raised in the seminars as a means to better inform state and local discussions and influence policies that advance accountability efforts that are fair and equitable and can lead to educational excellence for all students, particularly those with limited English proficiency.

The National Context: Avoiding Inevitable Backlash to Assessments

The issue of whether we can fairly assess the performance of students whose native language is not English is particularly timely and important as the nation’s governors prepare to re-examine the effectiveness of the standards movement over the past few years. Later this month, governors, education leaders, and business leaders will get together in a national summit to discuss what can be done to make standards more effective and to address problems likely to arise as states hold more students accountable for what they should know. Education leaders are worried about the backlash to standards when large numbers of students, not just minority students, fail the state testing programs.

In New York, for example, fewer than half of the state’s 4th graders met competency standards on the reading and writing test, 96- / part of an effort to raise standards across the board. In New York City, which enrolls more than a third of the state’s public school students, two thirds of the 75,000 test takers did not meet minimum standards.

In Virginia, officials have raised the stakes for students with new accountability measures. Starting in 2004, students will need to pass an exam in order to graduate and by 2007, low performing schools will lose accreditation if 70 percent of the students fail to pass the exit exam. But in January 1999, the state department announced that 97 percent of public schools failed the new state tests. In the first round of high-stakes student-achievement tests, given in spring 1998, only 39 of the state's 1,800 schools—or 2.2 percent—met the performance goals on exams linked to the state's Standards of Learning.

With rigorous assessments being introduced across the nation, many more students—not just those from poor and disadvantaged backgrounds—will fail, and states and districts will have to address what to do about these high-stakes results.

But if we expect a great train wreck for the passengers, who until now have been riding in the Club Car, what is the likely effect of these tests on students who have had to struggle to stay on board?

Only a few states, such as Texas and North Carolina, stand out in making progress in closing the gap in performance of minority and disadvantaged students on state-wide exams. In Texas, for example, the passing rate for Hispanics on TAAS rose from 41 percent to 62 percent from 1994 to 1997. Texas students also made the most dramatic gains among the 39 states that participated in the 4th grade math portion of the 1996 National Assessment of Educational Progress. The state's black and white students had the highest average scores of any state, while its Hispanic students ranked sixth. The state's 11-point overall improvement was the largest of any states.

Some observers note that progress in raising achievement for minority students is a key part of the state's accountability system.

Efforts to introduce high-stakes testing without paying attention to minority and low-income populations could have the result of forcing Latino and other students to ensure that continued progress in closing the achievement gap will be possible.

National Policy Discussion

To explore some of these questions and understand more about the potential effects of the standards movement and high-stakes testing on Latino students and the nation as a whole, the White House Initiative convened a series of four seminars. The seminars were initiated in conjunction with the Assessment Committee of the President's Advisory Commission on Educational Excellence for Hispanic Americans to begin examining the impact of standards-based reform on all students, particularly on Hispanic students.

The Assessment Committee, co-chaired by Commissioner Erlinda Archuleta from the Colorado Department of Education and Sonia Hernandez, Deputy Superintendent of the California Department of Education, met with the executive Board of the Commission in

January to discuss the impact of educational standards and assessments on Hispanic students.

The series and collected testimony from state and local education leaders, legal scholars, and education experts from around the country. Seminars included:

- ***Educational Standards, Assessment, and Accountability: A New Civil Rights Frontier***, held April 7, laid the groundwork for subsequent discussions on the standards movement and its impact on the educational attainment of Hispanic students.
- ***Assessment as a Learning Tool: From Hope to Reality***, held May 5, addressed the potential of assessments as a learning tool and included a discussion of testing practices and accountability systems that promote educational excellence.
- ***Current Policies and Practices in Assessing English Language Learners***, held June 10, further addressed the chronic controversy that continues to surround the issue of language in America. Speakers discussed the impact of current national and state policies as well as the effective practices of educators that promote educational excellence for all students.
- ***A Look at Current State Practices***, held July 20, focused on states and local policymakers. The panelists addressed the challenges they face as states progress toward full implementation of educational reform. They also described the specific work and strategies they are currently implementing to provide all students in their system, and specifically Hispanic students, equal and equitable access to rigorous academic standards and instruction. (A list of speakers at each seminar is included at the end of this document, and their comments are included throughout.)

The Promise of Standards-Based Reform

In the language of the standards movement, **content standards** are locally developed statements about what students must know and be able to do in various disciplines such as English language arts, mathematics, science, and social studies. **Performance standards**, set by states and local school districts, measure how well students should be expected to demonstrate their knowledge and skills in reaching those content standards. For standards to be effective, states and local school districts must invest appropriate resources to ensure that all students are provided with equitable opportunity to meet rigorous and challenging standards in all content areas.

One of the most promising features of the standards movement is that it holds schools and students accountable for how well they can demonstrate increases in academic achievement. States and school districts are in the midst of an evolution in how they manage and motivate institutions and educators to get better results for a broader range of students. Accountability measures are helping to examine progress being made in

schools, by individual students, and by groups of students, including low-income and minority student populations. Accountability systems help identify what is working and not working, informs teaching and learning, who should be rewarded, what targeted interventions might be made when progress toward the standards is lagging, and the kinds of steps that should be taken if schools continue to chronically fail.

States and school districts are increasingly moving to measure progress toward achieving high standards assessing students on the knowledge and skills they are expected to know. They are developing and implementing a variety of approaches to measure performance, including standardized tests, performance assessments, portfolios and other forms of assessment activities that require students to not only choose the best answer, but also to explain the reasoning behind the answer or solve a problem. These performance assessments allow for teachers, parents and students to demonstrate or accurately describe what students know. As the tool of accountability, assessment systems have a number of invaluable uses – they help determine how resources should be spent; they also provide a diagnostic evaluation of where students need extra help and tutoring and where teachers need to focus more attention or need more professional development. They are a tool to inform both teaching and learning. Increasingly, assessments are being used by states and school districts to make high-stakes decisions about whether a student should move from grade to grade or graduate from high school.

“If you don’t have high standards and aligned assessments you don’t have school reform. Raising expectations for all students is essential.” –*Sonia Hernandez, Deputy Superintendent, California Department of Education, and Member, President’s Advisory Commission.*

One of the major challenges confronting the standards movement is keeping politics out, and relying on what works to guide decisionmaking. Assessment should be used on an ongoing basis to drive the process of educational decision making and identify the appropriate interventions, teaching strategies, supports, and other factors that inform the process, improve the system, and increase student achievement.

“California’s standards movement became an ideological battleground. Decision on content standards was based on ideology. The standards advisory group to the Governor worked on two sets of standards—one for reading/language arts and one for math. The first ended up promulgating phonics rather than a mix of phonics and whole-word, because of pressure from conservatives. Math became “drill-and-kills.” In the domain of science, the majority recommendations were dropped in favor of a set advocated by one of the governor’s appointees. The advisory group was disbanded before it even considered such enormous issues as LEP testing and the opportunity to learn standards.”—*Raymund Paredes, Vice Chancellor, University of California, Los Angeles.*

The effort to set high standards for all students is to publicly recognize and affirm that all students can achieve to high levels. Standards and accountability are powerful vehicles that can help close the performance gap between white and minority students and between rich and poor school districts. Assessment and accountability tools help paint the

picture of how far and how fast we need to go to improve student achievement so that no student is left behind. They tell us what the most important deficiencies are to be remedied and help evaluate and understand the effects of various interventions that can lead to ongoing, continuous improvement.

Standards can form the basis for extending a civil rights perspective to the instruction of all children, including youth from low-income and language minority families. That is because standards-based instruction makes it clear that all children need to be brought to observably high levels of performance. The approach to school reform highlights disparities among groups of students and the schools' ability to support them and provide a legal – as well as educational – way to address fundamental fairness that focuses on results and not inputs.

“Accountability is biggest hope for parents to push for their children, giving them information to ask how their children are doing and why.”—*Delia Pompa, Director, of the National Association of Bilingual Education.*

Under a standards approach, schools must respond to the needs of individual students, lest they become in danger of falling behind. Standards also allow parents to pose the following four questions to those managing their children's schools:

- ◆ If you test my child against standards, can you assure me that the teachers actually taught the material and the test measures it?
- ◆ Can you assure me that teachers are able to teach the content captured by the standards—that they have been properly trained and placed.
- ◆ If my child is in danger of not meeting the standards and there will be consequences, will you be able to warn me early enough so that we can intervene?
- ◆ What support and extra help does the district plan to provide when you tell me that my child is in danger of falling behind.

The implementation of assessments, especially for Latino children, is cause for a great deal of alarm in terms of how tests are being used and the quality of the tests that are being implemented. Several factors must be considered:

- **The quality of tests being used:** When you look at quality, you need to examine validity and reliability. Many states are not taking a close enough look at these issues.
- **The purpose of the tests:** Test publishers are not necessarily developing tests that are not appropriate for the uses that states are selecting. For example, making promotion decisions.
- **The type of tests:** The extent to which tests are language-laden, not based on standards is a problem. There is little information that these tests provide that can help guide instruction for a teacher.

- **The abuse or misuse of tests by states:** Many states are implementing policies that do not appropriately use these tests

Sonia Hernandez, Deputy Superintendent, California Department of Education, and Member, President's Advisory Commission.

What Needs to Be in Place for Standards to Work for Latino Students?

If high standards are to work, we need to ensure that there are three basic supports available to all young people. These include:

- 1) **Adequate resources, teaching, and curriculum** that enable students to achieve high standards;
- 2) **Fair and accurate performance measures** to ascertain whether students are achieving desired results; and
- 3) **Effective interventions and educational strategies** to ensure students who are not meeting high standards can succeed.

1. Necessary Inputs: Adequate Resources, Teaching, and Curriculum

The percentage of Hispanics living in poverty is three times greater than that of whites. Hispanic students attend schools where there are likely to be large classes, inadequate learning materials, underprepared teachers, and limited access to rigorous courses in core academic subjects.

Ensuring that all students have access to qualified teachers is particularly difficult. In the words of one speaker, Ana Maria Schuhmann, Dean, College of Education, Kean University, New Jersey: "Teachers are the most important variable that influences student achievement. ...[M]ost teachers are not prepared or supported to ensure that students achieve the new higher standards. This is compounded by the fact that the least qualified teachers are in our poorest schools. Teachers are also less qualified to work with students who speak another language at home, despite the fact that such students represent one out of five children."

"The least qualified teachers are in our poorest schools," Ana Maria Schuhmann, Dean, College of Education, Kean University, New Jersey.

Over the next several years, the nation will have to hire more than two million teachers to replace those in the profession who are leaving through retirement or attrition and to meet the needs of an expanding student population. That is the equivalent of hiring every doctor in the United States two and a half times over. At the same time, the nation faces severe shortages in math and science fields, special education, and in geographic locations. Poor urban and rural districts face a dramatic shortage of qualified people. In addition to having qualified teachers in key academic subject areas, students also need access to teachers who can use the students' native language and introduce aspects of their culture into the learning program.

Meanwhile, the nation must also raise the skills and knowledge of the 3 million teachers currently in the classroom. A recent survey of more than 4,000 teachers by the U.S. Department of Education reveals that most teachers have limited preparation in the content we want our young people to know. Only 20 percent of teachers surveyed said they were confident in using new technologies or working with students from diverse backgrounds, with limited proficiency in English or with disabilities. The study indicates that only 38 percent have an undergraduate or graduate major in an academic field and just 22 percent of elementary school teachers have a degree in an academic field. Efforts to improve the quality of teaching have focused on creating incentives to bring more talented people into the profession; strengthen initial licensure into the field by raising testing requirements; and providing more opportunities for teachers to learn from experts and each other at the school site.

Good teaching will have limited influence on students if they are not taking challenging courses. In the past 20 years, buoyed by the National Commission on Excellence in Education, there has been a dramatic increase in the number of students taking core academic courses. From 1984 to 1994, the proportion of high school graduates enrolled in core academic courses, and studied advanced mathematics and science courses increased dramatically.

A new study by the Department of Education found that the completion of a solid academic core in high school is correlated more strongly with college degree completion—especially for African-American and Latino students—than high school test scores, grade point averages, and class rank. According to the study, finishing a course beyond the level of Algebra 2 (for example, trigonometry and precalculus) more than doubles the odds that a student who enters postsecondary education will achieve a bachelor's degree.

Unfortunately, minority and economically disadvantaged students are still far less likely to have access to Advancement Placement courses and rigorous mathematics courses that are considered gatekeepers to success in college. A recent law suit filed by the Southern California chapter of the American Civil Liberties Union, for example, charges that high schools with predominantly minority student populations offer fewer opportunities than schools with mostly white students to enroll in AP courses, making it more difficult for blacks and Hispanics to achieve success in college. The AP program allows high school students to earn college credit by taking yearlong courses in certain subjects and passing standardized tests in them. The College Board, the New York City organization that sponsors the SAT, offers the program.

In California, the program is especially important, the ACLU argues, because the University of California system gives extra weight to grades in AP classes when making admission decisions.

2. Fair and Accurate Performance Measures

The push for higher standards has brought considerable attention to the issue of testing and its effect on the 3.4 million Latino students still learning the English language. The issue does not just affect the five states—California, Texas, New York, Florida and

Illinois—that have the largest Latino population; it has national repercussions. The population of English-language learners is expected to grow rapidly in the next few decades and to have an increasing affect on education's data driven decision-making in a growing number of States. English language learners are present in almost half of our nation's school districts. In ten states, (Alabama, Alaska, Florida, Idaho, Nebraska, Nevada, North Carolina, Oregon, South Carolina and Tennessee), the population of students still acquiring English more than doubled between school years 1992-93 and 1996-97.

Standards-based tests being developed and implemented to determine which students will advance from grade to grade or graduate are still a relatively new tool in the apparatus of school reform. They have yet to be “stress tested” with young people still learning English, 70 percent of whom are Hispanics. “The implementation of assessments, especially for Latino children, is a cause for a great deal of alarm,” warns commissioner Sonia Hernandez, California’s assistant superintendent of public instruction. “We need to know more about how tests are being used and the quality of the tests being implemented... We need to know that tests are valid and reliable and are used for the purposes for which they were designed. We must be sure the tests have been fully and are appropriate for the new uses sates are considering.”

Tests are tools that are bad or good depending on how they are used. The tools we use to make potentially life-changing decisions about an individual’s future must be legally defensible and educationally sound.

“All tests are not created equal: You cannot begin to evaluate the soundness of any test without first understanding how the results will be used. For example, a test of Limited English Proficient students in English may be appropriate for diagnostic purposes or informing instruction, but not appropriate for making a promotion decision based upon a determination about their math skills.”—*Art Coleman, Deputy Assistant Secretary, Office for Civil Rights.*

Over the past decades, accountability tools have been misused to exclude students from access to rich course content or to make decisions about students’ futures for which the tests were not designed. The misuse of tests is a particularly sensitive topic for students still learning the English language.

How can we be sure that Latino young people and others are tested fairly and that the results of those tests are interpreted accurately and used appropriately?

States and school districts need to be sure that the tests are implemented and interpreted fairly. That means that students have multiple-test taking opportunities and time to master standards before they are measured on what they know. There must be alignment between what is taught and tested, and testing strategies must take into account the language that the student learned the material, a highly relevant factor in determining the language in which the student should be assessed. There also should be provisions, such as adequate time, made to ensure that English language learners can demonstrate what

they know on the tests. (See sidebar on Standards for Testing.) In addition, tests must be validated for the purposes for which they are used and high-stakes decision should not only be based on one test but on other factors, such as multiple test scores, grades and evaluations. Commissioners note that one cannot begin to evaluate the soundness of any test without first understanding how the results will be used. A test of LEP students in English may be appropriate for diagnostic purposes, informing instruction, or as placement and exit criteria for instructional programs (such as gifted and talent, Title I or bilingual education), but not appropriate for making a promotion decision.

3. Effective interventions

A growing body of research identifies the characteristics of schools that are effective with minority and disadvantaged students and English language learners. A 1999 report by the Education Trust, *Dispelling the Myth: High Poverty Schools Exceeding Expectations*, identifies the characteristics of top-performing high-poverty schools. Analyzing survey data from 366 elementary and secondary schools in 21 states, the study found six important characteristics of these schools.

- Extensive use of state/local standards to design curriculum and instruction, assess student work and evaluate teachers.
- Increased instructional time for reading and mathematics;
- Substantial investment in professional development for teachers that focused on instructional practices to help students meet academic standards;
- Comprehensive systems to monitor individual student performance and provide help to struggling students before they fall behind;
- Parental involvement in efforts to get students to meet standards; and,
- Accountability programs with real consequences for adults in the school.

Observers note that all of these factors taken together are far more important than any single factor in raising performance. In the rush to set high standards, Latino students—like other students—need comprehensive help beyond language acquisition.

To that end, in addition to developing standards-based accountability efforts, a growing number of states and school districts are funding summer school programs and special tutoring in combination with efforts to raise standards and eliminate social promotion.

“We need to design instructional systems that neither stigmatize children who cannot be promoted nor subject them to the same instructional experience twice. Given the academic content standards are being held constant, the way they are met and the time it takes to meet them must be allowed to vary.”—Robert Schwartz, President, Achieve, Inc.

Lessons from Research and Experience

Many of the challenges to Hispanic young people face on standardized state assessments have largely to do with how they learn language and become literate. There is growing agreement about this process that should have a profound importance in setting testing policies.

How Do Students with Limited English Gain Literacy Skills? School-age children with limited English learn to understand and speak English before learning to read it. Therefore, the National Research Council (NRC) suggests that initial reading instruction is most effective in a student's first language and teachers should speak and use books and other materials in the student's first language. The NRC concludes that children who can read in any language are readers and there is no reason to repeat the entire process of reading instruction if a child simply needs to learn English. To facilitate and understanding of English, teachers must assess the student's reading skill and abilities in the primary language and help transfer those reading abilities to English.

Researchers say that when the curriculum is well-taught, content presented in the primary language can be easily transferred to English as the students language skills develop. But the process takes time. Reading, writing and listening skills don't really emerge in *any* student until after the fifth grade.

According to researchers, the ability of limited English proficient students to listen in English is about 80 percent of native-English speakers. Their reading and writing skills in English are still less than 50 percent of their English-speaking counterparts.

When Should English Language Learners Be Tested? According to experts in the field, most students cannot be validly tested until they have had at least three years of exposure to English, and even in those cases research indicates that they will need additional time, repeating of directions, oral reading of questions, and other accommodations until they have been determined to have truly acquired language proficiency.

In What Language Should Students Be Tested? There is a general consensus that states and districts should take into account the language of instruction in determining the language of testing. In addition, testing in Spanish or another language should not exempt students from opportunities to participate in tests administered in English. The system must be accountable to provide students with assessments that provide valid and reliable results that accurately describe what students know and are able to do in the core content areas.

Researchers note that if states are to test all students, they should develop benchmarks for English language acquisition which take into account the education strategies used to teach non-English speaking students as well as opportunities for students to learn the materials on which they will be tested.

Can students be tested in some subjects more fairly in Spanish than other subjects? Experts say there is no systematic research that indicates that some subjects are best tested in Spanish than others, although it is accepted as truth that subjects such as social studies are more dependent on language than other subjects such as mathematics. But even in mathematics, there are many "word problems" that could pose trouble to students who are not native to the language of the test. In general there is no answer or "one-size-fits-all" approach that will work in every case, and the use of multiple indicators will most likely yield the best description of a students true abilities.

Can Standardized Reading Tests Be Used to Determine English Language Proficiency? Researchers contend that measuring reading ability and English language proficiency are two separate issues. Standardized reading tests in English are not appropriate for measuring student progress in language development because they are tests for native language speakers.

"It is very important to distinguish between tests which measure English Literacy (often called English language proficiency tests) and those which measure English language arts (ELA). It is true that in the early grades, much of ELA and especially reading tests are devoted to decoding etc., which are basic aspects of English literacy proficiency. However, beginning in about 4th grade and becoming increasingly so in the later grades, ELA is less about decoding or basic literacy assessment and more about literature and other aspects of language arts and advanced comprehension. For example, first, a 9th grade ELA test may very well evaluate what a student knows about Shakespeare. This is **not** the same as evaluating literacy for 9th graders.

ELA test do have some literacy evaluation components. However, especially for older students, this evaluation is often of a more advanced type of literacy assessment than the evaluation of basic literacy acquisition. For instance, most ELA tests for older students (grades 5 and up) assume a certain floor level of literacy. The types of reading or other literacy components being measured in these tests, then, identifies nuances in reading or literacy which are typically acquired by older students who have been reading for some time and for whom English is their first language. Evaluation of the acquisition of these nuances and skills is not the same as measuring the acquisition of basic literacy skills. A student getting a 0 on this type of ELA test may or may not have mastered basic literacy." (Kopriva, 1999.)

Confusion between assessments of language arts and assessment of literacy can also lead to unnecessary prohibition of accommodations. If basic literacy is the focus, tests should be expected to evaluate basic literacy, regardless of grade level. If ELA is the focus, some accommodations might make sense, and it should be clear that lack of mastery of advanced literacy does not mean students do not have basic literacy.

Is Gaining Reading Proficiency More Important than Keeping at Grade Level in Other Subjects? For LEP students, it is important that they master English and stay on grade level with course content. If these are both not explicitly encouraged then it is often implicitly understood that one is more valuable than the other. This is the cycle that often leads former LEP students into lower tracked academic classes in high school, and eventual higher drop out rates. So, while English acquisition is very important, so is staying on grade level in core academic subjects.

Currently most states are stressing this more than in the past but we have a long way to go and in fact most educators talk only about the ELA content area. They should also

stress the other content areas, or staying on track in the other content areas may not be seen as an equally important priority.

Any accountability system should underscore the importance of the Title I language about inclusion of broad groups of students in the regular mainstream tests across content areas. States or districts should constantly reemphasize the importance of including students in the same assessments and encourage the most accurate data collection for all students, which also entails using accommodations for students still learning English. It is important to note that institutional accountability for English language learners goes beyond just providing accommodations. Educators have the responsibility to address inclusion in the broadest sense beginning with the development phase of the assessment system through administration, scoring, and reporting.

Testing Standards for Bilingual Americans: “An Unknown Degree of Error”

This fall, testing experts will release the fourth edition of *Standards for Educational and Psychological Testing* that provide regulations and policies on the development and use of tests in the United States.

The 1985 edition, published by the American Education Research Association, American Psychological Association, and the National Council of Measurement, includes a profound acknowledgement. “For a non-native English speaker or for a speaker of some dialects of English, every test given in English becomes, in part, a language or literacy test of English.” Basically, this means that for bilinguals who have been exposed to another language, every test, except a test of English language proficiency, contains an unknown, though systematic, degree of error. Such tests, in effect, are biased because they may not be measuring accurately whatever is being measured. Accordingly, the Standards call for “special attention” to these issues on the part of test development, test use, and test interpretation. It is also recognized that bilingual individuals vary extensively in their functional, academic and literate use of each language separately or simultaneously. Also, cognitive processing in the weaker language is more fragile and can be slower. Language background, in effect, is an important consideration in all aspects of testing and test validity.

With respect to using tests that are in the primary language of bilingual individuals, the *Standards* make several key pronouncements.

- Translating a test does not guarantee that the test items will have the same degree of difficulty in the other language. For example, a straight translation of a second grade test of reading ability will not necessarily yield a second-grade reading test in the other language.
- Tests for gauging English language proficiency are vitally important for making educational placement decisions. However, these tests must assess multiple dimensions of language ability.
- Testing agents must make a distinction between “naturalistic” uses of language and more formal, cognitively demanding uses. Because of these “special difficulties”

attendant on the use of tests with persons who have not had adequate exposure to the language of the test, the Standards suggest that more testing and observations be done with them.

The 1999 edition reaffirms the principles of the 1985 standards. Precautions regarding processing speed factors are also raised. The new standards suggest that accommodations should be undertaken with English language learners and notes that cultural factors can also affect test scores and attention also should be paid to these factors. But the new standards break new ground along several dimensions. The new standards describe several types of types of modifications that may be necessary for English language learners: using only sections of the test that match the linguistic proficiency of the test-taker, changing the test and response formats, administering the test in a different context, and allowing more time for taking the test. Most of these modifications are currently under study.

A new directive in these Standards calls for taking into account both a determination of language dominance and language proficiency. Consideration should be given to the possibility that bilinguals may have domain-specific competencies in one or both languages. It is recommended that an individual's degree and type of bilingualism be understood in order to use test results properly.

Extensive attention is given to the process of administering tests and to the possible impact of test-giver variables (culture, bilingualism, gender, time limits and use of interpreters. A crucial principle is recommended for testing English-language learners: give them enough time to finish the test and to show what they know and can do.

Of the 11 standards in the new chapter on "Testing Individuals of Differing Linguistic backgrounds, five are new:

- When there is empirically based doubt about a test, validity studies should be conducted with the relevant linguistic groups;
- The test should be given in the most proficient language of the test-taker (when such tests are available in both languages;
- Tests in another language should have evidence of validity and reliability before making inferences about scores;
- Equivalence across dual language versions of the same test should be supported by psychometric evidence of such equivalence (e.g., construct, reliability, validity);
- Interpreters should be competent in both languages, be competent in interpretation, and be competent in testing and assessment procedures.

From: *Testing Hispanic Students in the United States: Technical and Policy Issues*, President's Advisory Commission on Educational Excellence for Hispanic Americans, September 1999, by Richard A. Figueroa, Sonia Hernandez.

Model Practices

Several states and school districts are sensitive to these concerns and have developed useful policies and thoughtful assessment programs that propel achievement rather than punish students.

In 1991, **Oregon** enacted one of the most comprehensive standards-based reform laws in the country, requiring, among other things, valid and reliable assessments of its 500,000 students. Known as the Oregon Educational Act for the 21st Century, the initiative led to the development of curriculum goals, content standards, performance standards and indicators aligned with the new performance-based assessments. The system offers assessments in English and Spanish to accommodate those limited English proficient students among the state's 4,000 Hispanic students. The tests are given in grades 3, 5, 8, and 10 so that school officials know early on what students can and can't do. Students who achieve the grade 10 performance standards in academic content areas will receive a Certificate of Initial Mastery. Students who achieve grade 12 performance standards in academic content areas and achieve career-related learning standards will receive a Certificate of Advanced Mastery.

To ensure the validity and reliability of the assessments, the state created a Spanish-language test with questions that matched the psychometric properties of the English version rather than translating the English test into Spanish. Questions that could not be matched have been dropped from both tests. Teachers are allowed to decide on a case-by-case basis, which students will take the Spanish version of the test and students who are not literate do not take the test. The test is designed to measure student progress and diagnose areas where more help is needed.

The **Texas** Education Agency is using one of the most stable yet flexible assessment programs to monitor the progress of three million students served in 1,042 districts served. The school accountability system, established in 1992, addresses the state's concern over twin issues of equity and excellence for all students while also ensuring that what gets tested is what gets taught. Student performance is measured through the state's assessment system as well as information collected from teachers.

"[Texas] is committed to equity and excellence for all. In 1992, the state established a school accountability system. The system actually pulled together components that had been established earlier. Components include student assessments as well as information collected from teachers. The accountability system was designed to (a) help improve student performance, (b) help districts plan, and (c) permit flexibility in the ways districts teach the state curriculum. The 1992 system has remained stable across both Democratic and Republican administrations.—Linda Mora, Assistant Commissioner for Accountability and Assessment, Texas Department of Education

Testing begins in 3rd grade but students are given multiple opportunities to pass a high-stakes test," said Linda Mora. "Schools are required to offer special assistance to students

who initially do not pass. Thus, intervention will be early.” The high school test, she said, does have consequences—a student cannot enter college without passing.

The accountability system was designed to help improve student performance, help districts plan their school improvement strategies, while permitting districts greater flexibility in teaching state-mandated curriculum. Individual school results on student performance are publicly reported along with attendance figures and the drop out rates.

What is particularly unique about the Texas system is that, to be considered successful, a school or district must not only succeed in reaching high standards for its students as a whole but for distinct subgroups of students by race, ethnicity and socio-economic status.

Taking advantage of the state system’s flexibility, **Houston’s** school district has opted to maintain its own accountability system. Under the district system, low-performing schools are required to work with Targeted Assistance Teams dispatched from the district to help the school develop a plan of action for improving student test scores. This direct assistance is triggered automatically and is designed to provide schools with the kind of technical assistance they need to align staff development with content and performance standards and while holding local officials responsible for their students’ academic success.

The system enables district officials monitor each school’s progress over time and actively intervene to improve the schools when needed. The accountability system and the targeted assistance teams have, together, enabled schools to determine the kinds of resources and staff development activities that would make the biggest difference in student learning.

In **Minnesota**, the absence of a statewide curriculum left state officials in the dark when it came to knowing what was going on in school districts. To remedy the problem, the state implemented a new statewide assessment system, prompting district officials to reexamine the scope and sequence of their curriculum. The state is currently developing performance level benchmarks.

The new statewide accountability system factors in programs for economically disadvantaged students and those with limited English proficiency. A new English language skills test will be used to determine when LEP students are ready to participate in the statewide assessments, which are administered in English.

Worrisome Policies

Observers note that while model practices are being developed, there also are some policies and practices that are particularly worrisome. These include requiring English only tests for high stakes decisions; providing no support for students to achieve new standards and requirements; and using tests that are not aligned to what is taught and learned in school.

Typically poor policies for English language learners solely focus on making up for deficit in English language proficiency at same time sacrificing progress in content areas. In some cases, schools attempt to give students a full dosage of English as a Second Language and nothing else so that students do not get the content they need in academic courses. Also, there have been instances of school districts using completion of English oral proficiency as a prerequisite for important courses. Schools must not use lack of proficiency as a way to deny access to courses that meet graduation requirements.

Basic Questions for Educational Decisonmakers

During the seminars, observers noted some simple questions to use to determine how well or poorly tests work. Educational leaders should be able to answer the following questions:

- Are students being afforded or denied educational opportunities based on test scores?
- Even if not used for such high stakes purposes, are all students included in assessment systems that influence decisions about allocation of resources, interventions designed to promote better learning, and guidance provided to parents about their children's progress.
- Are there inequities in treatment of students or disparity in performance of particular groups of students? What are the explanations for those disparities?
- Is the test used with other information to make high-stakes decisions or is it the sole criterion?
- Are there educationally—and psychometrically—sound foundations for the judgments made about students when those decisions are based upon test scores.

Emerging Questions

There are several fundamental areas where policymakers disagree among themselves and where practice and researchers are at odds.

Who Should Be Tested? While many observers argue that all students count and must be counted, a new report by the Council of Chief State School Officers indicates that of the 49 states with student assessments, 29 states exempt limited-English proficient students from all assessments, and 11 states exempts them from some assessments. Only four states do not allow exemptions for students with limited English abilities, according to the Chiefs.

For example, Maryland allows a one- year only exemption from its assessment program and Kentucky exempts students with limited English proficiency if they have been in the schools less than two years. Texas permits school districts to exempt Spanish speaking students up to three times before requiring the assessment.

If we let states decide whether or not these students should be tested, state education agencies shy away from including all students. Must be combination of states and local agencies to create an assessment that makes pedagogical and academic sense.

How High Should We Set the Bar? Some states, such as New York, have introduced standards that are benchmarked to the most rigorous in the world, while others, such as Texas, have developed a means to gradually raise the rigor of their assessments.

How Should Test Scores Be Used In High Stakes Decisions? Today, 20 states have established high-stakes assessments for students. While state policymakers appear intent on using test scores alone to determine who moves along in the educational system, many observers argue that decisions about whether to pass a student from grade to grade should not be made on a single set of test scores as the sole criterion. Tests should be one instrument among many. There are multiple indicators that can be used to assure if student knows what he or she has to know, including teacher judgments and evaluations, grades, other tests.

The White House Initiative's Standards and Assessment Agenda

Over the next nine months, the White House Initiative on Educational Excellence for Hispanic Americans will continue to build upon, inform, and contribute to the many efforts designed to promote high standards for all students, including Latinos.

In its role as an advisor to the Clinton Administration, the Initiative will further explore the effects of standards on students learning English and the impact of federal programs, such as Title 1, on the achievement of Latino students. The Initiative also will work closely with the U.S. Department of Education's Office of Civil Rights to help ensure that ELL students are afforded educational opportunities guaranteed under federal law and that the use of tests to make high-stakes decisions are fair and accurate.

Our work is guided by the National Research Council's Board on Testing and Assessment, which has established a Forum on Educational Excellence and Testing Equity, that brings together experts and stakeholders to identify the issues, problems and promising practices that should be promoted to ensure that tests designed to measure student progress toward achieving high standards are used appropriately.

Beyond these efforts, the White House Initiative sees three key areas of work that need to be addressed:

- **Further examination, research and dissemination of promising practices** concerning the administration, interpretation, and use of tests for English language learners. We particularly need to know more about what accommodations are most effective and what are the best practices that can help ensure valid decisions about placement, promotion, and graduation. A new tool kit for school districts seeking to better meet the needs of English Language Learners is now being developed by the Council of Chief State School Officers that can help make best practice everyday practice in schools.

- **Better public awareness** about the complexities of standards-based reform initiatives and issues surrounding the use of high-stakes tests for students with limited facility in English. A new resource guide on high-stakes testing being developed by the U.S. Department of Education's Office of Civil Rights will be a foundation for continuing dialogue and understanding.
- **Stronger engagement with state and local leaders** about the importance of using tests in ways that are valid and reliable and about the need for more equitable opportunities for Hispanic students to achieve desired results.

Researchers, educators, and leaders of the Latino community must compel state and local leaders and the public to face reality about the growing percentage of students who are still learning the language and what can be done to ensure that they not only master English but succeed in core academic courses necessary for careers and further education.

Policy Series on Educational Standards, Assessment, and Accountability: A New Civil Rights Frontier

1. Educational Standards, Assessment, and Accountability: A New Civil Rights Frontier, Wednesday, April 7, 1999.

- Norma Cantú, Assistant Secretary, Office for Civil Rights, U.S. Department of Education;
- Robert Schwartz, President, Achieve, Inc.; and
- Raymund Paredes, Vice Chancellor, UCLA.

2. Assessment as a Learning Tool: From Hope to Reality, May 5, 1999.

- Sonia Hernandez, Deputy Superintendent, California Department of Education, and member, President's Advisory Commission;
- Ana Maria Schuhmann, Dean, College of Education, Kean University, New Jersey; and
- Arthur L. Coleman, Deputy Assistant Secretary, U.S. Department of Education's Office for Civil Rights.

3. Current Policies and Practices in Assessing English Language Learners, June 10, 1999.

- Delia Pompa, Director, Office of Bilingual Education and Minority Languages Affairs; and
- Mary Ramirez, Director of Language Equity Issues, School District of Philadelphia, Pennsylvania.

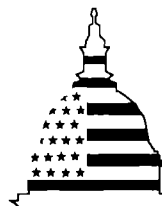
4. A Look at Current State Practices, Tuesday, July 20, 1999.

- Norma Cantú, Assistant Secretary, Office for Civil Rights, U.S. Department of Education;
- Joyce Benjamin, Associate Superintendent, Oregon Department of Education;
- Jessie Montañó, Assistant Commissioner, Office of Teaching, Minnesota Department of Children, Families, and Learning;
- Linda Mora, Assistant Commissioner for Accountability and Assessment, Texas Department of Education; and
- Susan Scalifoni, Chief of Staff for Educational Services, Houston Independent School District, Texas.

December 1999

PUBLIC EDUCATION

Title I Services Provided to Students With Limited English Proficiency



G A O

Accountability * Integrity * Reliability

Health, Education, and
Human Services Division

B-283082

December 10, 1999

The Honorable Matthew G. Martinez
The Honorable Ruben Hinojosa
House of Representatives

The number of students with limited English skills has grown over the past 10 years. Between 1990 and 1997, the most recent year for which data are available, the number of students with limited English proficiency has increased by an estimated 57 percent—to approximately 3.5 million. These children are among the most educationally disadvantaged of all populations attending the nation's elementary and secondary schools. In 1992, students speaking English with difficulty dropped out of school at four times the rate of their English-fluent peers, and also had higher rates of grade repetition.

Although educating children is primarily a state and local responsibility, the federal government has played a significant role in shaping the education of students, including those with limited proficiency in English, for about 30 years. The federal government has tried to help states and localities improve education for all types of disadvantaged children by funding and supporting programs that help these children achieve high academic standards, primarily through title I of the Elementary and Secondary Education Act (ESEA) of 1965. Schools in which more than half of the students come from low-income homes may use title I support to upgrade their entire educational program in what is called a schoolwide program. In contrast, schools in which fewer than half the students come from low-income homes must use title I to provide targeted assistance only to those disadvantaged students who are at greatest risk of failing.

You asked us to address the following questions:

- How many students with limited English proficiency are being served through targeted and schoolwide title I programs?
- How are students with limited English proficiency being served through targeted and schoolwide title I programs?
- How many title I teachers in schools serving students with limited English proficiency are bilingual or have other specialized training in teaching these students?
- What accommodations do states allow for students with limited English proficiency in taking academic assessments, including offering tests in

their native language, and to what extent are these students participating in academic assessments?

To answer these questions, we reviewed available studies on second-language learning, as well as data from the Department of Education and the states and school districts we visited. To supplement this work, we conducted on-site interviews with school district officials and teachers and observed classroom instruction in 10 public school districts, 2 in each of 5 states—Arizona, North Carolina, Florida, Illinois, and Texas. These districts included schools operating both schoolwide and targeted assistance title I programs. They are located in four states with large numbers of students who have limited English proficiency, and in one state (North Carolina) with a rapidly growing population of these students. We conducted our work between February and October 1999 in accordance with generally accepted government auditing standards.

Results in Brief

Title I educational programs serve about 2 million of the estimated 3.5 million students with limited English proficiency. These children receive services through programs targeted specifically to disadvantaged children who may be at risk of failing in school as well as through schoolwide programs intended to improve learning for all students in a school. About two-thirds of students with limited English proficiency enrolled in title I schools attend schools with schoolwide versus targeted assistance programs. Of the remaining third who attend schools with targeted assistance programs, no national data are available specifically on the number who participate in title I programs.

The services students in targeted assistance programs most often receive through title I are supplemental reading, language arts, and math programs. These supplemental services are provided to all title I students in these schools. Instruction targeted specifically to the educational needs of nonnative speakers of English is primarily funded through state and local programs and other non-title I federal programs. In school year 1997-98, 10 percent of the schools with targeted assistance programs used title I funds to provide this kind of instruction to help nonnative speakers acquire English, according to an Education survey. Similarly, in the districts we visited we found that, in general, where children with limited English proficiency received services funded by title I, these services were also available to native English speakers, such as mathematics and reading programs for all educationally disadvantaged children. Reinforcing

Education's data, districts said they rely heavily on state aid and local revenue to fund English-language acquisition programs.

There is no national information on the number of teachers in positions funded by title I who are bilingual or who have other specialized training in teaching students with limited English proficiency. However, about 10 percent of teachers of students with limited English proficiency were certified to provide bilingual instruction, and 8 percent were fully certified to teach English as a Second Language (ESL)¹ to native speakers of other languages, according to a recent study funded by Education.² Many districts have reported difficulties recruiting teachers qualified to teach students with limited English proficiency, regardless of whether the teachers were funded by title I or other state and local programs. Teachers trained to provide instruction in a student's native language, as well as teachers trained to teach English to native speakers of other languages, appear to be in short supply.

According to a survey by the Council of Chief State School Officers, most states allow districts to provide some form of help to students with limited English proficiency so that they can more easily participate in academic assessments. The type of help allowed often has included such assistance as extra time to answer questions, having someone read directions aloud, or translating instructions and test items into a student's native language. According to the survey, five states allow students to respond to test questions in their native language. Districts generally are allowed to determine which students may need accommodations as well as the specific accommodations that would most benefit them. As a result, we found no national data that showed how frequently districts actually provide accommodations to students with limited English proficiency or the degree to which they actually participate in academic assessments.

Background

Over the years, the Congress has created a number of federal programs to help children who are disadvantaged or have special needs (see table 1). Students with limited English proficiency are included in the population targeted by these programs, although, according to Education officials, the

¹This is a teaching approach in which students with limited English proficiency are instructed in the use of the English language. This instruction is based on a special curriculum that typically involves little or no use of their native language.

²Howard L. Fleischman and Paul J. Hopstock, *Descriptive Study of Services to Limited English Proficient Students*, Vol. 1 and 2 (Arlington, Va.: Development Associates, Inc., 1993).

extent to which they specifically benefit from this aid is not clear for most programs.³

Table 1: Federal Education Programs That Can Provide Support Services to Students With Limited English Proficiency

Program ^a	FY 1999 funding (estimate) ^b	Description
Education for Disadvantaged Children ("Title I")	\$7.7 billion	Helps educationally disadvantaged children succeed in school. Students with limited English proficiency may participate in this program if they come from disadvantaged backgrounds and are at risk of failing in school or if they attend a school that has a schoolwide program.
Bilingual Education Act (20 USC 7401-7491)	\$224 million	Helps ensure that students with limited English proficiency master English and develop high levels of academic attainment in content areas. Provides both state and local grants.
Emergency Immigrant Education Program (20 USC 7541-7549)	\$150 million	Provides grants to school districts with unexpectedly large increases in their student population due to immigration.
Migrant Education Program (20 USC 6391-6399)	\$355 million	Provides funds to states to help educate the children of migrant agricultural workers, including migratory fishers and dairy workers.
Carl D. Perkins Vocational Education and Applied Technology Act (20 USC 2301 et Seq.)	\$1.2 billion	Provides funds to improve the quality of vocational education and provide access to vocational training to special populations, such as disadvantaged and disabled students.
Individuals with Disabilities Education Act (20 USC 1400 et Seq.)	\$5.1 billion	Supports special education for infants, toddlers, children, and youth with disabilities.

^aOther federal programs may also support services to students with limited English proficiency, so long as these students qualify to receive services under the programs' guidelines for participation.

^bBased on Department of Education, Fiscal Year 1999 Budget.

Among the largest federal programs supporting elementary and secondary education is title I of ESEA. Enacted in 1965, title I of ESEA was intended to support state and local efforts to help all children reach challenging academic standards by providing extra resources to school districts and schools with the highest concentrations of poverty, where academic performance tends to be low and obstacles to raising performance

³See for example, *Migrant Children: Education and HHS Need to Improve the Exchange of Participant Information* (GAO/HEHS-00-4, Oct. 15, 1999).

greatest. Nearly all title I funds are allocated to local school districts, which in turn provide resources to individual schools.

The 1994 reauthorization of ESEA revised federal elementary and secondary education programs extensively. Among the changes implemented as a result of the reauthorization was the manner in which school districts and schools could use their federal funding. The reauthorization allowed more schools flexibility in how they use title I funding by allowing more schoolwide programs. In contrast to targeted assistance programs in which supplemental instruction can be provided only to children identified as disadvantaged, schoolwide programs allow schools to upgrade their entire educational program with title I funding, thereby benefiting all children in a school, regardless of income. Previously, such flexibility was allowed only when 75 percent of the students in a school were from low-income families.⁴ The 1994 reauthorization extended this flexibility to schools with 50 percent or more of students from low-income households. By 1997-98, three-fourths of all title I funding went to schools where 50 percent or more of the students were from low-income households.

An additional change implemented with the reauthorization was a requirement for increased accountability. By 2001, states participating in the title I program will be required to adopt challenging academic standards and implement student academic assessments aligned with those standards. Further, states are to ensure that students with limited English proficiency participate in the assessments "to the extent practicable in the language and form most likely to yield accurate information on what students know and can do, to determine such students' mastery of skills in subjects other than English." States must be able to report on the academic performance of these students as a group, *separate from their English-fluent peers.*

Nearly 2 Million Students With Limited English Proficiency Are Served Through Title I Programs

Title I educational programs serve about 2 million students with limited English proficiency, about one-fifth of the more than 11 million students receiving services funded by title I, according to the latest available (school year 1996-97) data from Education. These children participate in programs targeted specifically to disadvantaged children who may be at risk of failing in school, as well as through schoolwide programs intended to improve learning for all students.

⁴To measure their low-income student population, school districts may count either the number of students receiving federal welfare benefits or the number eligible for a free or reduced-price lunch.

According to an Education survey, two-thirds of students (approximately 1.3 million) with limited English proficiency who are served by title I attend schools that have schoolwide programs.⁵ Of the one-third of students (approximately 730,000) with limited English proficiency who attend schools with targeted assistance programs, no national data are available on the number who receive title I services. In the 10 school districts we visited in five states, the vast majority of schools that received title I support were operating schoolwide programs that benefited all students in the school, not only students from disadvantaged families.

Most Title I Services Involve Supplemental Reading, Language Arts, and Math

Most title I services to students in targeted assistance programs involve supplemental reading,⁶ language arts, and math.⁷ According to an Education study, data from 1991 and 1992 indicate that about 44 percent of first-grade students and almost 60 percent of third-grade students with limited English proficiency received some form of supplemental education assistance in reading and language arts funded by title I.⁸ However, these supplemental services were provided to all title I students in these schools. A smaller proportion of students with limited English proficiency (about 30 percent of first-graders and 45 percent of third-graders) received assistance in math through programs funded by title I. The study also found that a greater percentage of students in high-poverty schools received assistance in both reading and math than did participants in other schools.

According to this 1995 Education study, between 1991 and 1992, about 70 percent of students with limited English proficiency in first and third grades received additional services targeted specifically for the

⁵U.S. Department of Education, School-Level Implementation of Standards-Based Reform: Findings from the Follow-Up Public School Survey on Education Reform (Washington, D.C.: 1999).

⁶The standards for the English Language Arts developed by the National Council of Teachers of English and the International Reading Association address the use of print, oral, and visual language and address six interrelated English language arts: reading, writing, speaking, listening, viewing, and visually representing. Although reading is one of the language arts, it is often referred to separately from the others.

⁷U.S. Department of Education, Promising Results, Continuing Challenges: The Final Report of the National Assessment of Title I (Washington, D.C.: 1999).

⁸U.S. Department of Education, Planning and Evaluation Services, Prospects: The Congressionally Mandated Study of Education Growth and Opportunity, First Year Report on Language Minority and Limited English Proficient Students (Washington, D.C.: 1995).

educational needs of nonnative English speakers.⁹ However, large proportions of students receiving these targeted services did not receive them through title I. Often, these services were provided by programs funded by state, local, or other federal non-title I programs. A more recently completed Education survey reported that, in school year 1997-98, 10 percent of schools with title I targeted assistance programs were using title I funds to provide ESL instruction to students with limited English proficiency.¹⁰

Most of the districts we visited also did not use title I funding to provide services targeted specifically to the educational needs of non-native English speakers. District officials said they rely heavily on state aid and local revenue to fund such programs. At the five districts we visited with targeted assistance programs, only one reported using a significant portion of title I funds on English language acquisition. The remaining four districts reported using 20 percent or less. The exception was Phoenix, where 9 of the 25 teachers funded by title I were providing instruction directed specifically at meeting the language needs of these students. Districts we visited said they used small amounts of title I money for the noninstructional needs of these students, such as purchasing instructional materials in languages other than English, supporting parent outreach, and providing professional development to staff working with these students.

Low Percentage of Teachers of Students With Limited English Proficiency Certified in Bilingual Education or ESL

We found no national data on the number of title I teachers who are bilingual or certified to teach ESL. However, overall, about 10 percent of all teachers of students with limited English proficiency were certified to provide bilingual instruction, and 8 percent were certified to teach ESL. Recent studies have found that certified bilingual and ESL teachers appear to be in short supply. For example, one national study¹¹ found that about 80 percent of all districts report having "some" to "a lot" of difficulty recruiting bilingual teachers of Spanish and other languages. Over half

⁹The Teachers of English as a Second Language have developed standards for ESL. Although these standards are related to English Language Arts, the ESL standards provide strategies for addressing the needs of students who are adding English to their native language. The ESL standards recognize that upon entry to school, English language learners must acquire an additional language and culture and learn the English language competencies that are characteristic of native English speakers of the same age and, most importantly, that are fundamental to the full attainment of English language arts and other content standards. The standards recognize the special instructional and assessment considerations needed to achieve high academic standards throughout the curriculum.

¹⁰U.S. Department of Education, School-Level Implementation of Standards-Based Reform: Findings from the Follow-Up Public School Survey on Education Reform (Washington, D.C.: 1999).

¹¹Howard L. Fleischman and Paul J. Hopstock, Descriptive Study of Services to Limited English Proficient Students, Summary of Findings and Conclusions, Vol. 1 (Arlington, Va.: Development Associates; 1993).

(53 percent) reported having the same difficulty hiring ESL teachers. Our visits to school districts also indicate that many have difficulty in recruiting teachers who are qualified to teach students with limited English proficiency. For example, district officials from Rockford, Illinois, reported that they were looking in Mexico, Puerto Rico, and Spain for qualified bilingual teachers, bringing them to the United States, and obtaining provisional state teaching certificates for them. District officials in Phoenix, Arizona, also reported that they need to pay a higher salary to attract certified bilingual and ESL teachers to the district.

Providing training to teachers of students with limited English proficiency also appears to be a problem. One study estimated that, although 40 percent of teachers nationwide had students with limited English proficiency in their classes, many have not received any training on how to meet the specific needs of these students. According to another study, in school year 1993-94, less than one-third of teachers of students with limited English proficiency had received any training in teaching this type of student. Since then, the number of teachers who have received training appears to have grown somewhat. During school year 1997-98, 38 percent of teachers reported having received some training to teach students from culturally and linguistically diverse backgrounds—on average, about 7 hours.¹² According to officials in the five states we visited, only Florida has a state requirement that all teachers of students with limited English proficiency receive specialized training to meet their students' language needs. Florida teachers who instruct students with limited English proficiency in core academic areas are required to have received a minimum level of training in areas that include methods of teaching English to speakers of other languages and cross-cultural communication and understanding.¹³

¹²U.S. Department of Education, Study of Education Resources and Federal Funding: Preliminary Report (Washington, D.C.: 1999).

¹³This requirement is the result of a 1990 consent decree between the Florida State Board of Education and the League of United Latin American Citizens.

Most States Allow Accommodations for Students With Limited English Proficiency in Academic Assessments

According to a survey by the Council of Chief State School Officers, to some degree, most states allow school districts to accommodate the language needs of students who are participating in state academic assessments and need such accommodations.¹⁴ Some of the accommodations states allow include reading directions or the test aloud, interpreting and repeating directions, and allowing extended testing time. Many states also allow districts to exempt students from academic assessments if their English-speaking skills are not sufficiently developed. Decisions to exempt students and provide students with accommodations are generally made at the local level, and the number of students affected is generally not reported. Therefore, it is difficult to determine what accommodations are made and the extent to which students with limited English proficiency are actually participating in academic assessments. At the national level, students with limited English proficiency are sometimes excluded from the National Assessment of Educational Progress.

Accommodations Include Extra Time and Translations

Nearly all states conduct student assessments, according to a recent survey by the Council. In school year 1996-97, 48 states administered academic assessments to measure student knowledge and skills in various core subject areas, such as social studies, science, reading, and language arts. In many states, one or more achievement tests are used to assess student performance, most often in grades 4, 8, and 11.

Of the 48 states administering academic assessments, 39 allowed testing accommodations for some or all state assessments for students with limited English proficiency.¹⁵ States allow one or more types of accommodation, depending on a student's particular needs. The most common accommodation, which was allowed in 33 states, was modification of the test presentation format. Common accommodations in this category include reading directions and the test aloud, and interpreting and repeating directions for students. Nineteen states allowed either oral or written translation of the directions, and 10 allowed the translation of the test items into the student's native language.

Thirty-one states allowed accommodations in the test-taking setting. Such accommodations included taking the test individually or in small groups, or having the test administered by a familiar person. In North Carolina,

¹⁴Council of Chief State School Officers, Trends in State Student Assessment Programs (Washington, D.C.: Fall 1997).

¹⁵According to the Council, it collected information on whether states allowed exemptions or accommodations. The information collected reflects state policies, not necessarily district practices.

students are allowed to be tested separately to enhance their ability to concentrate. Twenty-eight states also allowed students a different schedule for taking the tests, such as extended testing time, more frequent breaks, or spreading out testing sessions across several days. Fewer states (10) allowed students with limited English proficiency to use nonstandard means of responding to test questions. Of those states, only five allowed students to answer the questions in their native language.

Exemptions and Alternative Assessments Allowed for Students With Limited English Proficiency

The regular statewide academic assessment may not be appropriate for some students with limited English proficiency, even with accommodations, because their command of English is not sufficient for them to participate in a meaningful way. In such cases, according to the Council survey, 29 states allowed districts to exempt students with limited English proficiency from all state assessments, and 11 states allowed districts to exempt these students from some assessments. In most states, the decision to exempt students from state assessments is based upon the amount of time students have lived in the United States, the amount of time spent in an ESL program, and/or their score on a test of English proficiency. Although the Council survey did not indicate how long the exemptions were allowed, the districts we visited generally permitted exemptions for the first few years students were enrolled in a school district or in English language learning programs.

In 1994, the Congress called for alternative assessments for students with limited English proficiency, which would allow states receiving federal funding to reliably assess what such students can do and know in subjects other than English.¹⁶ Although the Council study showed that 11 states reported having alternative assessments available for students with limited English proficiency, the survey did not report whether these alternatives included tests in the students' native languages. However, according to a 1999 study by the Citizen's Commission on Civil Rights,¹⁷ a review of states' education plans submitted to Education found that 13 states had plans to either use or develop non-English academic assessments.¹⁸

¹⁶See 20 U.S.C. S. 6311 (b)(3)(F)(iii).

¹⁷The Citizen's Commission on Civil Rights is a bipartisan commission established in 1982 to monitor the civil rights policies and practices of the federal government and advocate for continued progress in the area of civil rights.

¹⁸These included the following: Alaska, Arizona, California, Delaware, Louisiana, Nevada, New Jersey, New York, North Dakota, Oregon, Rhode Island, South Dakota, and Texas. At the time of our review, Texas had already implemented a native language assessment. Citizens' Commission on Civil Rights, *The Test of Our Progress: The Clinton Record on Civil Rights*, ed. Corrine M. Yu and William L. Taylor (Washington, D.C.: Rock Creek Publishing Group, 1999).

Of the five states we visited—Arizona, North Carolina, Florida, Illinois, and Texas—only Texas and Arizona had prepared a native-language version of the statewide academic assessment. In Texas, Spanish-speaking students with limited English proficiency were allowed to take the Spanish-language version of the Texas Assessment of Academic Skills for a 3-year period (beginning the first time the student took the test). Similarly, in Arizona, Spanish-speaking students with limited English proficiency were allowed to participate in the Spanish version of the Arizona Instrument for Measuring Standards.¹⁹ In the other states, three of the six districts we visited selected from a number of Spanish-language, standardized achievement tests available nationally and administered these to Spanish-speaking students as an alternative or in addition to the regular state academic assessments.²⁰ The remaining three districts did not administer an alternative test. None of the districts we visited administered achievement tests in languages other than Spanish or English.

Students With Limited English Proficiency Sometimes Excluded From the National Assessment of Educational Progress

Many students with limited English proficiency have been excluded from participation in the National Assessment of Educational Progress (NAEP), often referred to as the nation's report card, by local school officials who believed the students' command of English was insufficient to permit them to successfully complete the test. The NAEP is a nationally representative assessment of what students know in various core subject areas and has been administered by the National Center for Education Statistics of the Department of Education since 1969. States voluntarily participate, and a representative sample of students is selected to take the test. In the past, many students with limited English proficiency have been excluded from taking the test even though they were selected to participate. According to the Center, in 1994 one-third to one-half of the students with limited English proficiency selected to participate in the NAEP were excluded.²¹ According to Education, many of the students were in fact capable of

¹⁹At the time of our review, Arizona required two statewide academic assessments: the Arizona Instrument for Measuring Standards (AIMS) and the Stanford 9. Students were allowed to take the AIMS test once in Spanish. They were allowed to take the Spanish-language alternative to the Stanford 9, called the Aprenda, for the initial 3-year period of school enrollment in the state.

²⁰School districts in Texas may opt to administer the Spanish language version of the Texas Assessment of Academic Skills or an acceptable alternative achievement test written in Spanish. San Antonio and New Braunfels use both the Spanish Texas Assessment of Academic Skills and alternative achievement tests in Spanish. New Braunfels planned to also implement an additional achievement test in Spanish beginning with school year 1999-2000.

²¹U.S. Department of Education, Office of Educational Research and Improvement, The Inclusion of Students With Disabilities and Limited English Proficient Students in Large-Scale Assessments: A Summary of Recent Progress, NCEP 97-482 (July 1997).

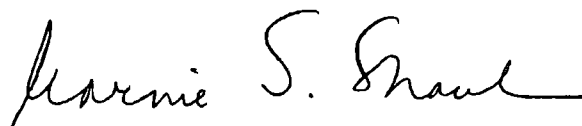
participating in the assessment, especially if certain accommodations could have been offered. Since 1994, Education has implemented new criteria for including students with limited English proficiency; a Spanish-language version of the NAEP mathematics assessment; and accommodations in testing, such as extra time, small-group testing, and having directions read aloud.

Agency Comments

Although Education did not provide formal comments, technical comments on a draft of this report provided additional information on title I services, which we incorporated in this report as appropriate.

Copies of this report are being sent to the Honorable Richard W. Riley, Secretary of Education, and interested congressional committees. We will also make copies available to others upon request.

If you have questions about the report, please call me on (202) 512-7215 or Eleanor Johnson on (202) 512-7209. Other contacts and staff acknowledgments are listed in Appendix IV.



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Abbreviations

AIMS	Arizona Instrument for Measuring Standards
ESEA	Elementary and Secondary Education Act of 1965
ESL	English as a Second Language
NAEP	National Assessment of Educational Progress

Scope and Methodology

This appendix discusses in more detail the study scope and methodology for addressing the number of students with limited English proficiency receiving services through schoolwide and targeted assistance programs (provided through title I of the Elementary and Secondary Education Act of 1965), how they are being served, whether they are being assessed for academic purposes, whether those assessments are in languages that enable them to demonstrate their knowledge, and the number of bilingual teachers serving these students.

Scope

To address these issues, we reviewed and analyzed the most recent data and research available from the Department of Education, as well as other independent sources. Among the research we reviewed were studies of title I, studies of large-scale student academic assessments, and studies of educational programs for students with limited English proficiency.

To gain further understanding about the use of title I funding to support the learning needs of students with limited English proficiency, we visited 10 school districts in five states—Arizona, Florida, Illinois, North Carolina, and Texas. The school districts we visited are the Phoenix Elementary and Paradise Valley School Districts, Arizona; Cicero and Rockford Public Schools, Illinois; Lee and Stanly County Public Schools, North Carolina; Monroe and Miami-Dade County Public Schools, Florida; and New Braunfels and San Antonio Independent School Districts, Texas. Further information on the school districts we visited is contained in appendix II.

Methodology

We reviewed numerous studies that included information on title I programs to determine not only the number of students with limited English proficiency participating in programs, but also to determine the types of educational services these students receive, the qualifications of their teachers, and the potential for excluding these students from academic assessments. For further information on the participation of students with limited English proficiency in large-scale academic assessments, we reviewed two independent studies: the most recent annual survey of state student assessment programs conducted by the Council of Chief State School Officers, and a 1999 report on civil rights prepared by the Citizen's Commission on Civil Rights. A bibliography of the studies we used for this report is provided following appendix IV.

To provide additional information on how school districts are serving students with limited English proficiency, we conducted site reviews in

five states, visiting two school districts in each state. Four of the states selected are among those with the highest numbers of students with limited English proficiency in the nation—Florida, Texas, Illinois, and Arizona. The fifth state—North Carolina—is among those states experiencing the most rapid growth in the number of students with limited English proficiency. In each state, with the exception of North Carolina, we selected one school district with a high concentration (greater than 10 percent) of students with limited English proficiency and one school district with a lower concentration (less than 10 percent).²² We excluded districts that received no title I funding in school year 1998-99. We visited schools that had funded schoolwide programs with title I, as well as schools that used title I to fund programs targeted specifically to educationally disadvantaged students. Where possible, we interviewed district and school officials and teachers. Where school was in session, we observed instructional programs for students with limited English proficiency, including subject area instruction in their native language and intensive English language instruction.

²²In North Carolina, we did not visit any school district with a concentration greater than 10 percent. Instead, we visited Lee County, which had a concentration of 8 percent of students with limited English proficiency.

School Districts Visited

Characteristic	Arizona	
	Phoenix Elementary	Paradise Valley Unified
Type of district	Urban	Suburban
Total enrollment k-12 (unless indicated otherwise)	9,020 (k-8)	32,900
Number of schools	16	40
% students with limited English proficiency	45	4
No. of non-English languages	13	27
Predominant non-English language	Spanish	Spanish, Serbo-Croatian, Arabic, Chinese
Title I funding	\$3.08 million	\$1.3 million
% of students eligible for free or reduced-price lunch	94	18
No. of schoolwide programs	15	1
No. of targeted assistance programs	1	6
Title I funding used to provide special English-language instruction to students with limited English proficiency?	Yes	None

**Appendix II
School Districts Visited**

Florida		Illinois		North Carolina		Texas	
Miami-Dade County	Monroe County	Cicero	Rockford	Lee County	Stanly County	New Braunfels	San Antonio
Urban	Rural	Urban	Urban	Suburban	Rural	Rural	Urban
352,595 (includes pre-k)	9,482 (includes pre-k)	11,000 (pre-k-8)	28,000 ^a	8,667	10,088	5,800	59,714 (includes pre-k)
309	12	15	48	12	20	10	89
13	5	47	6	8	3	7	15
98	23	15	45	22	15	1	1
Spanish	Spanish	Spanish	Spanish	Spanish	Hmong	Spanish	Spanish
\$89 million	\$880,000	\$2.04 million	\$4.8 million	\$1.04 million	\$757,944	\$831,000	\$23 million
24	28	60	50	41	31	38	85
147	3	15	21	3	2	6	84
Private schools only	3	0	0	5	8	0	0
Little ^b	Little ^b	Little ^b	None	Little ^b	Little ^b	Little ^b	Little ^b

Data are for school year 1998-99.

^aEstimated enrollment.

^bLess than 20 percent of the title I funding was used to support English-language instruction.

GAO Contacts and Staff Acknowledgments

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Staff Acknowledgments

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National Agenda for Educational Excellence for Hispanic Americans

Throughout the agenda there are references to activities that CBO's and the private sector will undertake. The Initiative and WH outreach will engage leaders in both these fields to secure specific commitments for action and investment leading up to the conference.

Goal: The overall goal of the National Agenda is to promote excellence in education for Hispanic Americans by focusing attention and resources of the public and private sector and varying stakeholders to ensure educational equity for Hispanic Americans. Hispanic students are the fastest growing cohort of American students yet Hispanic students are also less likely to have effective preschool experiences, successful K-12 experiences, and graduate from college than non-Hispanic white students.

The Agenda covers pre-kindergarten, elementary and secondary education, and higher education. However, the agenda is not purely a federal undertaking. It recognizes that Washington cannot solve the challenges alone and that communities and the private sector also have a key role to play. The goal of the conference is to set goals and initiate positive steps to ensure that Hispanic children receive a high quality education and the same opportunities for life success that many Americans take for granted. The agenda and the conference will be a vehicle to highlight initiatives that the President and Vice President have undertaken toward this end and federal programs that address these issues; however, strong private sector and community based organization involvement is essential to bolster the likelihood of the conference and agenda translating into positive activity on the ground. There are 3 elementary and secondary education goals, one pre-k goal, and one higher education goal. *The three elementary and secondary goals are discussed below.*

Theme: *Educating ALL of America: Educational Excellence for Hispanic Americans.* This theme cuts across all five goals and provides an overarching message that the various policy initiatives support.

Pre-K Goal: To be provided by the Office of the First Lady

Under discussion.

Reduce the dropout rate gap for Hispanic students.

Background: According to the Census Bureau, during the 1996-97 school year, 3.6 percent of non-Hispanic whites, and 9.5 percent of Hispanics aged 15-24 dropped out of school. According to the most recent Department of Education statistics available, the status dropout rate for Hispanic students is 25.3 percent while the rate for non-Hispanic white students is 7.6 percent. For Hispanic students born outside of the 50 states and

Washington, DC, the status dropout rate is 39 percent. High school completion statistics paint an equally dismal picture, while 90.5 percent of eligible non-Hispanic whites had completed high school in 1997, only 66.7 percent of Hispanics had. Essentially, while dropout rates are still a problem for all students, by any measure the Hispanic dropout rate is at crisis proportions. In addition, many researchers consider dropout rates to be an underreported statistic and question the reliability of these numbers so the problem may be worse than these statistics indicate.

Goal: Eliminate the gap in the dropout between Hispanic students and non-Hispanic students by 2005.

Strategy: The federal government, the private sector, and community-based organizations all have a role to play in reducing the Hispanic dropout rate. The federal government will help prepare Hispanic students for school success by increasing access for Hispanic students to Head Start, Title I, and after-school programs. Both of these programs bolster literacy and research shows that reading difficulties are a key indicator for dropping out. The federal government will also expand access for Hispanics to mentoring activities such as the Gear-UP program and the TRIO programs and help ensure access to test-preparation services to help Hispanic students on the SAT and ACT test. *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. [pending budget proposals]*

The private sector will pledge to increase dropout prevention activities by partnering with schools and school districts to provide mentoring experiences for Latino youth. *Companies should make firm commitments of time and resources as part of participation in the conference. The Initiative can track commitments after the conference.'*

Community-based organizations will work with schools to ensure that students identified as at-risk of dropping out are receiving interventions to encourage them to stay in school. *The Initiative will disseminate best practices.*

Conference Strands:

- Successful Models
- Expectations
- Academic Preparation
- Other factors (economics, language)

Eliminate the achievement gap for Hispanic students

Background: On the National Assessment of Educational Progress, the SAT, and other standardized tests there is an achievement gap between Hispanic students and white, non-

Hispanic students. For example on the 1996 NAEP mathematics test for 9-year-olds, non-Hispanic white students averaged 237 (6 points above the average of 231) while Hispanic students averaged 215, 16 points below the average and 22 points below their non-Hispanic white peers. 13-year-old non-Hispanic white students averaged 281, 7 points above the average while Hispanic students averaged 256, 25 points below their white peers and 18 points below average. 17-year-old non-Hispanic white students showed a similar disparity scoring 292, 15 points below average and 21 points below their white counterparts.

The chart below illustrates the NAEP score disparity in more detail:

NAEP Test (1996)	Average Score	Non-Hispanic White Average	Hispanic Average	Hispanic v. Average Score	Non-Hispanic White v. Hispanic	Non-Hispanic White v. Average
9-year-old Reading	212.4	219.9	194.1	(18.3)	(25.8)	7.5
13-year-old Reading	259.1	267	239.9	(19.2)	(27.1)	7.9
17-year-old Reading	286.9	294	264.7	(22.2)	(29.3)	7.1
9-year-old Math	231	237	215	(16)	(22)	6
13-year-old Math	274	281	256	(18)	(25)	7
17-year-old Math	307	313	292	(15)	(21)	6
9-year-old Science	230	239	207	(23)	(32)	9
13-year-old Science	256	266	232	(24)	(34)	10
17-year-old Science	296	307	269	(27)	(38)	11
9-year-old Writing	207	216	191	(16)	(25)	9
13-year-old Writing	264	271	246	(18)	(25)	7

17-year-old Writing	283	289	269	(14)	(20)	6
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While all the score gaps are serious, it is worth noting that the gap actually grows for students in reading and math as they progress through school.

On the SAT the score gap is equally problematic with an average verbal score for Hispanic students of 466 compared to 526 for non-Hispanic white students (60 points) and a gap of 486 to 526 (40 points) in math. State assessments and other standardized tests indicate similar disparities.

Goal: Eliminate the achievement gap for Hispanic students on state assessments within the next decade.

Strategy: The federal government will *expand access to rigorous academic courses for all students including Hispanic students and expand access to test preparation services. [pending budget proposals]* At the state level, rigorous coursework is the best preparation for high performance on assessments measuring state standards. According to the Education Trust, only 1 in 4 American students overall takes Algebra in the 8th-grade and only 1 in 5 Hispanic students have this opportunity.

The private sector can play a key role here by supporting state reform efforts and ensuring that states are taking the necessary steps to make a rigorous curriculum that supports state standards in place at schools serving high concentrations of Hispanic students.

In addition, the private sector should expand access for Latino students to private test preparation services and partner with schools and school districts to provide tutoring and mentoring services. Community-based organizations will play a role as facilitators of public-private partnerships and should build on programs such as Gear-Up to ensure that all students are aware of their options for post-secondary education and the steps they must take to realize these options. *The Initiative will coordinate these commitments and disseminate best practices from CBO's.*

While NAEP provides a good gauge of educational attainment on a longitudinal basis, it is a poor test by which to set national goals. Because the NAEP test is not aligned to state standards and curriculum it does not necessarily reflect a states reform efforts. Likewise, the SAT is a poor measure of overall educational progress as well because the test is not valid for that purpose, doesn't measure a random group of students, and is controversial. While helping students on the SAT should be part of the strategy for college attainment and the achievement gap, in the absence of national indicators, the goal laid out at the conference should be to eliminate score disparities on state assessments within 10 years. The Elementary and Secondary Education Act reauthorization bill that the House passed this fall established a 10 year deadline for moving all demographic subsets of students to

the “proficient” level on state assessments. Our goal would dovetail with this target.

Conference Strands:

- Good Assessment Practice for all students and LEP students in particular
- Expectations
- Teacher Preparation/Teacher skills issues

Ensure that Hispanic Students Achieve English Language Proficiency

Background:

Goal: *[Within 3 years of entering public school] or [before graduating from High School.] [I was concerned that it would be too contentious or politically problematic; however, after discussions with Sarita it is clear that there is interest in pursuing this as a goal. However, I want to get a better feel for where the community is on this issue through Brian’s outreach meetings before proceeding too much further on this issue.]*

Strategy: Fluency in the English language is essential for academic and employment success in this country. Through its investment in Title I, bilingual education, Head Start, and other programs targeted at literacy the federal government will ensure that all Hispanic students are competent in English by *[see goal]*. English proficiency is a key indicator for academic and employment success.

The private sector will commit to increasing awareness among Hispanic elementary and secondary students of the economic advantages of English proficiency as well as the advantages of multilingual skills in the job market. *The Initiative will coordinate these pledges.*

Secretary Riley has spoken out on the importance of “English plus 1” for all students in the global economy. This could be a good link for us vis a vis some of the sensitivities around this issue.

Higher Education Goal to be provided by NEC

Under discussion.

Notes:

U.S. Department of Commerce, Bureau of the Census, *Current Population Survey*, October, 1997.
U.S. Department of Education, National Center for Education Statistics, 1997.
Ibid.

National Research Council, *Preventing Reading Difficulties in Young Children*, 1998. 21.
College Entrance Examination Board, *National Report on College Bound Seniors*, 1997.
Education Trust, *Education Watch: The Education Trust 1998 State and National Data Book*, 1998.

Hispanic Education National Meeting

Tuesday, January 18, 2000

3:30 p.m.

Agenda

- I. Developments since “merger meeting” of January 5, 2000
 - Efforts of stakeholders -- *Initiative*
 - Status of proposed workplan – *Andy*
 - Status of proposed outreach plan/efforts – *Brian*
 - Status of talking points -- *Sarita*
- II. Next Steps and Action Items

**White House National Meeting for Latino Educational Excellence
Timeline**

January

• **Outreach to External Groups**

- **Meeting with Latino Organizations** January (Week of 1/24-28)
Location: White House
Office: OPL
Organization participants: NCLR, LULAC, NALEO, HACU, MALDEF, MANA, NPRC, PRLDF, Latino Civil Rights Task Force, Hispanic National Bar Association, SW Voter, American GI Forum, Nat. Assoc. of Bilingual Education, Nat. Assoc. of Migrant Education, National HEP/CAMP Association

- **Meeting with Education Organizations** January (Week of 1/24-28)
Location: White House
Office: OPL and DPC
Organization participants: National Education Association, American Federation of Teachers, American Association of School Administrators, Council of Chief State School Officers, National School Boards Association, National PTA, National Association of Elementary School Principals, National Association of Secondary School Principals, Council of Great City Schools, National Association of Bilingual Education Association for Career and Technical Education (Voc Ed), Council for Opportunity in Education (TRIO), American Council on Education, American Association of Community Colleges, American Association of State Colleges and Universities, National Association of Independent Colleges and Universities, National Coalition for Literacy, National Association of College Admissions Counseling

- **Meeting with Business/Philanthropist** January (Week of 1/31-2/4)
Location: White House
Lead Office: OPL
Organization participants: Coca-Cola Company, US West, US Hispanic Chamber of Commerce, US Mexico Chamber of Commerce

- **Meeting/Conference Call with Congressional Offices** January (Week of 1/31-2/4)
Location: TBD
Lead Office: Leg. Affairs
Participants: Congressional Hispanic Caucus, etc.

- **Conference Call with Statewide/Local Electeds** January (Week of 1/31-2/4)
Location: TBD
Lead Office: IGA
Participants: Statewide and local electeds from AZ, CA, FL, IL, NM, NJ, NV, NY, PA, TX, PR

- **Conference Call with Cabinet Members** January (Week of 1/31-2/4)
Location: TBD
Lead Office: Cabinet Affairs
Participants: Chief of Staff and Deputy Chief of Staff and Communications Directors from Cabinet Members offices

- **Conference Call with Latino Community Leaders** February (Week of 2/7-11)
 Location: TBD
 Lead Office: OPL and IGA
 Participants: Community Leaders from AZ, CA, FL, IL, NM, NJ, NV, NY, MA, PA, TX, PR
- **Conference Call with Excelencia Conference Planning Committees** February (Week 2/7-11)
 Location: TBD
 Lead Office: Initiative, OPL, DPC
 Participants: Leaders from the Excelencia Conference Planning Committees
- **Conference Proposal and Agenda** Mid-February (Week of 2/14-18)
 - Develop Conference Proposal and Agenda, submit proposal for decisions on goals, format, date, location, outcomes, participants, issues, paper, etc.
 - Develop message with Communications office and submit scheduling requests.

Last week February

- Coordinate substantive planning with NEC, DPC, OMB and Education, and begin planning logistics.
- **Buy-in from External Groups**
 - Secure buy-in, via conference calls, from External Groups, and other White House offices, Congress, Constituency Groups/Organizations/Community Leaders, State and Local Elected officials and Cabinet Members.

March- April

- Extend invitations to all participants.
- Pull in Press Office to develop and implement press strategy.
- Finalize plans.

April

- Conference date 1st or 2nd week in month.

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What Works For Latino Youth



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE
FOR HISPANIC AMERICANS

First Edition



NATIONAL COUNCIL FOR
Community and Education Partnerships

Promoting Student Achievement and Access to Higher Education

January 18, 2000

Maria Echaveste
Deputy Chief of Staff
The White House
Washington, DC 20502

Dear Maria:

I am writing on behalf of the planning committee that has agreed to collaborate in co-sponsoring a national meeting for Latino educational excellence. As you know, this group has been meeting with the White House Initiative staff and Commissioners to plan for an event that will bring business, philanthropy, education, community and parent organizations, government and others to create a national agenda and action plan to improve K-16 education for Latinos.

We were delighted to have an opportunity to meet with your team about this effort on January 5, 2000 and were pleased to learn that the White House is also interested in hosting a White House event as a follow-up to the August 1999 First Lady's Convening. As agreed to at the meeting, Andy Rotherham, DPC, has been invited to join the policy group of the Stakeholders Committee, and we will contact Brian Barreto (Office of Public Liaison) to work with the Stakeholders to address outreach to constituent groups. We remain excited about the prospect of coordinating our efforts with the White House and this letter is intended to update you on our current thinking and plans.

Since our last meeting with you, the core planning team has developed a conceptual model for the conference that builds upon the ideas shared with you and your colleagues on January 5. While the enclosed preliminary draft still needs to be vetted with the entire coalition of partnering organizations, we hope this provides a framework that will allow us to develop this event collaboratively.

Simultaneously, we are moving forward to secure funding from our partnering organizations and have orally received commitments from several organizations and foundations to help finance the two-day event. We look forward to continuing our coordination efforts with you and Sarita Brown.

Sincerely,

Hector Garza
President

Enclosure
HG/ja



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DRAFT—Not for distribution or quotation

***Excelencia en Educación:* A National Day of Commitment For Latino Educational Excellence**

Rationale

The Latino community is the fastest growing in the country yet continues to have lower educational attainment rates than Anglos, African Americans, and Asian Americans. These factors combine to create a scenario that is unacceptable for the Latino community and the rest of society. While promising educational strategies exist in communities across the country, most are dwarfed by the unmet needs, thus suggesting that slow incremental change will be insufficient. The key to activating all the necessary stakeholders is to harness the collective political will of those who care and to commit to work together on an action agenda for change. A national meeting in Washington, DC in May 2000 will provide the process to bind together, a representational group of stakeholders with effective strategies to create the political will to close the achievement gap for Latinos in the coming decade.

Assumptions that Support High Achievement by Latino Students

- The curriculum should be framed by high standards
- Schools need up to date materials and equipment to deliver an excellent education
- Appropriate inclusion in an accountability system increases the likelihood that Latino students will do well in school
- Teachers must have the skills and experience to teach linguistically and culturally diverse students
- Students learn to read best in their native language
- Parents are a key ingredient in school success for Latino students
- The community has an important role to play in supporting the education of Latino students

Purpose

To develop and launch an action agenda with assigned responsibilities, measurable outcomes, and a timeline leading to accomplishing the following goal by the close of the coming decade (2009):

90% of every eligible Latino child enrolled in U.S. public schools will receive a high school diploma by 2010

Meeting this goal will require tackling issues such as children must start school ready to learn, the schools they attend must offer a quality environment and the teachers must be prepared to offer a rich educational experience that challenges all students to reach their highest potential. Meeting the goal of high school completion will also create an expanded talent pool for post secondary education and the workplace.

What

A national meeting of 225 leaders committed to the goal of *Excelencia en Educación*. The meeting will be the vehicle for the development of a plan by community sectors that frame actions that will support the goal over the next decade. The sectors will include the corporate sector, government, the schools, higher education, community groups, foundations, parents, and national organizations. Prior to the convocation, sectors will identify five possible outcomes in support of the goal outlined. These outcomes will be used as a yardstick against which all actions taken by that sector can be measured by members of the sector and by the general public.

The action could include support for effective programs, policies, strategies identified under each of the objective areas in an effort to bring these approaches making a difference in achievement to "scale" and could potentially be implemented rapidly in large numbers of communities. Some examples of programs to consider include those identified in the publication *What Works for Latino Youth* created as a product of the First Lady's Convening on Hispanic Children and Youth in August, 1999.

This would facilitate the engagement and ownership of all sectors by providing either a beginning list of "deliverables" for them to consider and commit to "on-site" or examples from which they could expand or connect with their existing efforts.

Who

A chairperson for each sector will be identified by a national steering committee. Over the course of the two day convocation, each chairperson and 25 sector representatives will identify outcomes, determine benchmarks and begin to draft a plan for dissemination of the outcomes and buy in from members of the sector and the general public.

Operational Structure (Long-Term)

The national steering committee will work with a small staff to provide support for the action agenda. The staff will develop public education materials and monitor progress toward the outcomes by all sectors.

In the short term and for the purpose of coordinating and funding the National Day of Commitment events, the coalition of organizations will use the National Council for Community and Education Partnerships (NCCEP) as the organizing and coordinating entity.

Funding Commitments Received

The Ford Foundation
The W.K. Kellogg Foundation
AT&T Foundation
State Farm Insurance

Other Funding Prospects

Knight Foundation
Sallie Mae Foundation
Univision

Proposed Agenda/Format

1. White House Kick-Off Event

The White House would kick off the day with an hour-long event that would include statements by the President, Vice President, and/or First Lady and representatives of participating sectors (such as business, philanthropy, education, community organizations, etc.). These statements will announce and define new commitments of the Administration, corporate America, educators, and others to help achieve the Action Agenda that will be finalized at the end of the day. The event will recognize the importance of the First Lady's convening as a crucial spark in creating a national agenda and will take advantage of the ability of the President and key members of the Administration to focus national attention on the issues. We also may want to feature Latino students and educators who could recognize the importance of these commitments in the lives of millions of Latino young people.

2. "Day of Commitment" Meeting

Following the White House kickoff, participants from each sector will gather at a nearby hotel at an event sponsored by partner organizations to discuss the action agenda and the goals for the next five or ten years. The session will include:

- a motivational keynote,
- brief overview of the data,
- brief overview of the policy agenda supported by written materials mailed to participants before the meeting (addressed by sector)
- breakout meetings by sector to develop outcomes, responsibilities and timelines; and
- dinner with another motivational speaker.

A second day might include continuation of sector-by-sector work with reporting from representatives of each sector and final approval of a national plan.

We may wish to have a news event to announce the approval of the plan.

3. Follow-up Activities

In the weeks and months after the Day of Commitment activities, we will work to accomplish the following:

- A meeting of national foundations hosted by the Ford Foundation and the AT&T Foundation and others focused on the role private and corporate philanthropy can play in achieving the Action Agenda;
- Creation of a national coalition or partnership to push the agenda, including ongoing monitoring and reporting of how far the nation has come in meeting its agenda;
- Presentations to national organizations to disseminate the Action Plan among key constituency groups;
- Development of state-by-state legislation in support of the agenda;
- A media campaign to draw attention to the needs of Latino students; and,
- Other activities developed by partners.



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

WHITE HOUSE CONVENING ON HISPANIC CHILDREN AND YOUTH
AUGUST 2, 1999

FEDERAL AGENCY EXEMPLARY PROGRAMS (selected)

DEPARTMENT OF AGRICULTURE (USDA)

- USDA Project SOAR is a one-on-one tutoring and mentoring program for youth at risk for academic failure. The goal is to encourage students to focus their efforts on educational and personal values through extensive mentoring and academic support and positive community involvement. It targets ethnically diverse youth, with primary focus on minorities. Project SOAR activities include: Individual Mentoring; Academic Support; Skill/Asset Building; Family Community Leadership; Parent Participation; Cultural/Social Activities; After-School Enrichment; and Community Service. The target audience includes: 90% Hispanic youth and families, grades 4-6, inner city low income areas, and rural communities.
- USDA Forest Service sponsors the *Central California Consortium*, an outreach effort intended to create an awareness and interest in natural resources, natural sciences, and agricultural sciences career opportunities for Hispanic youth, starting at kindergarten level through the attainment of a degree from a four-year institution. The Consortium provides opportunities for the educational institutions involved to establish research projects that will assist the Forest Service and other USDA agencies in providing quality customer service to public. The Consortium involves the following institutions: California State University, Fresno State Center Community College District, Fresno County Office of Education, Kings Canyon School District, City of Orange Cove, Central California Hispanic Chamber of Commerce, Sierra National Forest, and the Forest Service Hispanic Employees Association. The Consortium involves three National Forests within commuting distance: Stanislaus, Sierra, and Sequoia.

DEPARTMENT OF EDUCATION

- The Department of Education, lead by the Office of Intergovernmental and Interagency Affairs (OIIA), has developed an Hispanic outreach plan that is dedicated to improving the educational achievement of Hispanic students through increased family involvement and community partnerships. Current efforts include the following:

--OIIA has built a variety of partnerships--including the two largest Spanish television stations, *Univision* and *Telemundo*, as well as Spanish radio PSAs--to lead a national public information campaign on the Department's initiatives and available resources.

--The Department is continuing to work to have bilingual (Spanish-English) staff at all major call centers. The Information Resource Center (1-800-USA-LEARN), Education Publications Center (1-877-4ED-PUBS) and the Federal Student Aid Information Center (1-800-4FED-AID) are able to answer calls from Spanish-speaking customers.

--The *America Reads Challenge* and *America Counts*, have developed, in partnership with the Office of Educational Research and Improvement, a variety of materials (e.g. "El Reto: ¡A leer America! A Leer Y Escribir ya!"- Read*Write*Now Activity Kits) to provide support to Spanish-speaking parents and care-givers to become more actively involved in their children's early learning.

--The National School-to-Work Office has provided funding and outreach materials to the National Council of La Raza and the Urban League to support the participation in School to Work efforts of specific youth populations and community-based organizations with expertise in serving specific types of youth, including Hispanic youth.

--The Department has produced a catalog of publications and resources available in Spanish to better serve its customers and highlight the array of materials now available to the Spanish-speaking community. The catalog serves as a resource for Spanish-speaking parents.

DEPARTMENT OF ENERGY (DOE)

- The Department of Energy will be forming a strategic partnership with the 'Latino Science and Engineering Consortium' through a Memorandum of Understanding. The Department of Energy and the Latino Science and Engineering Consortium will work together to help prepare Hispanic American students in science and technology in order to produce a world class, diverse pool of talent throughout government and industry. The partnership provides the framework whereby the Department of Energy and its National Laboratories will identify, develop and nurture the next generation of scientists, engineers, technicians and educators in math and science. This consist of supporting mentoring programs, technical internships for community college students, research fellowships for undergraduate and graduate students and professional development opportunities in science, math and technology for K-12 teachers serving Latino children.

DEPARTMENT OF HEALTH AND HUMAN SERVICES (HHS)

- Enacted in 1997, the Children's Health Insurance Program (CHIP) allots \$24 billion over five years for individual states to provide new health coverage for millions of uninsured children. CHIP is the largest new investment in children's health care since the creation of Medicaid in 1965. About 29% of Hispanic children in America are uninsured and HHS is making special efforts to reach Latino families and insure Hispanic children.

Efforts include:

--CHIP application is available in both Spanish and English in Florida.

--Nationally, the Univision network contributed to the production of a CHIP video to help reach the Hispanic population.

--The Office on Minority Health funds the Latino Children's Health Insurance Initiative (LCHII) which conducts training seminars within the Latino community on the availability of health insurance for low-income families, increase Latino children's enrollment in CHIP, and give the community a role in CHIP recruitment.

--New York State is working with the Children's Defense Fund, Columbia University and the community organization Alianza Dominicana to enroll Hispanic children in New York's CHIP program.

- On April 20, 1999, Secretary of Health and Human Services Donna Shalala announced a new Spanish-language childhood immunization public awareness campaign, "Vacunelo A Tiempo Todo el Tiempo" (Vaccinate Your Children On time, Every Time), to create and distribute culturally relevant and language appropriate educational materials to help raise Hispanic immunization rates to the national average. The Spanish-language public service announcement was sent to more than 60 Spanish-language television stations and 900 Spanish-language radio stations and carries toll-free numbers that provide information in Spanish.
- The Head Start program provides comprehensive developmental services to millions of low-income preschool children and their families. During the Clinton Administration, Hispanic enrollment has increased by 70,000 and at a rate nearly twice as fast as non-Hispanic enrollment.

--Since fiscal year 1992, Hispanic enrollment (excluding Puerto Rico) has increased 62% while non-Hispanic enrollment has increased 27%.

--From fiscal year 1993 to fiscal year 1999, the budget for Head Start has increased from \$2.8 billion to \$4.6 billion. Of the estimated 822,000 children who were enrolled in Head Start in 1998, 26% were of Hispanic origin.

--The Head Start Bureau seeks to address two critical areas to ensure that Head Start programming meets the growing needs of Hispanic children and families:

- 1) Ensuring that Hispanic children have fair and equitable access to Head Start services; and
 - 2) Ensuring that Head Start services meet the cultural and linguistic needs of Hispanic children and families.
- The Migrant Head Start Program provides services identical to Head Start but tailors them to the needs of migrant farmworker families. This program emphasizes serving infants, toddlers and pre-school age children so that they will not have to be cared for in the fields or left in the care of very young siblings while parents are working. Infants as young as six weeks are served. In fiscal year 1998, Migrant Head Start was funded at \$162 million serving 37,000 children. During fiscal year 1999, \$5 million more was used to reach up to 1,000 additional children of migrant and seasonal farmworkers, and the fiscal year 2000 budget includes a \$23 million increase request for Migrant Head Start that would improve quality and reach as many as 2,000 new children.

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT (HUD)

- The *Youthbuild* program offers young adults, ranging in age from 16 to 24, the opportunity to gain leadership skills, earn a high school diploma or GED, learn a valuable trade, and provide much-needed housing to families nationwide.

More than \$170 million in grants have been made under *Youthbuild* since its inception in 1993, enabling over 7,800 young people to take part in building or rehabilitating more than 3,650 houses and apartments units in their communities. Of the 7,800 served by *Youthbuild*, an estimated 1,170 are Hispanic youth.

- *Campus of Learners* is an initiative designed to provide public housing residents with an opportunity to live in a college-like setting that is focused on learning. The initiative is part of a larger effort to transform public housing and stimulate welfare reform. Local public housing authorities raise money from private and public partners to fund the initiative. The *Campus of Learners* designation enhances the public housing authorities' (PHA) ability to set up creative partnerships with local schools, vocational centers, community colleges, universities and corporations.

The program's 25 nationwide complexes offer academic classes, job training, and computer learning and programs for adults, youth, and teens. PHAs designated for the program work closely with local school districts to develop curricula, strengthen parent-teacher relationships, establish after school activities, create educational classes, and encourage parental involvement. Campuses draw on the resources of the universities, vocational or technical institutes, and colleges through the creation of specialized education and technology classes. Finally, the business community and other private partners provide mentoring for children and adults, telecommunications resources, apprenticeship programs for youth, job training and employment opportunities for adults.

The first 25 sites were announced on September 27, 1996. A number of these housing developments serve a large proportion of Hispanic residents. For example 91.4% of the residents in East Los Angeles' Nueva Maravilla housing development, and 70% of the residents in San Diego's Vista de Valle housing development are Hispanic.

DEPARTMENT OF JUSTICE (DOJ)

- The Office of Juvenile Justice and Delinquency Prevention's Juvenile Mentoring Program (JUMP) supports one-on-one mentoring programs for youth at risk of educational failure, dropping out of school, or involvement in delinquent activities, including gangs and drug abuse. JUMP brings together responsible adults and at-risk young people in need of positive role models. The program promotes personal and social responsibility as well as increased participation in elementary and secondary education while discouraging the use of illegal drugs, and firearms, involvement in violence, and other delinquent activity.

The following JUMP programs support Latino youth:

--*Latino Mentoring Program, Family Services, Inc.*, in Providence, Rhode Island, links at-risk Hispanic youth from Providence School District with mentors from the business and education community.

--*Mentor Matter* in the Washington and Union Elementary Schools in Visalia Unified School District, California. Hispanic students who attend this school live in Linnell Labor Camp, a migrant labor settlement and are at risk for poor academic achievement and juvenile crime.

--*Big Sisters* located in Philadelphia, Pennsylvania serves Hispanic females ages 10-18. The program promotes self-esteem and self-confidence and highlights educational and

career opportunities in an effort to prevent teen pregnancy, school drop-outs, and delinquency.

--*The George Gervin Youth Center*, in San Antonio, Texas, serves Hispanic youth in Page Middle School and Brackenridge High School. Most of these young people live in the crime-ridden Victoria Courts where approximately 34% of youth are dropouts and teen parents. The program introduces them to work and summer jobs and attempts to motivate them to stay in school and stay away from crime.

- Weed and Seed is a community-based initiative that aims to prevent, control, and reduce violent crime, drug abuse, and gang activity in targeted high-crime neighborhoods across the country.

The Weed and Seed strategy involves a two-pronged approach: law enforcement agencies and prosecutors cooperate in "weeding out" criminals who participate in violent crime and drug abuse, attempting to prevent their return to the targeted area; and "seeding" brings human services to the area, encompassing prevention, intervention, treatment, and neighborhood revitalization. A community-orientated policing component bridges weeding and seeding strategies.

At each program site, the U.S. Attorney play a central role in organizing the Steering Committee and bringing together the communities with other Weed and Seed participants. The U.S. Attorney also facilitates coordination of federal, state, and local law enforcement efforts. Through cooperation, sites can effectively use federal law in weeding strategies and mobilize resources for seed programs from a variety of federal agencies.

Currently, there are over 170 Weed and Seed sites around the nation. Below are some examples of educational programs that serve significant number of Hispanic youth.

--Phoenix, Arizona (Capitol Mall/Oakland University Park; Hispanic Population: 55%). Valley of the Sun YMCA implements a Future Leaders Project that provides neighborhood youth ages 13-17 with job training and weekend employment opportunities. This is designed to introduce teens to a work environment and work etiquette while in turn raising their aspirations. Participants receive employment training and employment certification. The Downtown Neighborhood Learning Center (DNLC) provides basic adult education (GED), English language, computer skills, and pre-employment training.

--Oxnard, California (Hispanic Population 95%). The Tezcatlipoca Project is a culturally-based college-level program providing fifty-four hours of Hispanic art and history from the Pre-Columbian era to the present day. The Alternative Weekend Program is geared towards third through eighth grade students who have disciplinary problems. Participating students must sign a contract for thirty days and must achieve perfect attendance as well as improvement in grades and skills. Barrio Productions provides training in video production. As part of the program, university students teach youngsters to write and edit scripts and produce commercials and public service announcements. Using donated material, the Build a Computer Program teaches children as young as ten the basic skills in computer construction. Students take home the build computer, and it becomes their family's property.

DEPARTMENT OF LABOR (DOL)

- The Department of Labor, through the Employment and Training Administration, will provide \$1.25 billion over five years to increase long-term employment of youth aged 14-21 who live in Empowerment Zones, Enterprise Communities and High-Poverty areas. This initiative builds on 11 pilot projects the Department has already funded. Hispanics represent 30% of the initiative's participants. In addition, special outreach efforts are being made to recruit more Hispanic youth who may face language and cultural barriers. Each site has established a work-based learning program, integrating academic and vocation education with the private sector as partners. All youth participants are also provided with leadership training, mentoring, and soft-skill development.
- The Department also funds and operates 118 Job Corps centers across the country, providing residence and training to 65,000 disadvantaged young people. 16% of the young people served, or 10,400 youth, are Hispanic. The mission of Job Corps is to attract eligible young adults and teach them the skills they need to become employable and independent through intensive and fully supervised programs in educational and vocational training, work experience, physical rehabilitation and development, and counseling. Residential living, support services (including health care), nutritious meals, sports and recreation are provided.

NATIONAL AERONAUTICS SPACE ADMINISTRATION (NASA)

- The NASA/Hispanic Association of Colleges and Universities (HACU) *Proyecto Access* identifies disadvantaged middle school and high school students, most of whom are Hispanic, with the potential and interest in becoming practitioners or teachers in engineering, science, and other mathematics-related areas and reinforces them in their pursuit of these fields. The main objectives for the project are to:
 - Acquaint the students with professional career opportunities in math, science, and engineering
 - Reinforce the mathematics preparation of these students at the secondary level
 - Increase the retention rates of these students in college
 - Increase the number of competently prepared minority and female high school students from *Proyecto Access* who will ultimately pursue engineering, mathematics, or science studies in college.
- NASA has created two early childhood learning communities in South Bronx, New York. The project offers very young Latino students and their parents an opportunity to gain exposure and insight into computers. Students and their parents participate in academic enrichment and motivational activities. The Hostos Community College Learning Centers are located in the South Bronx at Hostos Children's Center and at a public school.

SMALL BUSINESS ADMINISTRATION (SBA)

- SBA's San Diego District Office (SDDO) is partnering with several organizations to teach entrepreneurship and SBA programs to inner-city youths, the majority of whom are Hispanic. As these programs prove successful, most can be expanded nationwide.

- SDDO and Junior Achievement are developing a program to teach entrepreneurship and SBA programs to inner-city K through 12 students. San Diego Junior Achievement annually involves about 13,000 students, half of whom are Hispanic. After SBA's classroom courses, students will visit SBA's Business Information Center (BIC). Hispanic students will receive special assistance by Spanish-speaking SBA staff and online resources translated into Spanish, including the Small Business Classroom, Online Women's Business Center, and classes on business plans, etc. Much of Junior Achievement training material is offered in Spanish. SDDO will judge student business plans.
- SDDO and Millennium Entrepreneurs are developing a program to teach "ABCs of Small Business" and "How SBA can assist Young Entrepreneurs" to high school students, 70% of whom are Hispanic. Millennium Entrepreneurs is a kids business camp, founded by African American Tonja McCoy using SDDO's BIC to put her dream into reality. Tonja is expanding Millennium throughout San Diego, Hawaii, and the East Coast. Camps last three weeks during summer and Christmas breaks, and will expand to fall and spring after school. After SBA's camp classes, students will visit SBA's BIC. Spanish-speaking SBA Staff will assist the Hispanic students. SBA will offer Hispanic students online resources translated into Spanish, including the Small Business Classroom and the Online Women's Business Center. All of Millennium's material is available in Spanish.

SMITHSONIAN INSTITUTION

- The National Museum of American Art (NMAA) has created *¡del Corazon!*, (<http://nmaaryder.si.edu/webzine/>), an interactive webzine featuring Latino art from their collection. The on-line magazine provides curricular activities developed by and responsive to the needs of the K-12 learning community. *¡del Corazon!* is a collaborative effort between participating schools and museum staff to create an engaged learning tool using technology and Smithsonian primary source materials. The NMAA collection includes important works that not only represent the diversity of Latino art, but reflects the historical contributions of Latinos to our society.

WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

- Excelencia en Educación: The Role of Parents in the Education of Their Children, is a series of conference sponsored by the White House Initiative on Educational Excellence for Hispanic Americans. The academic emphasis of the conferences is mathematics, reading, and college readiness and the focus is on powerful strategies for parents to more fully engage in supporting their children's education. The conferences cover how schools, teachers, civic leaders, community-based organizations, business and federal agencies can reach out to parents and more fully engage them in their children's education. By sharing "promising practices" and educational information, conference participants improve strategies to brighten the future of young Hispanics and prepare to serve as catalysts for enhancing parental involvement throughout the nation.
- The White House Initiative on Educational Excellence for Hispanic Americans created the Inter-Departmental Council on Hispanic Educational Improvement (IDC) to assist the federal government in its efforts to evaluate the impact of Hispanic outreach programs and determine the most effective strategies that will increase the educational and employment opportunities for Latinos. The IDC, comprised of deputy and assistant secretaries, is the primary mechanism that can catalyze substantial change in the federal government's

provision of educational and employment opportunities for the Latino community. IDC members share the responsibility of ensuring their agencies make the necessary programmatic, management, and budgetary adjustments to address the educational challenges facing the Latino community.

PRESIDENT CLINTON AND VICE PRESIDENT GORE

Working on Behalf of the Hispanic Community

ECONOMY

Closing the Book on A Generation of Deficits. In 1992, the deficit was \$290 billion, a record dollar high. This year, the Administration expects the budget surplus to be \$99 billion, the largest budget surplus in history.

Saving Social Security. Earlier this year, the President outlined his plan to save Social Security and extend the life of the Social Security Trust Fund. The President would lock away the Social Security surpluses to prevent them from being used to fund other programs. In addition, his plan would transfer the interest savings from reducing the national debt to the Social Security Trust Fund and increase the return on Social Security funds through private investment. The President has put forth a balanced budget that maintains our sound economic strategy and invest the budget surplus in our long-term goals: saving Social Security and securing Medicare for the 21st Century.

Nearly 19 Million New Jobs. More than 90 percent of the new jobs have been created in the private sector, the highest percentage in 50 years.

Record-Low Unemployment for Latinos. Under President Clinton and Vice President Gore, the Latino unemployment rate has dropped from 11.6 percent in 1992 to 7.2 percent in 1998 -- its lowest annual level ever. As of June 1999, the monthly Hispanic unemployment was even lower at 6.8 percent.

Income of Median Hispanic Households Up \$2,553 in Past Two Years. In 1997, the income of the median Hispanic household, adjusted for inflation, increased from \$25,477 in 1996 to \$26,628 in 1997 -- an increase of \$1,151 or 4.5 percent. Over the past two years, the income of the typical Hispanic household has risen \$2,553 -- or nearly 11 percent -- the largest two-year increase in Hispanic income on record.

Real Wages Are Rising for Hispanics. The real wages of Hispanics have risen rapidly in the past two years, up 4.2 percent for Hispanic men and 2.7 percent for Hispanic women since 1996.

Inflation -- Lowest Since 1950s. Inflation remains non-existent at 1.6 percent for the beginning of 1999. In 1998, the GDP price index rose 1.0 percent at an annual rate -- its lowest level since the 1950s.

Strong Private Sector Growth. In the first quarter, private-sector GDP growth was up 4.4 percent. Since President Clinton took office, the private sector of the economy has grown an average of 4.0 percent per year -- compared to 3.0 percent under President Reagan and 1.3 percent under President Bush.

Tax Cuts For Low-Income Working Families. President Clinton's 1993 Economic Plan provided tax cuts to 15 million hard-pressed working families by expanding the Earned Income Tax Credit (EITC). The average family with two kids who received the EITC received a tax cut of \$1,026. In 1997, the EITC lifted more than 1.2 million Hispanics out of poverty.

Largest Hispanic Poverty Drop In Two Decades. In 1997, the Hispanic poverty rate dropped from 29.4 percent to 27.1 percent -- the largest one-year drop in Hispanic poverty since 1978. Since President Clinton took office, Hispanic poverty has dropped from 30.6 percent to 27.1 percent. While this marks significant progress, President Clinton will continue to fight for policies that help to raise incomes and reduce poverty.

Minimum Wage Increased. The President raised the minimum wage to \$5.15 an hour -- directly benefiting 1.6 million Hispanic workers.

Fighting for Paycheck Equity. The President has called on Congress to pass legislation to strengthen laws prohibiting wage discrimination. In 1997, the median earnings of Hispanic women represented 56 percent of the median earnings for all men.

Two and a Half Times More Small Business Loans to Hispanic Entrepreneurs. Between 1993 and 1997 the SBA approved nearly 15,000 loans to Hispanic entrepreneurs under the 7(a) and 504 loan programs. In 1997 alone, the Small Business Administration granted more than 3,300 loans, worth \$615 million, to Hispanic small business owners, two and a half times the number of loans granted in 1992.

Supporting Minority Business Communities and Increasing Access to Capital. Building on the efforts of the SBA, Vice President Gore unveiled aggressive plans to increase lending and business services to the Hispanic and African American business communities nationwide. SBA has entered partnership agreements with national leadership organizations, and engaged its national network of field offices and resources in the effort. SBA also licensed the first Hispanic-managed venture capital fund. In addition, the Vice President announced an unprecedented agreement between SBA and the "Big Three" U.S. automakers to increase subcontracting awards to minority businesses by nearly \$3 billion over the next three years -- a 50 percent increase over current levels.

Ensuring Minority Business Owners Have a Fair Opportunity to Compete. The President signed the Transportation Equity Act for the 21st Century into law on June 9, 1998. The Act protects the Disadvantaged Business Enterprise (DBE) Program, a program that ensures that minority and women-owned businesses have an opportunity to compete for transportation projects. The Administration helped defeat an amendment to the House version of this bill that would have eliminated the DBE Program. In a different measure, the President also approved the creation of a new program to target assistance to minority-owned businesses in industries that continue to reflect the effects of discrimination. As a result, thousands of minority-owned businesses will be able to compete more effectively for government contracts.

Expanding Investment in Urban and Rural Areas. The Clinton Administration has announced 105 EZs and ECs across the country. This effort was proposed by President Clinton and Vice President Al Gore, and passed by Congress in 1993. The EZ/EC effort has generated more than \$2 billion of new private sector investment in community development activities. The President has also signed into law a second round of EZs -- 15 new urban and 5 new rural zones -- which will include tax incentives, small business expensing, and private activity bonds. In FY 99, President Clinton and Congress provided first-year funding of \$55 million for the new EZs, and \$5 million in first-year funding for 20 new rural Enterprise Communities announced in January. The FY 2000 Budget proposes mandatory funding for ten years: \$150 million a year for urban EZs and Strategic Planning Communities; \$10 million a year for rural EZs; and \$5 million a year for rural ECs.

Expanding Access to Capital with Community Development Financial Institutions (CDFI). Proposed and signed into law by the President in 1994, the CDFI Fund, through grants, loans and equity investments, is helping to create a network of community development financial institutions in distressed areas across the United States. In FY99, funding was increased 19 percent to \$95 million from \$80 million. The FY 2000 budget proposes to expand funding for the CDFI Fund to \$125 million--a \$30 million increase from 1999.

Working on Behalf of Minority Farmers. The U.S. Department of Agriculture (USDA) is working to strengthen programs and increase outreach targeted to underserved communities, including increasing its lending to minority and women producers. Between 1993 and 1998, direct lending to these groups has nearly doubled -- from \$46.5 million in FY93 to \$91 million in FY98.

Moving from Welfare to Work. With the President's leadership, the Balanced Budget included \$3 billion to move long-term welfare recipients and unemployed non-custodial fathers into jobs and provided tax credits for employers to hire and retain long-term welfare recipients. The FY 1999 Welfare-to-Work competitive grants will support innovative strategies to address specific challenges to employment including limited English proficiency. The President's budget seeks \$1 billion to extend the Welfare-to-Work program to help more long-term recipients and low income fathers in high poverty areas go to work and support their families.

Helping People Get to Work. The Transportation Equity Act for the 21st Century authorizes \$750 million over five years, and the FY99 budget included \$75 million, for the President's Access to Jobs initiative and reverse commute grants to help communities design innovative transportation solutions so that families who need to work can get to work. The President's Budget proposes to double funding for FY 2000, bringing the program to the authorized level of \$150 million.

Assisting Families with Housing Vouchers. In 1999, the President proposed and Congress approved \$283 million for 50,000 new housing vouchers for welfare recipients who need housing assistance to get or keep a job. Families will use these welfare-to-work housing vouchers to move closer to a new job, to reduce a long commute, or to secure more stable housing that will eliminate emergencies which keep them from getting to work every day on time. The President's FY 2000 Budget provides \$430 million for 75,000 welfare-to-work housing vouchers, including \$144 million in new funds for 25,000 additional vouchers.

Providing Incentives to Save. The President signed into law a five-year, \$125 million demonstration program for Individual Development Accounts, providing incentives for low income families to save for a first home, higher education or to start a new business, effectively completing his 1992 community empowerment agenda. The FY99 budget includes \$10 million to launch this initiative, and the President has proposed to double the commitment to \$20 million in FY 2000.

Increasing Homeownership. The Clinton Administration launched a program to increase the homeownership rate of Hispanics in the U.S. through advertising, education and counseling programs and working with lending institutions to better serve the Hispanic community. Progress has been made, four million Hispanics now own their homes, one million more Hispanic homeowners since the first quarter of 1994.

Helping More Families Become Homeowners with the "Play-by-the-Rules" Homeownership Initiative. The FY99 budget included \$25 million for the Neighborhood Reinvestment Corporation to start this new initiative that will make homeownership more accessible to families who have a good rental history but have difficulty purchasing a home; 10,000 lower-income and minority families who are currently renting will benefit from this initiative. The FY 2000 budget proposes a second round of \$15 million for this initiative.

Expanding Low-Income Housing Tax Credit by 40 Percent. In 1993, President Clinton fulfilled his promise to permanently extend the Low-Income Housing Tax Credit, spurring the private development of low-income housing and helping to build 75,000-90,000 housing units each year. President Clinton has proposed to expand the credit by 40 percent. Over the next five years, this expansion would mean an additional 150,000 to 180,000 quality affordable rental units.

FIGHTING FOR EQUAL OPPORTUNITY

Building One America. The President has led the nation in an effort to become One America in the 21st Century: a place where we respect others' differences and, at the same time, embrace the common values that unite us. AFL-CIO Executive Vice President Linda Chavez-Thompson served on the Advisory Board to the President's Initiative on Race, which the President charged with overseeing this effort. The President, the Administration and the Advisory Board were actively involved in public outreach efforts -- including holding numerous public meetings and town halls -- to engage Americans across the nation in this historic effort. One of the critical elements of the President's Initiative on Race was identifying, highlighting and sharing with the nation promising practices -- local and national efforts to promote racial reconciliation. The Advisory Board presented their final report to the President on September 18, 1998, and recommended that conversations on race continue. President Clinton also appointed Robert B. (Ben) Johnson as Assistant to the President and Director of the White House Office on the President's Initiative for One America, a new office the President created to follow up on the work of his Initiative on Race.

An Administration That Looks like One America. The President appointed the most diverse Cabinet and Administration in history. Secretary of Energy Bill Richardson and Small Business Administrator Aida Alvarez are members of the President's Cabinet. Federico Peña and Henry Cisneros previously served in the President's Cabinet.

Judicial Appointments. Six percent of all President Clinton's judicial appointments are Hispanics including the Honorable Jose Cabranes, Judge, Second Circuit U.S. Circuit Court, The Honorable Carlos Moreno, Judge, Central District of California, U.S. District Court and the Honorable Hilda Tagle, Judge, Southern District of Texas, U.S. District Court.

Senior Level Administration Appointments. President Clinton has appointed more Hispanics to senior level positions than any President in American history. Eight percent of Presidential appointments, including boards and commissions, are held by Hispanics. These Presidential appointees include Overseas Private Investment Corporation (OPIC) President George Muñoz; Norma Cantu, Assistant Secretary for Civil Rights at the Department of Education; Saul Ramirez, Jr., Department of Housing and Urban Development Deputy Secretary; Albert Jacquez, Administrator of the St. Lawrence Seaway, Department of Transportation; Eluid Levi Martinez, Commissioner of Bureau of Reclamation at the Department of Interior; Ida L. Castro, Chair, Equal Employment Opportunity Commission; Patricia T. Montoya, Commissioner for Children, Youth & Families at the Department of Health and Human Services; and John U. Sepulveda, Deputy Director at the Office of Personnel Management. White House appointees include: Assistant to the President and Deputy Chief of Staff Maria Echaveste; Assistant to the President and Director of Intergovernmental Affairs Mickey Ibarra; and Deputy Assistant to the President and Deputy Director for Legislative Affairs Janet Murguia.

Opposed California Prop. 209 and Similar Measures. The Clinton Administration strongly opposes state and local initiatives to eliminate affirmative action programs that expand opportunities for Hispanics and others. The Administration opposed Proposition 209 in California and filed *amicus* briefs opposing Prop. 209, which currently prohibits state affirmative action programs. The Clinton Administration opposed a similar initiative in Houston, which was defeated and opposed an initiative in Washington that is similar to Prop. 209. In all these cases, representatives of the administration have spoken out strongly against these initiatives as unfair and a barrier to equality.

Ordered an Assessment of Affirmative Action Programs. The President ordered a comprehensive review of the government's affirmative action programs which concluded that affirmative action is still an effective and important tool to expand educational and economic opportunity to all Americans. This review of federal affirmative action programs has helped to ensure that these programs are fair and effective and that they can survive legal challenges. As a result, programs that benefit Hispanics, including students, working men and women, and business owners, remain in effect and are more likely to be upheld by the courts.

Reducing Backlog and Expanding Alternative Dispute Resolution at Equal Employment Opportunity Commission (EEOC). Thanks to President Clinton, the FY99 budget included \$279 million -- a \$37 million increase over the previous year -- to significantly expand EEOC's alternative dispute resolution program and reduce the backlog of private sector discrimination complaints. The final budget fully funds the President's request -- providing the first real increase for EEOC in several years. The President's FY2000 budget request provides \$312 million for the EEOC, a 12 percent increase over 1999.

Working to Ensure Fairness and Remove Barriers to High Quality Education. The Office for Civil Rights in the Department of Education is working to eliminate discriminatory educational practices within schools that contribute to deficiencies in minority student achievement. These priorities included the inappropriate placement of minority students in special education, limited access of minority students to challenging curricula and programs such as gifted and honors classes and the lack of comparable resources.

Ensuring Election Fairness. The Clinton Administration defended racially fair redistricting plans against claims that they were unconstitutional and prevented election day discrimination against minority voters and voter intimidation and harassment by monitoring polling place activities in a record number of states and counties. Continued enforcement efforts to ensure that citizens who rely on Spanish have the same opportunities to participate in voting-related activities as English-speaking voters.

Oppose English-Only Legislation. Strongly opposed legislation to make English the official language of the United States which would have jeopardized services and programs for non-English speakers and jeopardized assistance to the tens of thousands of new immigrants and others seeking to learn English as adults.

Increasing Voter Registration. Since 1995, the National Voter Registration Act or "Motor Voter" law has registered nearly 28 million new voters and made voting easier for millions more. [FEC, 6/99; FEC, 6/97]

Opposed California Prop. 187. Opposed California's Proposition 187, which would have made illegal immigrants ineligible for public school education at all levels and ineligible for public health care services.

Working for Fair Housing. The President proposed and won a major expansion of HUD's Fair Housing programs. The final budget expands HUD's Fair Housing programs from \$30 million in FY98 to \$40 million in FY99. That 33-percent increase includes \$7.5 million for a new audit-based enforcement initiative proposed by the Administration. The President's FY 2000 budget proposes to increase HUD's fair housing activities by another 17 percent.

Defended Fairness. The Clinton Administration has filed more cases between 1993 and 1997 to enforce fair housing laws than any other Administration (more than 500 cases). For instance, this Administration desegregated a Vidor, Texas, public housing complex and ordered a Mississippi bank to implement remedial lending plans for minority customers who were unfairly denied loans by the bank.

Eliminated Discriminatory "Redlining" Practices. The Clinton Administration negotiated agreements with health care agencies to eliminate discriminatory "redlining" practices denying home health care services based on residential location.

Working to Ensure a Fair, Accurate and Complete Census. The Clinton Administration is working to ensure that Census 2000 is the most accurate census possible using the best, most up-to-date scientific methods as recommended by the National Academy of Sciences. According to the Census Bureau, the 1990 Census missed 8.4 million people and double-counted 4.4 million others. Nationally, 5 percent of Hispanics were not counted in the 1990 census. While missing or miscounting so many people is a problem, the fact that certain groups -- such as children, the poor, people of color, city dwellers and people who live in rural rental homes -- were missed more often than others made the undercount even more inaccurate. A fair and accurate Census is a fundamental part of a representative democracy and is the basis for providing equality under the law. The President is determined to have a fair and full count in 2000.

IMMIGRATION

Fairness for Immigrants. The President worked with Congress to correct the most egregious impacts of the Illegal Immigration Reform and Immigrant Responsibility Act of 1996. As a result, almost a million people will be able to proceed with legalizing their immigration status under the former standards of immigration law and not the new, stricter and more burdensome standards enacted in 1996.

Strengthening the Naturalization Process. The President has made naturalization a top priority of the Immigration and Naturalization Service in order to continue fostering legal immigration while combating illegal immigration. For instance, over one million individuals were naturalized in 1996. The Administration continues to work to streamline and improve the naturalization process so that eligible individuals who have played by the rules can become full partners in America. In FY99, the Administration won an infusion of new resources to reduce the backlog of naturalization applications and improve customer service.

Defended Immigrant Rights. The Administration defeated legislative efforts which would have significantly eroded health care for immigrants. The bipartisan agreement strengthened the sponsorship requirement while preserving the basic ability of families to reunify.

Reversing Unfair Cuts; Protects Legal Immigrants Who Become Disabled and Those Currently Receiving Benefits. The Balanced Budget Act of 1997 restored \$11.5 billion in SSI and Medicaid benefits for legal immigrants whose benefits were also terminated in welfare reform. This law protects those immigrants now receiving assistance, ensuring that they will not be turned out of their apartments or nursing homes or otherwise left destitute. And for immigrants already here but not receiving benefits, the BBA does not change the rules retroactively. Immigrants in the country as of August 22, 1996, but not receiving benefits at that time who subsequently become disabled will also be fully eligible for SSI and Medicaid benefits. When the President signed the 1996 Welfare Reform Law, he pledged to go back and change provisions that have nothing to do with welfare reform, such as the cutting off benefits to legal immigrants. Critics said the changes would never be made. However, in 1997 and again in 1998, the President followed through on his pledge -- and won many of the changes he sought in the 1996 law. The President's FY 2000 Budget would restore eligibility for SSI and Medicaid to legal immigrants who enter the country after that date if they have been in the United

States for five years and become disabled after entering the United States. This proposal would cost approximately \$930 million and assist an estimated 54,000 legal immigrants by 2004, about half of whom would be elderly.

Assuring Families Access to Health Care and Other Benefits. In May 1999, the Vice President announced new actions to assure families that enrolling in Medicaid or the new Children's Health Insurance Program (CHIP) and receiving other critical benefits, such as school lunch and child care services, will not affect their immigration status. The new Department of Justice regulation clarifies a widespread misconception that has deterred eligible populations from enrolling in these programs and undermined the nation's public health. In addition, the Vice President directed Federal agencies to send guidance to their field offices, program grantees and to work with community organizations to educate Americans about this new policy.

EDUCATION

Made the Largest Investment in Education in 30 Years. Maintaining his longtime commitment to education, the President enacted the largest investment in education in 30 years -- and the largest investment in higher education since the G.I. Bill.

Modernizing Our Schools. The President has proposed federal tax credits to help rebuild, modernize, and build 6,000 public schools nationwide. Much of this funding is targeted to the cities with the highest numbers of low-income children.

Reducing Class Size. Last year, the President won a down payment on his initiative to reduce class size to a national average of 18 students in grades 1-3 to help local schools hire an additional 100,000 well-prepared teachers. Research shows that students do better academically in smaller classes, especially minority and low-income students. The President's proposal targets substantial funding to the communities that need it most, and he has threatened to veto legislation that would replace that class size initiative with a block grant that doesn't guarantee the continuation of a nationwide class size initiative and denies adequate funding to the communities that need it most.

Supporting Reading Excellence. More than 1000 colleges have committed work-study students to tutor children in reading, and thousands of AmeriCorps members and senior volunteers are organizing volunteer reading campaigns. In addition, the President won \$260 million for a new child literacy initiative, consistent with the President's America Reads proposal in the FY99 budget. The FY2000 budget includes funding to continue the Clinton-Gore Administration Reading Excellence Program -- helping train reading tutors and coordinating after-school, weekend, and summer reading programs linked to in-school instruction; helping train teachers to teach reading; and helping parents help children prepare to learn to read.

Greater Access to Education Technology. The President has made an unprecedented commitment to bringing technology into schools. In the FY99 budget, President Clinton won \$75 million to fund technology training for teachers and \$10 million for new grants to public-private partnerships in low-income communities to provide residents access to computer facilities for educational and employment purposes. Education technology has always been a top priority for the President and Vice President;

since 1993, they have created the Technology Literacy Challenge Fund and increased overall investments in educational technology by thirty-fold, from \$23 million to \$698 million this year. The Administration has also secured low-cost connections (the E-rate) to the Internet for schools and libraries.

Getting Good Teachers to Underserved Areas. The FY99 budget contained \$75 million for new teacher quality initiatives -- programs that will help recruit and prepare thousands of teachers to teach in high-poverty urban and rural communities and will strengthen teacher preparation programs across the country.

Strengthening Educational Accountability and Excellence. 11 million low-income students now benefit from extra support to meet high expectations and challenging standards because of increased funding for the Title I program and reforms proposed and signed into law by President Clinton in the Elementary and Secondary Education Act (ESEA). This year, President Clinton has proposed building on this progress with further strengthening accountability in these federal programs, improving teacher quality, increasing school safety, expanding public school choice, and providing extra support through summer-school, after-school and other programs to help students master the basics and reach challenging academic standards. The reauthorization will also support teacher education programs that develop the ability of regular classroom teachers to teach limited English proficient (LEP) students.

Enacted a Hispanic Education Action Plan. The Hispanic dropout rate is unacceptably high, and is substantially higher for Hispanics than African-Americans and White non-Hispanics. The Administration is reaching out to Hispanic youth, encouraging them to stay in school, do well academically and graduate from high school, and go on to college so that they can compete successfully for good jobs and take advantage of promising career opportunities. As part of these efforts, the Clinton Administration put forth and won funding increases for a Hispanic Education Action Plan in the FY99 budget. As part of this plan, the President and Vice President proposed significant increases in a number of programs that enhance educational opportunity for Hispanic Americans. The final budget included increases of \$494 million for these programs, including an increase of \$70 million for TRIO college preparation programs over FY98, which will now provide support services to over 700,000 students, and an additional \$50 million for Bilingual Education Professional Development -- double the FY98 level -- to begin to provide 20,000 teachers over five years with the training they need to teach Limited English Proficient students effectively. Moreover, funding for Hispanic-Serving Institutions (HSIs), colleges and universities with at least 25 percent Hispanic enrollments was more than doubled from \$12 million to \$28 million in FY 99. In FY 2000, the President has proposed over a \$650 million increase in funds for Department of Education programs that are part of the Administration's Hispanic Education Agenda.

Expanding College Opportunity with Tuition Tax Credits, Education IRAs, and Largest Increase in Pell Grants in 20 Years. The President is making the first two years of college universally available with \$1500 HOPE Scholarship tax credits and a 20 percent lifetime learning tax credit helps offset tuition costs for college or lifetime learning. The expanded education IRA allows penalty- and tax-free withdrawals for education. And in 1999, nearly four million students will receive a Pell Grant of up to \$3,125, the largest maximum award ever. In the 1995-96 school year, 54 percent of all Hispanic students enrolled full-time in college received a Pell Grant.

Established a Hispanic Advisory Commission. In 1994, the President issued an Executive Order on Educational Excellence for Hispanics which established an advisory commission to oversee the improvement in education for Hispanics and would work to ensure that Hispanic-Serving Institutions will have more input regarding educational goals and issues of concern to Hispanics. The Commission's report identified contributing factors impacting attainment of educational excellence, corrective policy actions, and plans for program development and funding.

Implemented the Student Diversity Partnership Program. Partnered with Hispanic Association of Colleges and Universities, National Association for Equal Opportunity in Higher Education, an Indian Science and Engineering Society and the Center for the Advancement of Hispanics in Science and Engineering Education to implement the Student Diversity Partnership Program. This program will ensure an adequate supply of diverse and qualified scientists and engineers for the 21st century. In addition, the White House recently awarded Presidential Awards for Excellence in Science, Mathematics and Engineering Mentoring Grants to both individual mentors and institutions that foster mentoring, helping to ensure that America's future scientists and engineers come from all of the nation's racial and cultural segments of the population.

AmeriCorps College Support. Since 1993, more than 100,000 people have had the opportunity to serve through AmeriCorps, with Hispanics comprising 13 percent of all participants (1996 data) In 1999, nearly 50,000 young people will take advantage of the opportunity to serve and will earn an award of up to \$4,725 to pay for college or repay student loans.

Establishing the GEAR-UP. In FY99, the President won \$120 million to create a new initiative which would promote partnerships between schools and institutions of higher education to provide about 100,000 low-income middle and high school students with academic and support services to help them prepare for and enter college. The President is proposing to double this initiative this year.

Expanding Investments In Youth Education And Training. While House Republicans attempted to eliminate the successful Summer Jobs program in FY99, President Clinton prevailed with his request for \$871 million in funding, which will finance up to 530,000 summer jobs for disadvantaged youth. The Youth Opportunity Area Initiative program provides high school dropouts between the ages of 16 and 24 with academic and job-skills training, as well as apprenticeships building and rehabilitating affordable housing. The President proposed and won \$250 million for this new innovative program in the FY99 budget.

Teaching Job Skills and Building Homes Through "Youthbuild." Through the *Youthbuild* program, nearly 2,300 high school dropouts have developed valuable job skills while building or renovating homes for hundreds of low-income families. This program offers young adults, ranging in age from 16 to 24, the opportunity to gain leadership skills, earn a high school diploma or GED, learn a valuable trade, and provide much-needed housing to families nationwide. More than \$170 million in grants have been made under *Youthbuild* since its inception in 1993, enabling over 7,800 young people to take part in building or rehabilitating more than 3,650 houses and apartments units in their communities. Of the 7,800 served by *Youthbuild*, an estimated 1,170 are Hispanic youth.

Strengthening Bilingual and Immigrant Education. The President is committed to ensuring that students with limited English skills get the extra help they need in order to learn English and meet the same high standards expected for all students. The Clinton administration fought for and won a 35% increase in bilingual and immigrant education in the 1997 budget deal. For FY99, the Administration fought for and won a doubling of the investments in bilingual teacher training as part of its Hispanic Education Action Plan. Bilingual education funding helps school districts teach English to more than a million limited English proficient (LEP) children and helps LEP students to achieve to the same high standards as all other students. It also provides teachers with the training they need to teach limited English proficient students. The Immigrant Education program helps more than a thousand school districts provide supplemental instructional services to more than 800,000 recent immigrant students. In his proposal to reauthorize the Elementary and Secondary Education Act, the President has proposed additional help to ensure that all teachers are well-trained to meet the needs of students with Limited English Proficiency. His proposal would also make schools and districts more accountable for helping children with Limited English Proficiency master their academic subjects and learn English.

Extra Help for Limited-English Proficient Children. In 1994, President Clinton reformed Title I -- the major elementary and secondary program for disadvantaged children -- clearing away barriers that had prevented limited-English proficient children from getting help. Now Hispanics are 32% of the children served in Title I, the largest share of all communities. The FY99 budget provides a \$301 million boost to the Title I program.

More Assistance for Migrant Children and Families. Migrant families face particularly difficult obstacles to gaining the education and training they would need to improve their standard of living. President Clinton improved the Migrant Education Program in the 1994 reauthorization, and won a 16 percent increase in FY99. As part of his Hispanic Education Action Plan, he also won increases for the High School Equivalency Program, the College Assistance Migrant Program, as well as funding for a Migrant Youth Job Training Demonstration.

Expanding Access to English Language/Civics Education. The President's FY 2000 budget supports a \$190 million increase for adult education and family literacy, including a \$70 million investment for the English Language and Civics Education Initiative: Common Ground Partnerships. This initiative will help states and communities provide limited English proficient adults with expanded access to high quality English as a Second Language programs linked to civics and life skills instruction on understanding and navigating our government system, the public education system, workplace, and other key institutions in American life.

Reducing the Drop-Out Rate Through Right Track Partnerships. The President's FY 2000 budget provides \$100 million for "Right Track Partnerships" to promote partnerships between schools, employers, and community-based organizations that devise innovative community-wide approaches to increase the rate at which economically disadvantaged and limited-English proficient youth complete and excel in high school and subsequently increase the rate at which these youth go on to post-secondary education, training, and higher paying careers. This new proposal builds on last year's Hispanic Education Action Plan, which received nearly \$500 million for FY1999.

CHILDREN AND FAMILIES

Eliminating Racial and Ethnic Health Disparities. In 1998, President Clinton announced an initiative to end racial and ethnic health disparities. The effort sets a national goal of eliminating the longstanding disparities by the year 2010 in six key health areas: infant mortality, diabetes, cancer screening and management, heart disease, AIDS and immunizations. There are major health disparities among Hispanics. Latinos are nearly twice as likely to develop diabetes than non-Latinos and Latinos have two to three times the rate of stomach cancer as white Americans. The President announced a five-step plan -- led by Surgeon General and Assistant Secretary for Health Dr. David Satcher -- to mobilize the resources and expertise of the federal government, the private sector, and local communities. In the FY99 budget, Congress took a critical first step in investing in the President's multi-year proposal. The President's FY 2000 budget has proposed \$145 million to continue this program's activities.

Addressing HIV/AIDS in Communities of Color. Racial and ethnic communities make up the fastest growing portion of HIV/AIDS cases (more than 50 percent of all new HIV cases). As part of the FY99 budget, the Clinton Administration fought for and won a comprehensive new initiative that invests an unprecedented \$156 million to improve prevention efforts in high-risk communities and expand access to cutting-edge HIV therapies and other treatment needed for HIV/AIDS.

Focused Health Efforts. Established the Office of the Minority Health Research and Alternative Medicine at the National Institutes of Health. Helped communities develop culturally-competent systems of care for children with serious emotional disturbances through the Comprehensive Mental Health Services for Children and Families program. Negotiated agreements with hospitals and nursing homes to eliminate barriers to equal access for minorities based on language.

Working to Enact a Strong, Enforceable Patients' Bill of Rights for All Americans. President Clinton has called on the Congress to pass a strong, enforceable patients' bill of rights that assures Americans the quality health care they need. The bill should include important patient protections such as: assuring direct access to specialists; real emergency room protections; continuity of care provisions that protect patients from abrupt changes in treatment; a fair, timely, and independent appeals process for patient grievances; and enforcement provisions to make these rights real. Leading by example, the President directed all federal agencies to ensure that their employees and beneficiaries have the benefits and rights guaranteed under the President's proposed Patients' Bill of Rights.

Protecting and Strengthening Medicare. The 1997 Balanced Budget Act extended the life of the Medicare Trust Fund for at least a decade; expanded choices in health plans; and provided beneficiaries new preventive benefits. Today, Medicare provides health insurance to more than two million elderly and disabled Hispanics and six percent of all beneficiaries currently enrolled in Medicare are Hispanic. President Clinton is working to modernize and strengthen Medicare to prepare it for the challenges the program faces in the 21st Century. This historic initiative would make Medicare more competitive and efficient; modernize and reform Medicare's benefits, including a long-overdue prescription drug benefit and cost-sharing protections for preventive benefits; and make an unprecedented long-term financing commitment to the program that would extend the life of the Medicare trust fund to 2027.

Extended Health Care to Millions of Children with the Children's Health Insurance Program (CHIP). Because of the President's leadership, the 1997 Balanced Budget Act included \$24 billion to provide real health care coverage to up to five million more children, the largest children's health care budget increase since Medicaid was created in 1965. Minority children make up a disproportionate number of the over 10 million uninsured children. Hispanic children make up nearly 30 percent of all uninsured children. The Administration is actively reaching out to communities to target and enroll eligible, uninsured children in CHIP.

Providing Health Care to Children and Pregnant Women. Under current law, states have the option to provide health coverage to immigrant children and pregnant women who entered the country before August 22, 1996. The President's FY 2000 Budget gives states the option to extend Medicaid or CHIP coverage to low-income legal immigrant children and Medicaid to pregnant women who entered the country after August 22, 1996. The proposal would cost \$325 million and provide critical health insurance to approximately 55,000 children and 23,000 women by FY 2004. This proposal would reduce the number of high-risk pregnancies, ensure healthier children, and lower the cost of emergency Medicaid deliveries.

Protecting Families. Family and Medical Leave allows workers to take up to 12 weeks of unpaid leave to care for seriously ill family members, new born or adoptive children, or their own serious health problems without fear of losing their jobs. About 91 million workers are covered by the Family and Medical Leave Act and millions of workers have already benefited from FMLA since its enactment.

Increased WIC -- \$1 Billion Higher. Under President Clinton, participation in the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) has expanded by 1.7 million -- from 5.7 million in 1993 to 7.4 million women, infants, and children in 1998, with funding rising from \$2.9 billion to \$3.9 billion (FY99). Research shows that every \$1 increase in the prenatal care portion of the WIC program cuts between \$1.77 and \$3.90 in medical expenses in the first 60 days following childbirth. In 1996, 30 percent of the infants who benefited from WIC were Hispanic.

Restoring Food Stamp Benefits for Legal Immigrants. The Agricultural Research Act of 1998 provided Food Stamps for 225,000 legal immigrant children, senior citizens, and people with disabilities who enter the United States by August 22, 1996. The President's FY 2000 Budget would extend this provision by allowing legal immigrants in the United States on August 22, 1996 who subsequently reach age 65 to be eligible for Food Stamps at cost of \$60 million, restoring benefits to about 20,000 elderly legal immigrants by 2004.

Expanded Head Start By More than 60 Percent. Since 1993, President Clinton has expanded Head Start by 57 percent, from \$2.8 billion in FY93 to \$4.4 billion in FY98. During the Clinton Administration, Hispanic enrollment has increased by 70,000 and at a rate nearly twice as fast as non-Hispanic enrollment. Despite these increases, Hispanic children remain under-represented in the program, and the Administration is stepping up efforts to ensure access and culturally appropriate services. Also, the President's FY 2000 budget includes \$607 million in new funds to improve and

expand Head Start, including a \$23 million request for Migrant Head Start that would improve quality and reach as many as 2,000 new children.

Raised Immunization Rates to All Time High. Since 1993, childhood immunization rates have reached all-time highs, with 90 percent or more of America's toddlers receiving the most critical doses of vaccines for children by age 2. For the most critical childhood vaccines, vaccination levels are nearly the same for preschool children of all racial and ethnic groups, narrowing a gap that was estimated to be as wide as 26 percentage points a generation ago. But despite this program, as of 1997, 79 percent of white children had received the recommended series of vaccinations by age 2 compared to 72 percent of Hispanic children whom had been vaccinated against childhood disease. To help increase participation, on April 20, 1999, Secretary Shalala announced a new Spanish-language childhood immunization public awareness campaign, "Vacunelo A Tiempo Todo el Tiempo" (Vaccinate Your Children On time, Every Time), to create and distribute culturally relevant and language appropriate educational materials to help raise Hispanic immunization rates to the national average.

Proposed the Largest Single Investment in Child Care in the Nation's History. In 1998, the President proposed an historic initiative to improve child care for America's working families by helping families pay for child care, building the supply of good after-school programs, improving child care quality and promoting early learning. The President won \$182 million to improve the quality of child care for America's working families in the FY99 budget.

Providing Safe After-School Opportunities for Nearly 400,000 Children Each Year.

Approximately 400,000 school-age children in rural and urban communities have safe and educational after-school opportunities this year because of the expanded 21st Century Community Learning Centers program. Under the leadership of President Clinton and Vice President Al Gore, funding for this initiative has increased from \$1 million to \$200 million in two years, and the Administration has proposed tripling the program this year. In his FY 2000 budget, the President proposed to increase funding to serve approximately 1.1 million students.

FIGHTING CRIME

Held the White House Conference on Hate Crimes. President Clinton hosted the first White House Conference on Hate Crimes, which examined laws and remedies that can make a difference in preventing hate crimes, highlighted solutions that are working in communities across the country, and continued the frank and open dialogue needed to build One America. The President announced significant law enforcement and prevention initiatives to get tough on hate crimes, including: support for legislation to expand the federal hate crimes law to cover crimes based on sexual orientation, gender, or disability; the creation of a network of local hate crime working groups; the addition of approximately 50 FBI agents and federal prosecutors to enforce hate crimes laws; improved collection of data on hate crimes; and the production of materials to educate the public -- especially youth -- about hate crimes. The President and Vice President continue to work to enact the Hate Crimes Prevention Act.

Enhanced Penalties for Hate Crimes. As part of the historic 1994 Crime Act, the President signed the Hate Crimes Sentencing Enhancement Act which provides for longer sentences where the offense is determined to be a hate crime.

Falling Crime Rates. Overall crime rates are down to the lowest levels in a generation --and all incomes and races are benefitting. According to the Bureau of Justice Statistics' National Victimization Survey, property and violent crime victimization rates are at their lowest levels since 1973. Between 1993-1997, decreasing victimization trends were experienced about equally for all race, sex and income groups. In addition, the murder rate is down more than 25 percent since 1993, its lowest point in 30 years. Between 1997 and 1998, the Hispanic violent victimization rate fell from 43 to 33 victimization's per 1,000 Hispanics.

Putting 100,000 New Police on the Streets and Providing COPS Grants to Underserved Areas. This year, ahead of schedule and under budget, the Administration has met its commitment of funding 100,000 police officers for our communities. As a part of the COPS Program, the President announced new grants to increase police presence and community policing in underserved neighborhoods. Under this initiative, 18 cities will share \$106 million to hire 620 new community policing officers. The pilot cities were selected following an analysis of crime, demographic and economic data.

SAFE AND CLEAN ENVIRONMENT

Environmental Justice and Redevelopment -- issued an Executive Order on Environmental Justice to ensure that low-income citizens and minorities do not suffer a disproportionate burden of industrial pollution. The Administration identified pilot projects to be undertaken across the country to redevelop contaminated sites in low-income communities, turn them into useable space, create jobs and enhance community development.

Accelerating Toxic Cleanups and Brownfields Redevelopment -- cleaned up nearly three times as many Superfund sites in six years as the previous administrations did in twelve. Leveraged nearly \$1 billion in private sector investment for Brownfields redevelopment.

Keeping Our Drinking Water Safe -- proposed and signed legislation to strengthen the Safe Drinking Water Act to ensure that our families have healthy, clean tap water. Required America's 55,000 water utilities to provide regular reports to their customers on the quality of their drinking water.

Reducing the Threat of Global Warming -- negotiated an international treaty to reduce greenhouse gas emissions in an environmentally strong and economically sound way. Secured \$1 billion in FY99 for research incentives to reduce greenhouse gas emissions through energy efficiency and clean energy technologies.

Preserving Our Lands -- protected or enhanced nearly 150 million acres of public and private lands, from the red rock canyons of Utah to the Florida Everglades. Reached agreements to protect Yellowstone from mining and save the ancient redwoods of California's Headwaters Forest.

AMERICAN LEADERSHIP

Democracy for Cuba. The Clinton Administration increased efforts to promote a peaceful, democratic transition in Cuba by keeping pressure on the Castro government for change while reaching out to the Cuban people. The President has strengthened the international consensus on the need to promote human rights and democracy. The Clinton Administration has authorized humanitarian measures to alleviate the Cuban people's suffering, encouraged the emergence of civil society, and helped people prepare for a democratic future.

Support Our Closest Neighbors. The Administration took decisive action in assembling a financial support package for Mexico and later Brazil. In each case, the President's leadership prevented a prolonged financial crisis and its spread to other Latin American countries. In addition, the President traveled to Latin America and launched hemispheric negotiations for Free Trade Area of the Americas.

8/99

FIRST LADY HILLARY RODHAM CLINTON HOSTS WHITE HOUSE CONVENING ON HISPANIC CHILDREN AND YOUTH

On August 2, 1999, First Lady Hillary Rodham Clinton hosted a convening at the White House to examine the many challenges and opportunities facing Hispanic young people, particularly in the areas of early childhood development, educational attainment, and adolescence. Mrs. Clinton spotlighted progress that has been made in these areas, announced new public and private efforts, and issued a call to action to all sectors of society to meet challenges that still remain.

Facing the Challenges Before Us. The Hispanic population is among the fastest growing segments of American society and it is also one of the youngest – with one out of every three Hispanics 15 years old or younger. By the year 2000, the number of Hispanics aged 24 or younger is expected to reach 15 million (or 15 percent) of a total youth population of 98 million. This Administration has worked hard to ensure that all of our young people have access to the tools they need to reach their potential, and has developed and promoted programs that specifically reached out to Hispanic students. However, significant challenges still exist – too many Hispanic children are still being left behind. While progress has been made, dropout rates are too high, health insurance rates are too low, and poverty rates far exceed the national average.

Fighting for Essential Investment in Education. Raising the educational achievement of Hispanic Americans is top priority of this Administration. Responding to the findings from the President's Advisory Commission on Educational Excellence for Hispanic Americans, the Administration proposed and won nearly \$500 million in funding increases for programs in the Hispanic Education Agenda in the FY 1999 budget. For the second year in a row, the President has proposed increased funds – over \$650 million for FY 2000 – for Department of Education programs that are part of the Administration's Hispanic Education Agenda, including:

- \$320 million to strengthen basic educational skills and raise academic standards;
- \$35 million to train more bilingual/ESL teachers and improve instruction to help students learn English and master their basic academic subjects;
- \$30 million to prepare disadvantaged youth for success in college;
- \$44 million to improve education programs for migrant youth and adults;
- \$190 million in new investments to help adults learn English and become literate.

Increasing Federal Efforts to Address the Needs of Hispanic Children. Mrs. Clinton unveiled new Administration efforts to address the challenges of Hispanic children and youth:

- ***Serving Hispanic Children and Families Better Through Head Start*** Hispanic enrollment has increased by 70,000 during the Clinton Administration, with the program now reaching approximately 220,000 Hispanic children. Despite these increases, Hispanic children remain under-represented, comprising 23.3 percent of Head Start enrollment (excluding Puerto Rico) compared to 29.8 percent of all low income, pre-school children in the nation. The Head Start program is furthering its longstanding commitment to meeting the needs of Hispanics and other under-served populations through a variety of steps to ensure access and culturally appropriate services, including:
 - increasing by 50% the number of points awarded to expansion grant applicants who emphasize outreach to under-served populations, such as seasonal farm workers, recent immigrant families and non-English speaking groups;

- boosting the number of grant application reviewers that have expertise in serving language minority children;
 - working with and monitoring programs to ensure full utilization of community assessment to better target outreach, recruitment and enrollment of under-served populations; and
 - providing specialized technical assistance ten communities where changing local demographics have resulted in significant under-served populations
- ***Implementing the Hispanic Education Action Plan.*** The Department of Education is aggressively implementing the Hispanic Education Action Plan, designed to increase academic performance and participation of Hispanic students in critical programs. Specifically, the Education Department is taking a series of new steps to ensure that schools participating in Title I—the largest K-12 education program which enrolls over 3 million Hispanic students—are held accountable for helping Hispanic students meet challenging standards in academic subjects and become proficient in English. These steps include vigilant enforcement of requirements that Hispanic students be included in state assessment programs and that states intervene to turn around low performing schools. The Education Department will also issue new guidance to states and school districts on how to effectively include Hispanic students and meet applicable civil rights requirements in state testing programs, as well as guidance and assistance to schools on effective practices for helping limited English proficient students meet challenging academic standards.

In addition, the Education Department will expand outreach, provide technical assistance, and take additional steps to increase participating of Hispanic students and communities in key programs, such as the 21st Century Learning Centers after-school program and the GEAR-UP program. GEAR-UP enables colleges to form partnerships with high poverty middle schools to help students better prepare for college by providing them with mentors, academic support, and financial aid information.

- ***Building on the Progress of the White House Initiative on Educational Excellence for Hispanic Americans.*** The White House Initiative on Educational Excellence for Hispanic Americans released “What Works for Latino Youth”, a directory of programs throughout the country that have helped improve the lives of young Hispanics. The White House Initiative will continue to solicit recommendations and produce an updated directory by the end of the year. Additionally, the White House Initiative will organize a national meeting on Latino Educational Excellence in 2000 to follow-up on the First Lady’s convening and develop new strategies to bolster education from early childhood to graduate school.
- ***Promoting Science and Technology Training for Hispanic Students.*** In order to develop a strong and diverse science and technology workforce, the Department of Energy (DOE) formed a strategic partnership with the ‘Latino Science and Engineering Consortium’ that will work to identify, develop, and nurture the next generation of scientists, engineers, technicians and educators in math and science by supporting mentoring programs, technical internships for community college students, research fellowships for undergraduate and graduate students and professional development opportunities in science, math and technology for K-12 teachers serving Hispanic children.
- ***Ensuring Diversity of Americorps.*** Sixteen percent of all Americorps members are Hispanic. To ensure that the program continues to reflect accurately the face of America, Americorps is committing to increase its efforts to recruit Hispanic youth by featuring Latinos in ads, translating recruitment materials into Spanish and forming partnerships with Hispanic-serving universities and organizations.
- ***Helping to Prepare Hispanic Youth for College.*** The Department of Education also released “Como Ayudar a Su Hijo A Aprender Matematicas,” a Spanish version of “Helping Your Child Learn Math.” This tool for parents is a key part of America Counts, the Department of Education’s mathematics initiative dedicated to making the improvement of student achievement in mathematics a national priority. This Spanish guide, which is available free through the Department’s toll-free number, 1-800-USA-LEARN,

includes sample word problems, math games, and other activities designed to help children in the elementary grades learn math, and to help Hispanic parents become actively involved in their children's learning. In addition, The Department of Education is expanding its "Think College Early" campaign to target the Hispanic community by holding a special session in 2000 to help parents and students learn about necessary steps to prepare for college.

Encouraging Private Sector Investment in Hispanic Children. A number of private sector organizations, including corporations, foundations, and media organizations have committed resources to addressing the needs of Hispanic children and youth.

- ***AT&T: Closing the Technology Gap.*** Building on its long history of enhancing educational opportunities for Hispanics, AT&T committed at the event to work with leading Hispanic-serving organizations over the next 3 to 6 months to build on existing efforts and introduce new programs to fill the technology gap for Latino youth throughout the nation. Some activities will include the development of neighborhood-based technology centers, programs targeted at early awareness and parental involvement to increase Latino representation in the technology field, and support of programs that inform teachers serving Latino students in urban and rural locations on how to use technology in the classroom.
- ***Supporting Hispanic Access to After-School Programs.*** The Charles Stewart Mott Foundation, as part of its ongoing partnership with the Department of Education, also made a commitment of more than \$300,000 to improve Latino participation in after-school programs. This new effort builds on the Foundation's \$83 million commitment in 1997 to support after-school activities in coordination with the 21st Century Community Learning Centers program.
- ***Media Organizations.*** The First Lady's event – coupled with the efforts of the National Campaign to Prevent Teen Pregnancy – has stimulated commitments from an impressive array of media leaders concerned about Hispanic youth, their families and their communities. These leaders understand that the media can be a powerful force for raising awareness and showcasing solutions. They have committed to a variety of activities including PSAs, radio programs, talk shows, newspaper supplements and magazine features – all directed to improving the lives of Hispanic youth. The leaders spearheading these activities are: Cristina Saralegui, CEO, Cristina Saralegui Enterprises and Host, "The Cristina Show"; Lisa Quiroz, Publisher, People in Espanol; Monica Lozano, Associate Publisher, La Opinion; Joaquin Blaya, Chairman and CEO, Radio Unica; Patricia Fili-Krushel, President ABC Television Network; Daisy Exposito, President, The Bravo Group; Consuelo Luz, President, Hispanic Radio Network; James McNamara, President and CEO, Telemundo Network.
- ***Univision Community Affairs Campaign Aimed at Hispanic Youth.*** Univision, the network and its affiliated stations, is committing to a multi-year campaign to support high academic achievement in the Hispanic community, from pre-school through college. Univision plans to kick-off this campaign in August in conjunction with various back-to-school events. The campaign will include: a national public service announcement (PSA) campaign with Univision national on-air talent; local affiliate PSAs and events with Univision local affiliate on-air talent; integration of education information into entertainment and news programming; and a series of national conferences and panels at established conferences.

Policies for Excellence in Education for Hispanic Americans

Title/Theme: Educating ALL of America – Educational Excellence for Hispanic Americans

Topics: Access to Quality Early Childhood Education

off

- Subsidies for Childcare
- Improved Quality of Childcare to Support Cognitive Development
- Helping Children with Limited English Proficiency Progress Toward Acquisition of the English

Closing the Achievement Gap

- Expectations of Teachers (Educators), Parents and Students
- Good Assessment Practices for All Students and Limited English Proficient Children

English Language Acquisition (Limited English Proficient Students)

- Benefits of a Multilingual Workforce for National and Individual Economic Success
- Practical Consequences of Limited English Proficiency
- Teacher Preparation

Addressing the Hispanic Dropout Rate Crisis

- Expectations
- Academic Preparation
- Reforming the American High School
- Outside Factors (economics, language, etc.)

Success in Higher Education

NEL

- College Completion – acceptance, financial aid, support systems
- Graduate Education
- Lifelong Learning
- Scholarship

DRAFT

National Agenda for Educational Excellence for Hispanic Americans

***Throughout the agenda there are references to activities that CBO's and the private sector will undertake. The Initiative and WH outreach will engage leaders in both these fields to secure specific commitments for action and investment leading up to the conference. ***

Goal: The overall goal of the National Agenda is to promote excellence in education for Hispanic Americans by focusing attention and resources of the public and private sector and varying stakeholders to ensure educational equity for Hispanic Americans. Hispanic students are the fastest growing cohort of American students yet Hispanic students are also less likely to have effective preschool experiences, successful K-12 experiences, and graduate from college than non-Hispanic white students.

The Agenda covers pre-kindergarten, elementary and secondary education, and higher education. However, the agenda is not purely a federal undertaking. It recognizes that Washington cannot solve the challenges alone and that communities and the private sector also have a key role to play. The goal of the conference is to set goals and initiate positive steps to ensure that Hispanic children receive a high quality education and the same opportunities for life success that many Americans take for granted. The agenda and the conference will be a vehicle to highlight initiatives that the President and Vice President have undertaken toward this end and federal programs that address these issues; however, strong private sector and community based organization involvement is essential to bolster the likelihood of the conference and agenda translating into positive activity on the ground. There are 3 elementary and secondary education goals, one pre-k goal, and one higher education goal. *The three elementary and secondary goals are discussed below.*

Theme: *Educating ALL of America: Educational Excellence for Hispanic Americans.* This theme cuts across all five goals and provides an overarching message that the various policy initiatives support.

Pre-K Goal: To be provided by the Office of the First Lady

Under discussion.

Reduce the dropout rate gap for Hispanic students.

Background: According to the Census Bureau, during the 1996-97 school year, 3.6 percent of non-Hispanic whites, and 9.5 percent of Hispanics aged 15-24 dropped out of school. According to the most recent Department of Education statistics available, the status dropout rate for Hispanic students is 25.3 percent while the rate for non-Hispanic white students is 7.6 percent. For Hispanic students born outside of the 50 states and

Washington, DC, the status dropout rate is 39 percent. High school completion statistics paint an equally dismal picture, while 90.5 percent of eligible non-Hispanic whites had completed high school in 1997, only 66.7 percent of Hispanics had. Essentially, while dropout rates are still a problem for all students, by any measure the Hispanic dropout rate is at crisis proportions. In addition, many researchers consider dropout rates to be an underreported statistic and question the reliability of these numbers so the problem may be worse than these statistics indicate.

Goal: Eliminate the gap in the dropout between Hispanic students and non-Hispanic students by 2005.

Strategy: The federal government, the private sector, and community-based organizations all have a role to play in reducing the Hispanic dropout rate. The federal government will help prepare Hispanic students for school success by increasing access for Hispanic students to Head Start, Title I, and after-school programs. Both of these programs bolster literacy and research shows that reading difficulties are a key indicator for dropping out. The federal government will also expand access for Hispanics to mentoring activities such as the Gear-UP program and the TRIO programs and help ensure access to test-preparation services to help Hispanic students on the SAT and ACT test. *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. [pending budget proposals]*

The private sector will pledge to increase dropout prevention activities by partnering with schools and school districts to provide mentoring experiences for Latino youth. *Companies should make firm commitments of time and resources as part of participation in the conference. The Initiative can track commitments after the conference.'*

Community-based organizations will work with schools to ensure that students identified as at-risk of dropping out are receiving interventions to encourage them to stay in school. *The Initiative will disseminate best practices.*

Conference Strands:

- Successful Models
- Expectations
- Academic Preparation
- Other factors (economics, language)

Eliminate the achievement gap for Hispanic students

Background: On the National Assessment of Educational Progress, the SAT, and other standardized tests there is an achievement gap between Hispanic students and white, non-

Hispanic students. For example on the 1996 NAEP mathematics test for 9-year-olds, non-Hispanic white students averaged 237 (6 points above the average of 231) while Hispanic students averaged 215, 16 points below the average and 22 points below their non-Hispanic white peers. 13-year-old non-Hispanic white students averaged 281, 7 points above the average while Hispanic students averaged 256, 25 points below their white peers and 18 points below average. 17-year-old non-Hispanic white students showed a similar disparity scoring 292, 15 points below average and 21 points below their white counterparts.

The chart below illustrates the NAEP score disparity in more detail:

NAEP Test (1996)	Average Score	Non-Hispanic White Average	Hispanic Average	Hispanic v. Average Score	Non-Hispanic White v. Hispanic	Non-Hispanic White v. Average
9-year-old Reading	212.4	219.9	194.1	(18.3)	(25.8)	7.5
13-year-old Reading	259.1	267	239.9	(19.2)	(27.1)	7.9
17-year-old Reading	286.9	294	264.7	(22.2)	(29.3)	7.1
9-year-old Math	231	237	215	(16)	(22)	6
13-year-old Math	274	281	256	(18)	(25)	7
17-year-old Math	307	313	292	(15)	(21)	6
9-year-old Science	230	239	207	(23)	(32)	9
13-year-old Science	256	266	232	(24)	(34)	10
17-year-old Science	296	307	269	(27)	(38)	11
9-year-old Writing	207	216	191	(16)	(25)	9
13-year-old Writing	264	271	246	(18)	(25)	7

17-year-old Writing	283	289	269	(14)	(20)	6
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While all the score gaps are serious, it is worth noting that the gap actually grows for students in reading and math as they progress through school.

On the SAT the score gap is equally problematic with an average verbal score for Hispanic students of 466 compared to 526 for non-Hispanic white students (60 points) and a gap of 486 to 526 (40 points) in math. State assessments and other standardized tests indicate similar disparities.

Goal: Eliminate the achievement gap for Hispanic students on state assessments within the next decade.

Strategy: The federal government will *expand access to rigorous academic courses for all students including Hispanic students and expand access to test preparation services. [pending budget proposals]* At the state level, rigorous coursework is the best preparation for high performance on assessments measuring state standards. According to the Education Trust, only 1 in 4 American students overall takes Algebra in the 8th-grade and only 1 in 5 Hispanic students have this opportunity.

The private sector can play a key role here by supporting state reform efforts and ensuring that states are taking the necessary steps to make a rigorous curriculum that supports state standards in place at schools serving high concentrations of Hispanic students.

In addition, the private sector should expand access for Latino students to private test preparation services and partner with schools and school districts to provide tutoring and mentoring services. Community-based organizations will play a role as facilitators of public-private partnerships and should build on programs such as Gear-Up to ensure that all students are aware of their options for post-secondary education and the steps they must take to realize these options. *The Initiative will coordinate these commitments and disseminate best practices from CBO's.*

While NAEP provides a good gauge of educational attainment on a longitudinal basis, it is a poor test by which to set national goals. Because the NAEP test is not aligned to state standards and curriculum it does not necessarily reflect a states reform efforts. Likewise, the SAT is a poor measure of overall educational progress as well because the test is not valid for that purpose, doesn't measure a random group of students, and is controversial. While helping students on the SAT should be part of the strategy for college attainment and the achievement gap, in the absence of national indicators, the goal laid out at the conference should be to eliminate score disparities on state assessments within 10 years. The Elementary and Secondary Education Act reauthorization bill that the House passed this fall established a 10 year deadline for moving all demographic subsets of students to

the “proficient” level on state assessments. Our goal would dovetail with this target.

Conference Strands:

- Good Assessment Practice for all students and LEP students in particular
- Expectations
- Teacher Preparation/Teacher skills issues

Ensure that Hispanic Students Achieve English Language Proficiency

Background:

Goal: *[Within 3 years of entering public school] or [before graduating from High School.] [I was concerned that it would be too contentious or politically problematic; however, after discussions with Sarita it is clear that there is interest in pursuing this as a goal. However, I want to get a better feel for where the community is on this issue through Brian’s outreach meetings before proceeding too much further on this issue.]*

Strategy: Fluency in the English language is essential for academic and employment success in this country. Through its investment in Title I, bilingual education, Head Start, and other programs targeted at literacy the federal government will ensure that all Hispanic students are competent in English by *[see goal]*. English proficiency is a key indicator for academic and employment success.

The private sector will commit to increasing awareness among Hispanic elementary and secondary students of the economic advantages of English proficiency as well as the advantages of multilingual skills in the job market. *The Initiative will coordinate these pledges.*

Secretary Riley has spoken out on the importance of “English plus 1” for all students in the global economy. This could be a good link for us vis a vis some of the sensitivities around this issue.

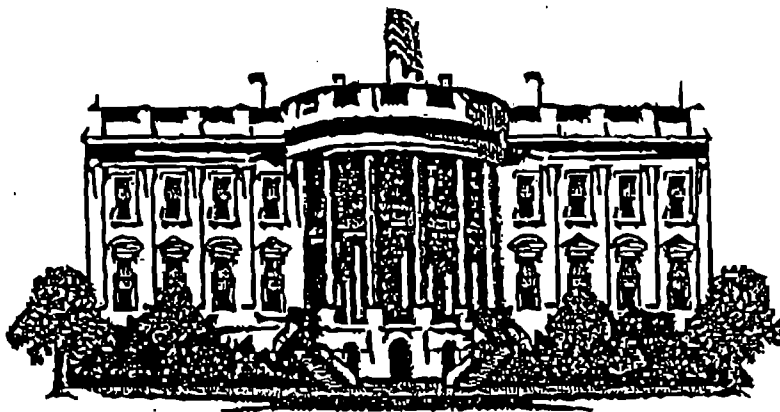
Higher Education Goal to be provided by NEC

Under discussion.

Notes:

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THE WHITE HOUSE

Domestic Policy Council

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WHITE HOUSE INITIATIVE

ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

Andy thought you should see this

PRESIDENT'S ADVISORY COMMISSION UPDATE — Fall 1999

Looking Towards a New Century

By Ana M. "Cha" Guzman—Chair,
President's Advisory Commission

As the Commission and its partners prepare to move the cause of Hispanic learning and achievement into a new century, we must recognize how far and how fast we have come in making quality education for Hispanics a national priority. From the 1996 release of our report, *Our Nation on the Faultline: Hispanic American*

Education to the over \$500 million commitment of FY99 appropriations, we have seen real progress. This past year has been a milestone in our efforts to leverage government support to our cause. We have worked to foster government commitment to Hispanic education and employment not just at the federal level but at state and local levels as well. We have focused on the role of Latino parents in encouraging academic success. And we have studied the effects of education reform and the practices of assessment on Latino students.

Our goals are unchanging. We labor to level the playing field and bring educational opportunity for hundreds of thousands of bright and capable Latino students in cities, towns, barrios and migrant camps around the country. We know that in less than 15 years, a quarter of America's youth population—ages 5 to 18—will be Hispanic. Our agenda

today will help to determine the quality of life for all Americans in the next century.

As the term of the Commission comes to an end, we believe it is time to plan a National Meeting on Latino Educational Excellence for Spring 2000. Its purpose is three-fold:

- ★ to consider the impact of past and current White House Initiatives on Educational Excellence for Hispanic Americans;

- ★ to take stock of the strategies and organizations that improve educational opportunities for Latinos;

- ★ to focus on what we

still need to do, not as a Commission or Initiative but as a community and a nation, to improve educational opportunities for Latinos throughout the country.

Yes, our scope is ambitious but we will focus on the outcomes and their impact on our community. We envision our National Meeting as an opportunity to embrace our partners in corporations, foundations and federal agencies as well as in community-based organizations and the education community.

We hope you will join in this effort.

★ A CALL TO CONVENE ★
A National Meeting on
Latino Educational Excellence
SPRING 2000
Watch for details at:
www.ed.gov/offices/OIIA/Hispanic

First Lady's Convening

Hillary Rodham Clinton opened the first-ever White House Convening on Hispanic Children and Youth on August 2, 1999 with a call for action. "There are many who promise to fight for children and the schools they attend," she said. "But, I am reminded of something my mother taught me growing up: 'Watch what they do, not what they say.'"

With action in mind, the convening brought together not only scholars and politicians, but community activists from around the country. Their purpose was to examine the many challenges and opportunities facing Hispanic young people, particularly in the areas of early childhood development, educational attainment, and adolescence.

What Works For Latino Youth



White House Initiative on Educational Excellence
for Hispanic Americans

This convening also highlighted promising efforts across the country
continued on page 7

Ana M. Guzman

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The First Lady's Convening on Hispanic Children and Youth

FIRST LADY HILLARY RODHAM CLINTON HOSTS WHITE HOUSE CONVENING ON HISPANIC CHILDREN AND YOUTH

On August 2, 1999, First Lady Hillary Rodham Clinton hosted a convening at the White House to examine the many challenges and opportunities facing Hispanic young people, particularly in the areas of early childhood development, educational attainment, and adolescence. Mrs. Clinton spotlighted progress that has been made in these areas, announced new public and private efforts, and issued a call to action to all sectors of society to meet challenges that still remain.

Facing the Challenges Before Us. The Hispanic population is among the fastest growing segments of American society and it is also one of the youngest – with one out of every three Hispanics 15 years old or younger. By the year 2000, the number of Hispanics aged 24 or younger is expected to reach 15 million (or 15 percent) of a total youth population of 98 million. This Administration has worked hard to ensure that all of our young people have access to the tools they need to reach their potential, and has developed and promoted programs that specifically reached out to Hispanic students. However, significant challenges still exist – too many Hispanic children are still being left behind. While progress has been made, dropout rates are too high, health insurance rates are too low, and poverty rates far exceed the national average.

Fighting for Essential Investment in Education. Raising the educational achievement of Hispanic Americans is top priority of this Administration. Responding to the findings from the President's Advisory Commission on Educational Excellence for Hispanic Americans, the Administration proposed and won nearly \$500 million in funding increases for programs in the Hispanic Education Agenda in the FY 1999 budget. For the second year in a row, the President has proposed increased funds — over \$650 million for FY 2000 — for Department of Education programs that are part of the Administration's Hispanic Education Agenda, including:

- \$320 million to strengthen basic educational skills and raise academic standards;
- \$35 million to train more bilingual/ESL teachers and improve instruction to help students learn English and master their basic academic subjects;
- \$30 million to prepare disadvantaged youth for success in college;
- \$44 million to improve education programs for migrant youth and adults;
- \$190 million in new investments to help adults learn English and become literate.

Increasing Federal Efforts to Address the Needs of Hispanic Children. Mrs. Clinton unveiled new Administration efforts to address the challenges of Hispanic children and youth:

- ***Serving Hispanic Children and Families Better Through Head Start***

Hispanic enrollment has increased by 70,000 during the Clinton Administration, with the program now reaching approximately 220,000 Hispanic children. Despite these increases, Hispanic children remain under-represented, comprising 23.3 percent of Head Start enrollment (excluding Puerto Rico) compared to 29.8 percent of all low income, pre-school children in the nation. The Head Start program is furthering its longstanding commitment to meeting the needs of Hispanics and other under-served populations through a variety of steps to ensure access and culturally appropriate services, including:

- increasing by 50% the number of points awarded to expansion grant applicants who emphasize outreach to under-served populations, such as seasonal farm workers, recent immigrant families and non-English speaking groups;
- boosting the number of grant application reviewers that have expertise in serving language minority children;
- working with and monitoring programs to ensure full utilization of community assessment to better target outreach, recruitment and enrollment of under-served populations; and
- providing specialized technical assistance ten communities where changing local demographics have resulted in significant under-served populations

- ***Implementing the Hispanic Education Action Plan.*** The Department of Education is aggressively implementing the Hispanic Education Action Plan, designed to increase academic performance and participation of Hispanic students in critical programs. Specifically, the Education Department is taking a series of new steps to ensure that schools participating in Title 1—the largest K-12 education program which enrolls over 3 million Hispanic students—are held accountable for helping Hispanic students meet challenging standards in academic subjects and become proficient in English. These steps include vigilant enforcement of requirements that Hispanic students be included in state assessment programs and that states intervene to turn around low performing schools. The Education Department will also issue new guidance to states and school districts on how to effectively include Hispanic students and meet applicable civil rights requirements in state testing programs, as well as guidance and assistance to schools on effective practices for helping limited English proficient students meet challenging academic standards.

In addition, the Education Department will expand outreach, provide

technical assistance, and take additional steps to increase participating of Hispanic students and communities in key programs, such as the 21st Century Learning Centers after-school program and the GEAR-UP program. GEAR-UP enables colleges to form partnerships with high poverty middle schools to help students better prepare for college by providing them with mentors, academic support, and financial aid information.

- ***Building on the Progress of the White House Initiative on Educational Excellence for Hispanic Americans.*** The White House Initiative on Educational Excellence for Hispanic Americans released "What Works for Latino Youth", a directory of programs throughout the country that have helped improve the lives of young Hispanics. The White House Initiative will continue to solicit recommendations and produce an updated directory by the end of the year. Additionally, the White House Initiative will organize a national meeting on Latino Educational Excellence in 2000 to follow-up on the First Lady's convening and develop new strategies to bolster education from early childhood to graduate school.
- ***Promoting Science and Technology Training for Hispanic Students.*** In order to develop a strong and diverse science and technology workforce, the Department of Energy (DOE) formed a strategic partnership with the 'Latino Science and Engineering Consortium' that will work to identify, develop, and nurture the next generation of scientists, engineers, technicians and educators in math and science by supporting mentoring programs, technical internships for community college students, research fellowships for undergraduate and graduate students and professional development opportunities in science, math and technology for K-12 teachers serving Hispanic children.
- ***Ensuring Diversity of Americorps.*** Sixteen percent of all Americorps members are Hispanic. To ensure that the program continues to reflect accurately the face of America, Americorps is committing to increase its efforts to recruit Hispanic youth by featuring Latinos in ads, translating recruitment materials into Spanish and forming partnerships with Hispanic-serving universities and organizations.
- ***Helping to Prepare Hispanic Youth for College.*** The Department of Education also released "Como Ayudar a Su Hijo A Aprender Matematicas," a Spanish version of "Helping Your Child Learn Math." This tool for parents is a key part of America Counts, the Department of Education's mathematics initiative dedicated to making the improvement of student achievement in mathematics a national priority. This Spanish guide, which is available free through the Department's toll-free number, 1-800-USA-LEARN, includes sample word problems, math games, and other activities designed to help children in the elementary grades learn math, and to help Hispanic parents become actively involved in their children's learning. In addition, The Department of Education is expanding its "Think College Early" campaign to target the Hispanic community by holding a special session in 2000 to help parents and students learn about

necessary steps to prepare for college.

Encouraging Private Sector Investment in Hispanic Children. A number of private sector organizations, including corporations, foundations, and media organizations have committed resources to addressing the needs of Hispanic children and youth.

- ***AT&T: Closing the Technology Gap.*** Building on its long history of enhancing educational opportunities for Hispanics, AT&T committed at the event to work with leading Hispanic-serving organizations over the next 3 to 6 months to build on existing efforts and introduce new programs to fill the technology gap for Latino youth throughout the nation. Some activities will include the development of neighborhood-based technology centers, programs targeted at early awareness and parental involvement to increase Latino representation in the technology field, and support of programs that inform teachers serving Latino students in urban and rural locations on how to use technology in the classroom.
- ***Supporting Hispanic Access to After-School Programs.*** The Charles Stewart Mott Foundation, as part of its ongoing partnership with the Department of Education, also made a commitment of more than \$300,000 to improve Latino participation in after-school programs. This new effort builds on the Foundation's \$83 million commitment in 1997 to support after-school activities in coordination with the 21st Century Community Learning Centers program.
- ***Media Organizations.*** The First Lady's event – coupled with the efforts of the National Campaign to Prevent Teen Pregnancy – has stimulated commitments from an impressive array of media leaders concerned about Hispanic youth, their families and their communities. These leaders understand that the media can be a powerful force for raising awareness and showcasing solutions. They have committed to a variety of activities including PSAs, radio programs, talk shows, newspaper supplements and magazine features – all directed to improving the lives of Hispanic youth. The leaders spearheading these activities are: Cristina Saralegui, CEO, Cristina Saralegui Enterprises and Host, The Cristina Show"; Lisa Quiroz, Publisher, People in Espanol; Monica Lozano, Associate Publisher, La Opinion; Joaquin Blaya, Chairman and CEO, Radio Unica; Patricia Fili-Krushel, President ABC Television Network; Daisy Exposito, President, The Bravo Group; Consuelo Luz, President, Hispanic Radio Network; James McNamara, President and CEO, Telemundo Network.
- ***Univision Community Affairs Campaign Aimed at Hispanic Youth.*** Univision, the network and its affiliated stations, is committing to a multi-year campaign to support high academic achievement in the Hispanic community, from pre-school through college. Univision plans to kick-off this campaign in August in conjunction with various back-to-school events. The campaign will include: a national public service announcement (PSA) campaign with Univision national on-air talent; local affiliate PSAs and events with Univision local affiliate on-air talent; integration of education



information into entertainment and news programming; and a series of national conferences and panels at established conferences.

-###-

[Return to First Lady's Convening](#)

TALKING IT OVER

HILLARY RODHAM CLINTON

August 4, 1999

Over the past six and a half years, the President and I have brought many experts to the White House to talk about the challenges facing our children. We've talked about school violence and early childhood development, education and Social Security.

But few issues will affect our children's lives in the next century as much as the one we tackled this week, at the first-ever White House Convening on Hispanic Children and Youth.

The Hispanic population is one of the fastest-growing and one of the youngest in this country. It is also one of the most disadvantaged, with close to 42 percent of all children living below the poverty line.

Despite this Administration's efforts to develop and promote programs to improve the lives of our Hispanic population, too many children are still being left behind. Dropout rates are too high, health insurance rates are too low, too many teens become pregnant, and too many consider suicide.

But the message that came through loud and clear at Monday's meeting was one of hope. Latino children are talented and resilient -- many are fluent in two languages, an accomplishment that too few Americans, including myself, can boast -- and Latino families are strong. Successful efforts to raise Latino children out of poverty build on these strengths.

Let me tell you about two young people who shared their stories at the White House this week:

Miguel Flores was born in Tijuana, Mexico. His family moved to a predominantly Hispanic neighborhood in East Los Angeles when he was 5 years old. He showed potential in high school, but he hung out with a bad crowd -- until he was tapped to join PUENTE Learning Center's High School Tutorial Program, which I visited in 1996.

Founded in 1985 by Sister Jennie Lechtenberg, PUENTE is a nationally and internationally renowned educational center for children, youth and adults. The surrounding neighborhood is marked by graffiti and broken windows, but inside this vibrant hub of activity, 2,000 students a day -- ages 3 to 87 -- learn to read, write and use computers. Adults study English, earn their high-school diplomas, and receive job training.

A UCLA professor became Miguel's tutor and mentor, guiding him not only through his high-school graduation, but on to Yale University, where he received his degree with a double major in history and political science. He hopes to enter law school next fall.

As pleased as Miguel is with his own accomplishments, I wish you could have heard the pride in his voice as he talked about two other PUENTE alums -- his sister, a student at Wesleyan University, and his mother, who has just earned her high-school diploma.

Maria Huerta is a 26-year-old single mother of two from San Antonio, Texas. The only one of her five siblings to graduate from high school, she received an athletic scholarship at a local university. But her studies were interrupted when she became pregnant. And after her second child was born, she says, she felt "the impossible."

In order to return to college, she knew she needed help -- help that she eventually found at AVANCE, a non-profit family support and education program. There, she attended parent-education classes, and received much-needed services, like child care. "The support from the AVANCE staff and new friends I made was overwhelming," she remembers. "They believed in me, and, most of all, I believed in myself again."

Last summer, Maria graduated from college, and now she's working on her master's degree in education. When asked what she's most proud of, she replies, "Hearing my children say that they would like to graduate from college just like their mother did."

We know that programs like PUENTE and AVANCE work. And we know that the President's Hispanic Education Agenda is working to improve achievement and graduation rates. But we also know that all children -- regardless of their ethnic heritage -- need the same things: They need to know that adults love them and expect the very best for and from them. And they need adequate health care, smaller classes, school buildings that aren't crumbling around them, well-trained teachers, stimulating pre-school and after-school programs and financial support so that they can go on to college.

With the deficit gone and unemployment at record lows, now is not the time to step back from these very important promises. Now is not the time for big tax cuts that will undercut the progress we've made. Now is the time to seize this historic opportunity and tackle the challenges that remain.

Hispanic children aren't somebody else's children. They are all our children -- our next generation of doctors and lawyers, teachers and nurses, secretaries and carpenters, computer engineers and government leaders. They deserve the opportunity to fulfill their own God-given promise and lead our country into the next century.

To find out more about Hillary Rodham Clinton and read her past columns, visit the Creators Syndicate web page at www.creators.com.

This week's White House Convening is just part of an ongoing effort. To learn

more, you can contact the White House Initiative on Educational Excellence for Hispanic Americans at 400 Maryland Ave., S.W., FB-6 Room 5E110, Washington, D.C. 20202.

To find out more about Hillary Rodham Clinton and read her past columns, visit the Creators Syndicate web page at www.creators.com.

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Talking it Over

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The Administration's Accomplishments for Hispanics

PRESIDENT CLINTON AND VICE PRESIDENT GORE Working on Behalf of the Hispanic Community

ECONOMY

Closing The Book on A Generation of Deficits -- in 1992, the deficit was \$290 billion, a record dollar high. This year, the Administration expects the budget surplus to be at least \$76 billion, the largest budget surplus in history.

Saving Social Security First. President Clinton is committed to saving Social Security for the 21st Century. The President will fight to save every penny of any future surplus until a bipartisan plan to save Social Security is enacted.

Nearly 18 Million New Jobs. Since President Clinton took office, the economy has added 17.7 million new jobs -- 1.7 million more new jobs in 71 months than were created during the entire 96 months of the Reagan Administration (17.7 million under Clinton vs. 16.0 million under Reagan).

Record-Low Unemployment for Latinos. Under President Clinton and Vice President Gore, the Latino unemployment rate has dropped from 11.6 percent in 1992 to 7.2 percent in 1998 -- its lowest annual level ever.

Income of Median Hispanic Households Up \$2,553 in Past Two Years. In 1997, the income of the median Hispanic household, adjusted for inflation, increased from \$25,477 in 1996 to \$26,628 in 1997 -- an increase of \$1,151 or 4.5 percent. Over the past two years, the income of the typical Hispanic household has risen \$2,553 -- or nearly 11 percent -- the largest two-year increase in Hispanic income on record.

Real Wages Are Rising for Hispanics. The real wages of Hispanics have risen rapidly in the past two years, up 4.0 percent for Hispanic men and 2.6 percent for Hispanic women since 1996.

Inflation -- Lowest Since 1961. In the third quarter, the GDP price index rose 1.0 percent at an annual rate. Over the past year, inflation rose just 1.0 percent -- the smallest increase in 37 years.

Strong Private Sector Growth. The private sector of the economy has grown 3.9 percent annually -- the fastest rate of private-sector growth since the Johnson Administration.

Tax Cuts For Low-Income Working Families. President Clinton's 1993 Economic Plan provided tax cuts to 15 million hard-pressed working families by expanding the Earned Income Tax Credit (EITC). The average family with two kids who received the EITC received a tax cut of \$1,026. In 1997, the EITC lifted more than

1.2 million Hispanics out of poverty.

Largest Hispanic Poverty Drop In Two Decades. In 1997, the Hispanic poverty rate dropped from 29.4 percent to 27.1 percent -- the largest one-year drop in Hispanic poverty since 1978. Since President Clinton took office, Hispanic poverty has dropped from 30.6 percent to 27.1 percent. While this marks significant progress, President Clinton will continue to fight for policies that help to raise incomes and reduce poverty.

Minimum Wage Increased. The President raised the minimum wage to \$5.15 an hour -- directly benefiting 1.6 million Hispanic workers.

Fighting for Paycheck Equity. The President has called on Congress to pass legislation to strengthen laws prohibiting wage discrimination. In 1997, the median earnings of Hispanic women represented 56 percent of the median earnings for all men.

Two and a Half Times More Small Business Loans to Hispanic Entrepreneurs. Between 1993 and 1997 the SBA approved nearly 15,000 loans to Hispanic entrepreneurs under the 7(a) and 504 loan programs. In 1997 alone, the Small Business Administration granted more than 3,300 loans, worth \$615 million, to Hispanic small business owners, two and a half times the number of loans granted in 1992.

Supporting Minority Business Communities and Increasing Access to Capital. Building on the efforts of the SBA, Vice President Gore unveiled aggressive plans to increase lending and business services to the African American and Hispanic business communities nationwide. The SBA has set a goal of providing an estimated total of \$1.86 billion in loans to African American small businesses over a three-year period and \$2.5 billion worth of loans to Hispanic-owned businesses by the year 2000. In addition, the Vice President announced an unprecedented agreement between SBA and the "Big Three" U.S. automakers to increase subcontracting awards to minority businesses by nearly \$3 billion over the next three years -- a 50 percent increase over current levels.

Ensuring Minority Business Owners Have a Fair Opportunity to Compete. The President signed the Transportation Equity Act for the 21st Century into law on June 9, 1998. The Act protects the Disadvantaged Business Enterprise (DBE) Program, a program that ensures that minority and women-owned businesses have an opportunity to compete for transportation projects. The Administration helped defeat an amendment to the House version of this bill that would have eliminated the DBE Program. In a different measure, the President also approved the creation of a new program to target assistance to minority-owned businesses in industries that continue to reflect the effects of discrimination. As a result, thousands of minority-owned businesses will be able to compete more effectively for government contracts.

Expanding Investment in Urban and Rural Areas. Spurring economic development in distressed communities, the Clinton Administration has created 31 Empowerment Zones and more than 100 Enterprise Communities that are creating

new jobs, new opportunities and stronger communities. The FY99 budget included \$60 million in flexible discretionary funding for the next round of Empowerment Zones and Enterprise Communities.

Expanding Access to Capital with Community Development Financial Institutions (CDFI). The President has expanded access to capital through the creation of the Community Development Financial Institutions Fund, which supports banks and other entities that specialize in lending and investing in under-served communities. The FY99 budget included a 19 percent increase in CDFI funding (from \$80 million in FY98 to \$95 million).

Working on Behalf of Minority Farmers. The U.S. Department of Agriculture (USDA) is working to strengthen programs and increase outreach targeted to underserved communities, including increasing its lending to minority and women producers. Between 1993 and 1998, direct lending to these groups has nearly doubled -- from \$46.5 million in FY93 to \$91 million in FY98.

Helping People Get to Work. The Transportation Equity Act for the 21st Century authorizes \$750 million over five years, and the FY99 budget included \$75 million, for the President's Access to Jobs initiative and reverse commute grants to help communities design innovative transportation solutions so that families who need to work can get to work.

Assisting Families with Housing Vouchers. Congress approved the President's full request for 50,000 new vouchers exclusively for people who need housing assistance to make the transition from welfare to work.

Providing Incentives to Save. The President signed into law a five-year, \$125 million demonstration program for Individual Development Accounts, providing incentives for low income families to save for a first home, higher education, or to start a new business, effectively completing his 1992 community empowerment agenda.

Increasing Homeownership. The Clinton Administration launched a program to increase the homeownership rate of Hispanics in the U.S. through advertising, education and counseling programs and working with lending institutions to better serve the Hispanic community. Progress has been made, four million Hispanics now own their homes, one million more Hispanic homeowners since the first quarter of 1994.

Helping More Families Become Homeowners with the A Play-by-the-Rules Homeownership Initiative. The FY99 budget included \$25 million for the Neighborhood Reinvestment Corporation to start this new initiative that will make homeownership more accessible to families who have a good rental history but have difficulty purchasing a home; 10,000 lower-income and minority families who are currently renting will benefit from this initiative.

Expanding Low-Income Housing Tax Credit by 40 Percent. In 1993, President Clinton fulfilled his promise to permanently extend the Low-Income Housing Tax Credit, spurring the private development of low-income housing and helping to

build 75,000-90,000 housing units each year. President Clinton has proposed to expand the credit by 40 percent. Over the next five years, this expansion would mean an additional 150,000 to 180,000 quality affordable rental units.

FIGHTING FOR EQUAL OPPORTUNITY

Building One America. The President has led the nation in an effort to become One America in the 21st Century: a place where we respect others' differences and, at the same time, embrace the common values that unite us. AFL-CIO Executive Vice President Linda Chavez-Thompson served on the Advisory Board to the President's Initiative on Race, which the President charged with overseeing this effort. The President, the Administration and the Advisory Board were actively involved in public outreach efforts -- including holding numerous public meetings and town halls -- to engage Americans across the nation in this historic effort. One of the critical elements of the President's Initiative on Race was identifying, highlighting and sharing with the nation promising practices -- local and national efforts to promote racial reconciliation. The Advisory Board presented their final report to the President on September 18, 1998, and recommended that conversations on race continue.

An Administration That Looks like One America. The President appointed the most diverse Cabinet and Administration in history. Secretary of Energy Bill Richardson and Small Business Administrator Aida Alvarez are members of the President's Cabinet. Federico Peña and Henry Cisneros previously served in the President's Cabinet.

Judicial Appointments. Seven percent of all judicial appointments are Hispanics including the Honorable Jose Cabranes, Judge, Second Circuit U.S. Circuit Court, The Honorable Carlos Moreno, Judge, Central District of California, U.S. District Court and the Honorable Hilda Tagle, Judge, Southern District of Texas, U.S. District Court.

Senior Level Administration Appointments. President Clinton has appointed more Hispanics to senior level positions than any President in American history. Eight percent of Presidential appointments, including boards and commissions, are held by Latinos. These Presidential appointees include Overseas Private Investment Corporation (OPIC) President George Muñoz; Norma Cantu, Assistant Secretary for Civil Rights at the Department of Education; Saul Ramirez, Jr., Department of Housing and Urban Development Deputy Secretary; Eduardo Gonzalez, Director of the United States Marshals Service; Eluid Levi Martinez, Commissioner of Bureau of Reclamation at the Department of Interior; Ida L. Castro, Chair, Equal Employment Opportunity Commission; Patricia T. Montoya, Commissioner for Children, Youth & Families at the Department of Health and Human Services; and John U. Sepulveda, Deputy Director at the Office of Personnel Management. White House appointees include: Assistant to the President and Deputy Chief of Staff Maria Echaveste; Assistant to the President and Director of Intergovernmental Affairs Mickey Ibarra; and Deputy Assistant to the President and Deputy Director for Legislative Affairs Janet Murguia.

Ordered an Assessment of Affirmative Action Programs. The President ordered a

comprehensive review of the government's affirmative action programs which concluded that affirmative action is still an effective and important tool to expand educational and economic opportunity to all Americans. This review of federal affirmative action programs has helped to ensure that these programs are fair and effective and that they can survive legal challenges. As a result, programs that benefit Hispanics, including students, working men and women, and business owners, remain in effect and are more likely to be upheld by the courts.

Reducing Backlog and Expanding Alternative Dispute Resolution at Equal Employment Opportunity Commission (EEOC). The FY99 budget included \$279 million -- a \$37 million increase over the previous year -- to significantly expand EEOC's alternative dispute resolution program and reduce the backlog of private sector discrimination complaints. The final budget fully funds the President's request -- providing the first real increase for EEOC in several years.

Opposed California Prop. 209 and Similar Measures. The Clinton Administration strongly opposes state and local initiatives to eliminate affirmative action programs that expand opportunities for Hispanics and others. The Administration opposed Proposition 209 in California and filed amicus briefs opposing Prop. 209, which currently prohibits state affirmative action programs. The Clinton Administration opposed a similar initiative in Houston, which was defeated and opposed an initiative in Washington that is similar to Prop. 209. In all these cases, representatives of the administration have spoken out strongly against these initiatives as unfair and a barrier to equality.

Working to Ensure Fairness and Remove Barriers to High Quality Education. The Office for Civil Rights in the Department of Education is working to eliminate discriminatory educational practices within schools that contribute to deficiencies in minority student achievement. These priorities included the inappropriate placement of minority students in special education, limited access of minority students to challenging curricula and programs such as gifted and honors classes and the lack of comparable resources.

Ensuring Election Fairness. The Clinton Administration defended racially fair redistricting plans against claims that they were unconstitutional and prevented election day discrimination against minority voters and voter intimidation and harassment by monitoring polling place activities in a record number of states and counties. Continued enforcement efforts to ensure that citizens who rely on Spanish have the same opportunities to participate in voting-related activities as English-speaking voters.

Oppose English-Only Legislation. Strongly opposed legislation to make English the official language of the United States which would have jeopardized services and programs for non-English speakers and jeopardized assistance to the tens of thousands of new immigrants and others seeking to learn English as adults.

Increasing Voter Registration. During 1995 and 1996, the National Voter Registration Act or AMotor Voter@ law registered nearly 14 million new voters and made voting easier for millions more. Notably, 1996 saw the highest percentage of voter registration since 1960. [FEC, 6/97]

Opposed California Prop. 187. Opposed California's Proposition 187, which would have made illegal immigrants ineligible for public school education at all levels and ineligible for public health care services.

Working for Fair Housing. To respond to the increase in reported cases of serious fair housing violations, HUD will double the number of its civil rights enforcement actions by the year 2000. HUD has also committed \$15 million to 67 fair housing centers around the country to assist in fighting housing discrimination. In addition, the President proposed and won a major expansion of HUD's Fair Housing programs. The final budget expands HUD's Fair Housing programs from \$30 million in FY98 to \$40 million in FY99. That 33-percent increase includes \$7.5 million for a new audit-based enforcement initiative proposed by the Administration.

Defended Fairness. The Clinton Administration has filed more cases between 1993 and 1997 to enforce fair housing laws than any other Administration (more than 500 cases). For instance, this Administration desegregated a Vidor, Texas, public housing complex and ordered a Mississippi bank to implement remedial lending plans for minority customers who were unfairly denied loans by the bank.

Eliminated Discriminatory ARedlining@ Practices. The Clinton Administration negotiated agreements with health care agencies to eliminate discriminatory Aredlining@ practices denying home health care services based on residential location.

Working to Ensure a Fair and Accurate Census. The Clinton Administration is working to ensure that Census 2000 is the most accurate census possible using the best, most up-to-date scientific methods as recommended by the National Academy of Sciences. According to the Census Bureau, the 1990 Census missed 8.4 million people and double-counted 4.4 million others. Nationally, 5 percent of Hispanics were not counted in the 1990 census. While missing or miscounting so many people is a problem, the fact that certain groups -- such as children, the poor, people of color, city dwellers and people who live in rural rental homes -- were missed more often than others made the undercount even more inaccurate. A fair and accurate Census is a fundamental part of a representative democracy and is the basis for providing equality under the law. The President is determined to have a fair and full count in 2000.

IMMIGRATION

Fairness for Immigrants. The President worked with Congress to correct the most egregious impacts of the Illegal Immigration Reform and Immigrant Responsibility Act of 1996. As a result, almost a million people will be able to proceed with legalizing their immigration status under the former standards of immigration law and not the new, stricter and more burdensome standards enacted in 1996.

Restoring Food Stamp Benefits for Legal Immigrants. In June 1998, the President signed the Agricultural Research Act into law, which restores food stamp benefits to 250,000 elderly, disabled, and other needy legal immigrants, including 75,000

children, who lawfully resided in the U.S. as of August 22, 1996, and lost assistance as a result of cuts in the 1996 welfare law that had nothing to do with welfare reform. It restores benefits to Hmong immigrants from Laos who aided our country during the Vietnam War and extends the period during which refugees and asylees may qualify for Food Stamps while they await citizenship. This law funds a significant part of the President's 1999 budget proposal to restore food stamp benefits to 730,000 legal immigrants, but the President's budget proposal would go further by covering families with children regardless of the date they entered the U.S. This restoration builds on the President's success last year in restoring SSI and Medicaid to 420,000 legal immigrants whose benefits were also terminated in welfare reform (see below).

Reversing Unfair Cuts; Protects Legal Immigrants Who Become Disabled and Those Currently Receiving Benefits. The Balanced Budget Act of 1997 restored \$11.5 billion in SSI and Medicaid benefits for legal immigrants whose benefits were also terminated in welfare reform. This law protects those immigrants now receiving assistance, ensuring that they will not be turned out of their apartments or nursing homes or otherwise left destitute. And for immigrants already here but not receiving benefits, the BBA does not change the rules retroactively. Immigrants in the country as of August 22, 1996, but not receiving benefits at that time who subsequently become disabled will also be fully eligible for SSI and Medicaid benefits. When the President signed the 1996 Welfare Reform Law, he pledged to go back and change provisions that have nothing to do with welfare reform, such as the cutting off benefits to legal immigrants. Critics said the changes would never be made. However, in 1997 and again in 1998, the President followed through on his pledge -- and won many of the changes he sought in the 1996 law.

Strengthening the Naturalization Process. The President has made naturalization a top priority of the Immigration and Naturalization Service in order to continue fostering legal immigration while combating illegal immigration. For instance, over one million individuals were naturalized in 1996. The Administration continues to work to streamline and improve the naturalization process so that eligible individuals who have played by the rules can become full partners in America. In FY99, the Administration won an infusion of new resources to reduce the backlog of naturalization applications and improve customer service.

Defended Immigrant Rights. The Administration defeated legislative efforts which would have significantly eroded health care for immigrants. The bipartisan agreement strengthened the sponsorship requirement while preserving the basic ability of families to reunify.

EDUCATION

Made the Largest Investment in Education in 30 Years. Maintaining his longtime commitment to education, the President enacted the largest investment in education in 30 years -- and the largest investment in higher education since the G.I. Bill -- by signing the 1997 Balanced Budget Act.

Enacted a Hispanic Education Action Plan. The Hispanic dropout rate is 2.5 times the rate for African Americans and 3.5 times the rate for white non-Hispanics. The

Administration is reaching out to Hispanic youth, encouraging them to stay in school, graduate from high school, and go on to college so that they can compete successfully for good jobs and take advantage of promising career opportunities. As part of these efforts, the Clinton Administration put forth and won passage of an Hispanic Education Action Plan in the FY99 budget. As part of this plan, the President proposed significant increases in Title I funding and a number of other programs that enhance educational opportunity for Hispanic Americans. The final budget included increases of \$494 million for these programs; for example, it provides a \$301 million increase for Title I; \$600 million for TRIO college preparation programs, an increase of \$70 million over FY 1998, which will provide support services to over 700,000 students; and \$50 million for Bilingual Education Professional Development -- double the FY 1998 level -- to begin to provide 20,000 teachers over five years with the training they need to teach Limited English Proficient students.

Increased Funding for Hispanic-Serving Colleges. In FY98, the Administration enacted an 11 percent increase for Hispanic-Serving Institutions (HSIs), colleges and universities with at least 25 percent Hispanic enrollments.

Established a Hispanic Advisory Commission. In 1994, the President issued an Executive Order on Educational Excellence for Hispanics which established an advisory commission to oversee the improvement in education for Hispanics and would work to ensure that Hispanic-Serving Institutions will have more input regarding educational goals and issues of concern to Hispanics. The Commission's report identified contributing factors impacting attainment of educational excellence, corrective policy actions, and plans for program development and funding.

Implemented the Student Diversity Partnership Program. Partnered with Hispanic Association of Colleges and Universities, National Association for Equal Opportunity in Higher Education, an Indian Science and Engineering Society and the Center for the Advancement of Hispanics in Science and Engineering Education to implement the Student Diversity Partnership Program. This program will ensure an adequate supply of diverse and qualified scientists and engineers for the 21st century. In addition, the White House recently awarded Presidential Awards for Excellence in Science, Mathematics and Engineering Mentoring Grants to both individual mentors and institutions that foster mentoring, helping to ensure that America's future scientists and engineers come from all of the nation's racial and cultural segments of the population.

AmeriCorps College Support. Since 1993, more than 100,000 people have had the opportunity to serve through AmeriCorps, with Hispanics comprising 13 percent of all participants (1996 data) In 1998, nearly 50,000 young people will take advantage of the opportunity to serve and will earn an award of up to \$4,725 to pay for college or repay student loans.

Expanding Investments In Youth Education And Training. While House Republicans attempted to eliminate the successful Summer Jobs program in FY99, President Clinton prevailed with his request for \$871 million in funding, which will finance up to 530,000 summer jobs for disadvantaged youth. The Summer

Jobs program provides an estimated 25 percent of the summer jobs held by African American 14-15 years olds and at least 16 percent held by Hispanic 14-15 year olds. The Youth Opportunity Area Initiative program provides high school dropouts between the ages of 16 and 24 with academic and job-skills training, as well as apprenticeships building and rehabilitating affordable housing. The President proposed and won \$250 million for this new innovative program in the FY99 budget.

Expanding College Opportunity with Tuition Tax Credits, Education IRAs, and Largest Increase in Pell Grants in 20 Years. The President is making the first two years of college universally available with \$1500 HOPE Scholarship credits and a 20 percent tax credit helps offset tuition costs for college or lifetime learning. The expanded education IRA allows penalty- and tax-free withdrawals for education. And in 1999, nearly four million students will receive a Pell Grant of up to \$3,125, the largest maximum award ever. In the 1995-96 school year, 54 percent of all Hispanic students enrolled full-time in college received a Pell Grant.

Protecting Bilingual and Immigrant Education. The President is committed to ensuring that students with limited English skills get the extra help they need in order to meet the same high standards expected for all students. The Clinton administration fought for and won a 35% increase in bilingual and immigrant education in the 1997 budget deal. For FY99, the Administration fought for and won a doubling of the investments in bilingual teacher training as part of its Hispanic Education Action Plan. Bilingual education funding helps school districts teach English and other academic subjects to more than a million limited English proficient children, as well as provide teachers with the training they need to do their jobs better. The Immigrant Education program helps more than a thousand school districts provide supplemental instructional services to 875,000 recent immigrant students.

Help for limited-English proficient children. In 1994, President Clinton reformed Title I -- the major elementary and secondary program for disadvantaged children -- clearing away barriers that had prevented limited-English proficient children from getting help. Now Hispanics are 32% of the children served in Title I, the largest share of all communities. The FY99 budget provides a \$301 million boost to the Title I program.

More Assistance for Migrant Children and Families. Migrant families face particularly difficult obstacles to gaining the education and training they would need to improve their standard of living. President Clinton improved the Migrant Education Program in the 1994 reauthorization, and won a 16 percent increase in FY99. As part of his Hispanic Education Action Plan, he also won increases for the High School Equivalency Program, the, College Assistance Migrant Program, and a Migrant Youth Job Training Demonstration.

Modernizing Our Schools. The President has proposed federal tax credits to help rebuild, modernize, and build over 5,000 public schools nationwide.

Reducing Class Size. In the FY99 budget, the President won a down payment on his initiative to reduce class size to a national average of 18 students in grades 1-3,

by helping local schools hire an additional 100,000 well-prepared teachers. Research shows that minorities, and low-income students in particular, benefit academically from smaller classes.

Teaching Every Child to Read by the 3rd Grade. More than 1000 colleges have committed work-study students to tutor children in reading, and thousands of AmeriCorps members and senior volunteers are organizing volunteer reading campaigns. In the FY99 budget, the President won \$260 million for a new child literacy initiative, consistent with the President's America Reads proposal.

Greater Access to Education Technology. The President has made an unprecedented commitment to bringing technology into schools. In the FY99 budget, President Clinton won \$75 million to fund technology training for teachers and \$10 million for new grants to public-private partnerships in low-income communities to provide residents access to computer facilities for educational and employment purposes. Education technology has always been a top priority for the President and Vice President; since 1993, they have created the Technology Literacy Challenge Fund and increased overall investments in educational technology by thirty-fold, from \$23 million to \$698 million this year. The Administration has also secured low-cost connections (the e-rate) to the Internet for schools, libraries, rural health clinics and hospitals.

Establishing the GEAR-UP: College Mentoring Initiative To Help Up to 100,000 Students Prepare for College. The President won \$120 million to create a new mentoring initiative to help low income middle school children prepare for college. GEAR-UP (a program that incorporates the President's AHigh-Hopes@ proposal) will expand mentoring efforts by states, and provide new grants to partnerships of middle schools, institutions of higher education, and community organizations, to provide intensive early intervention services to help prepare up to 100,000 students at high-poverty middle schools for college.

Getting Good Teachers to Underserved Areas. The FY99 budget contained \$75 million for new teacher quality initiatives -- programs that will help recruit and prepare thousands of teachers to teach in high-poverty urban and rural communities and will strengthen teacher preparation programs across the country.

CHILDREN AND FAMILIES

Eliminating Racial and Ethnic Health Disparities. In 1998, President Clinton announced an initiative to end racial and ethnic health disparities. The effort sets a national goal of eliminating the longstanding disparities by the year 2010 in six key health areas: infant mortality, diabetes, cancer screening and management, heart disease, AIDS and immunizations. There are major health disparities among Hispanics. Latinos are nearly twice as likely to develop diabetes than non-Latinos and Latinos have two to three times the rate of stomach cancer as white Americans. The President announced a five-step plan -- led by Surgeon General and Assistant Secretary for Health Dr. David Satcher -- to mobilize the resources and expertise of the Federal government, the private sector, and local communities. In the FY99 budget, Congress took a critical first step in investing in the President's multi-year proposal.

Addressing HIV/AIDS in Minority Community with an Historic \$130 Million Effort. Minority communities make up the fastest growing portion of the HIV/AIDS caseload (44 percent of all new HIV cases). In FY99, there will be an unprecedented \$130 million investment that will improve prevention efforts in high-risk communities and expand access to cutting edge HIV therapies and other treatment needed for HIV/AIDS.

Focused Health Efforts. Established the Office of the Minority Health Research and Alternative Medicine at the National Institutes of Health. Helped communities develop culturally-competent systems of care for children with serious emotional disturbances through the Comprehensive Mental Health Services for Children and Families program. Negotiated agreements with hospitals and nursing homes to eliminate barriers to equal access for minorities based on language.

Fighting to Pass a Strong, Enforceable Patients' Bill of Rights. President Clinton has called on the Congress to pass a strong, enforceable patients' bill of rights that assures Americans the quality health care they need. The bill should include important patient protections such as: assuring direct access to specialists; real emergency room protections; continuity of care provisions that protect patients from abrupt changes in treatment; a fair, timely, and independent appeals process for patient grievances; and enforcement provisions to make these rights real.

Protected and Strengthened Medicare. The 1997 Balanced Budget Act extended the life of the Medicare Trust Fund for at least a decade; expanded choices in health plans; and provided beneficiaries new preventive benefits. Six percent of all beneficiaries currently enrolled in Medicare are Hispanic. The President has also put forth a new proposal that will provide greater access to health insurance for Americans ages 55 to 65, including an option to buy into Medicare.

Extended Health Care to Millions of Children with the Children's Health Insurance Program (CHIP). Because of the President's leadership, the 1997 Balanced Budget Act included \$24 billion to provide real health care coverage to up to five million more children, the largest children's health care budget increase since Medicaid was created in 1965. Minority children make up a disproportionate number of the over 10 million uninsured children. Hispanic children make up 30 percent of all uninsured children and African American children make up 25 percent of all uninsured. The Administration is actively reaching out to communities to target and enroll eligible, uninsured children in CHIP.

Protecting Families. The Family & Medical Leave Act (FMLA) -- the first piece of legislation the President signed into law -- enables workers to take up to 12 weeks unpaid leave to care for a new baby or ailing family member without jeopardizing their job. Sixty-seven million Americans -- over half of all workers -- are covered by the FMLA and millions of workers have already benefited from FMLA since its enactment.

Increased WIC -- \$1 Billion Higher. Under President Clinton, participation in the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) has expanded by 1.7 million -- from 5.7 million in 1993 to 7.4 million women,

infants, and children in 1998, with funding rising from \$2.9 billion to \$3.9 billion (FY99). Research shows that every \$1 increase in the prenatal care portion of the WIC program cuts between \$1.77 and \$3.90 in medical expenses in the first 60 days following childbirth. In 1996, 30 percent of the infants who benefited from WIC were Hispanic.

Expanded Head Start By More than 60 Percent. Since 1993, President Clinton has expanded Head Start by 57 percent, from \$2.8 billion in FY93 to \$4.4 billion in FY98. Of the estimated 830,000 children that were enrolled in Head Start in 1998, 26 percent of the children are of Hispanic origin. The President proposed and won an increase of \$313 million to Head Start in FY99, meaning Head Start funding will be 68-percent higher in 1999 than in 1993. The President is committed to meet his goal of enrolling one million children in Head Start.

Proposed the Largest Single Investment in Child Care in the Nation's History. In 1998, the President proposed an historic initiative to improve child care for America's working families by helping families pay for child care, building the supply of good after-school programs, improving child care quality and promoting early learning. The President won \$182 million to improve the quality of child care for America's working families in the FY99 budget.

Providing Safe After-School Opportunities for A Quarter of A Million Children Each Year. In the FY99 budget, the President and Vice President proposed and won \$200 million for after-school programs, expanding the 21st Century Community Learning Centers program to provide safe and educational after-school opportunities for up to 250,000 school-age children in rural and urban communities each year.

FIGHTING CRIME

White House Conference on Hate Crimes. President Clinton hosted the first White House Conference on Hate Crimes, which examined laws and remedies that can make a difference in preventing hate crimes, highlighted solutions that are working in communities across the country, and continued the frank and open dialogue needed to build One America. The President announced significant law enforcement and prevention initiatives to get tough on hate crimes, including: support for legislation to expand the federal hate crimes law to cover crimes based on sexual orientation, gender, or disability; the creation of a network of local hate crime working groups; the addition of approximately 50 FBI agents and federal prosecutors to enforce hate crimes laws; improved collection of data on hate crimes; and the production of materials to educate the public -- especially youth -- about hate crimes.

Enhanced Penalties for Hate Crimes. As part of the historic 1994 Crime Act, the President signed the Hate Crimes Sentencing Enhancement Act which provides for longer sentences where the offense is determined to be a hate crime.

Falling Crime Rates. Overall crime rates are down to the lowest levels in a generation --and all incomes and races are benefiting. According to the Bureau of Justice Statistics' National Victimization Survey, property and violent crime

victimization rates are at their lowest levels since 1973. Between 1993-1997, decreasing victimization trends were experienced about equally for all race, sex and income groups. In addition, the murder rate is down more than 25 percent since 1993, its lowest point in 30 years.

Putting 100,000 New Police on the Streets and Providing COPS Grants to Undeserved Areas. In 1999, ahead of schedule and under budget, the Administration will meet its commitment of 100,000 police officers for our communities. As a part of the COPS Program, the President announced new grants to increase police presence and community policing in undeserved neighborhoods. Under this initiative, 18 cities will share \$106 million to hire 620 new community policing officers. The pilot cities were selected following an analysis of crime, demographic and economic data.

SAFE AND CLEAN ENVIRONMENT

Environmental Justice and Redevelopment. President Clinton issued an Executive Order on Environmental Justice to ensure that low-income citizens and minorities do not suffer a disproportionate burden of industrial pollution. The Administration identified pilot projects to be undertaken across the country to redevelop contaminated sites in low-income communities, turn them into useable space, create jobs and enhance community development.

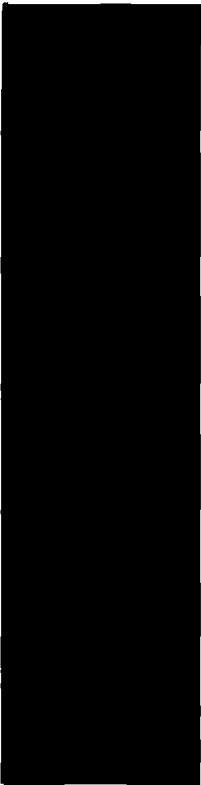
Toughest New Air Quality Standards in a Generation. The Administration approved new clean air standards for smog and soot that will prevent up to 15,000 premature deaths a year and improve the lives of millions of Americans who suffer from respiratory illnesses.

Accelerating Toxic Cleanups and Brownfields Redevelopment. This Administration has cleaned up nearly three times as many Superfund sites in six years as the previous administrations did in twelve. Brownfields grants have leveraged nearly \$1 billion in private sector investment for brownfields redevelopment.

Keeping Our Drinking Water Safe. President Clinton proposed and signed legislation to strengthen the Safe Drinking Water Act to ensure that our families have healthy, clean tap water. The Clinton Administration required America's 55,000 water utilities to provide regular reports to their customers on the quality of their drinking water.

Reducing the Threat of Global Warming. The Administration negotiated an international treaty to reduce greenhouse gas emissions in an environmentally strong and economically sound way; and secured \$1 billion in FY99 for research incentives to reduce greenhouse gas emissions through energy efficiency and clean energy technologies.

Committed to Preserving Our Land. The Clinton Administration has protected or enhanced nearly 150 million acres of public and private lands, from the red rock canyons of Utah to the Florida Everglades. And the Administration has reached agreements to protect Yellowstone from mining and save the ancient redwoods of



California's Headwaters Forest.

AMERICAN LEADERSHIP

Democracy for Cuba. The Clinton Administration increased efforts to promote a peaceful, democratic transition in Cuba by keeping pressure on the Castro government for change while reaching out to the Cuban people. The President has strengthened international consensus on the need for action to promote human rights and democracy. Responding to the Pope's historic visit to Cuba, the Clinton Administration authorized humanitarian measures to alleviate the Cuban people's suffering, helping them to prepare for a democratic future and increase contact.

Support Our Closest Neighbors. The Administration took decisive action in assembling a financial support package for Mexico. The President's leadership prevented a prolonged financial crisis in Mexico and its spread to other Latin American countries. In addition, the President traveled to Latin America and launched hemispheric negotiations for Free Trade Area of the Americas.

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Return to First Lady's Convening

FIRST LADY HILLARY RODHAM CLINTON
REMARKS AT THE WHITE HOUSE CONVENING ON
HISPANIC CHILDREN AND YOUTH
THE WHITE HOUSE
AUGUST 2, 1999

Good morning and welcome to the first ever White House convening on Hispanic Children and Youth. I want to thank you all for coming.

Over the past six and a half years, the President and I have often brought experts to this room – where history has been made time and again -- to talk about how to meet some of the greatest challenges facing our children today. We've looked at school violence. We've looked at child care and early childhood development. We've looked at education and Social Security. But, few issues will have more influence on how our children will live in the next century than the one we will discuss today.

We know that, when we ring in the Millennium, there will be 15 million Hispanic young people living in our country. These children will be the next generation of parents and mentors. They will be our health care professionals, educators, and entertainers. They will be our Senators, Supreme Court Justices and, yes, one day our Presidents. Our future as a country depends on our Hispanic children. But their future depends on all of us.

And that is why this discussion is so important.

I especially want to thank Congresswoman Lucille Roybal-Allard, who is an expert on child development and a champion for children all over America. We are delighted that so many members of the Hispanic Caucus are also here:

Xavier Becerra [Hah-ve-air Bah-cer-ah], Charles Gonzalez, Ruben Hinojosa [Rue-ben He-noh-hoe-sah], Grace Napolitano, Ciro [See-roh] Rodriguez, Loretta Sanchez, and Robert Underwood. Could all of you please stand? Thank you.

I also want to thank all of the Administration officials who are here...and who everyday prove why an Administration that looks like America...can better serve all of America. I see Maria Echaveste, who has been a friend of mine for more than 15 years. She grew up in California – the child of farm workers – and because of her extraordinary achievements, she is now the Deputy Chief of Staff for the President of the United States. And I know there are other senior members of the White House staff here, including Mickey Ibarra and Janet Murguia.

We are also joined by Aida Alvarez, the Administrator of the Small Business Administration; George Munoz [Moon-yos], the President and CEO of OPIC; Nelba Chavez, the Administrator of the Substance Abuse and Mental Health Services Administration; Pat Montoya, the Commissioner of Children, Youth, and Families; and two Assistant Secretaries of Education -- Norma Cantu [Can-too] and Mario Moreno. Thank you all.

I also very much want to thank the President's Advisory Commission on Educational Excellence for Hispanic Americans, who are some of the finest educators in this country. They've reached out to teachers, parents, and communities to help our country improve the way we educate young Latinos. And they've done so under the leadership of a chair -- "Cha" Guzman [Chah Gooz-mahn], who brought to this position the passion and vision of a former bilingual education teacher. And a Vice-Chair, Guillermo Linares, [Gee-air-mo Lee-nar-as], the first Dominican American elected to a city council. Now, I'm told that, in addition to that prestigious day job, he is also finishing his doctoral degree in education. Could all the Commission members here this morning please stand?

I am delighted that in the White House and via satellite [in Massachusetts, Florida, New York, Pennsylvania, Illinois, Indianapolis, Texas, Oklahoma, Missouri, and California] that we are joined by so many activists, educators and experts who have worked tirelessly to make sure no Hispanic child is left behind.

I will never forget touring PUENTE [Pwen-teh] Learning Center in East L.A. back in 1996. It was built on an abandoned lot – from the dreams of a community that wants the best for its kids. All around the area, you can see graffiti and broken windows. But, this center has never been a victim of any of it.

When I went inside, I met adults learning English, earning high school diplomas, and receiving job training. I saw 4 and 5 year-old children – many from bilingual homes -- learning to read, write, and use computers before they enter school.

And I heard stories about young people like Miguel Flores, [me-Gehl Floor-es] whose lives have been turned around. When PUENTE [Pwen-teh] first found him, he was a young man with

lots of potential, but he was hanging out with the wrong crowd. So, they brought him into their evening program for high school students. A UCLA Law Professor tutored and mentored him.

And, when he got into Yale University, PUENTE [Pwen-the] helped him find a way to pay for it. He has now graduated from Yale. He hopes to get a law degree. And he is here with us today.

I know that many of you have similar stories to tell – stories of mothers who were taught how to be their child’s first teacher or children who were inspired to finish school and make the most of their lives. It is up to us to ensure that all children get that same chance to go as far as their dreams and abilities will take them.

Now, there are many these days who promise to fight for children, and the schools and communities they rely on. But, I am reminded of something my mother taught me growing up: “Watch what they **do**, not what they **say**.” We can remember back to 1992, when we were plagued by deficits, crime and other problems some said couldn’t be solved. Think of what we’ve **done** since then.

It’s made a difference to working families that we raised the minimum wage, expanded the Earned Income Tax Credit, and

lifted millions out of poverty. It's made a difference to parents that we've expanded Head Start and college loans, increased access to child care and after-school programs and helped provide health insurance to millions of children.

And it's made a difference to all Americans that we never gave up on our commitment to bilingual education...or our belief that every single child deserves smaller classes, tougher standards, and safer, more modern schools that aren't falling down. Because we know that, when it comes to our children's future:

"Education is lo mas importante."

[eh-do-Cah-see-on Es Low Mahs im-poor-Tan-teh].

[It was the Commission, the Hispanic Caucus, the Education Department, and the White House that came together to create the Hispanic Education Action Plan to improve the quality of education for Latino students.] We should all be pleased that the Administration won roughly \$500 million in 1999 to help Hispanic youth master the basics of English, reading and math...and to ensure that they stay in high school, prepare for college and graduate from college. And, for the year 2000, the President has proposed over \$650 million to build on these education programs.

With the deficit gone and unemployment at record lows, we face a fundamental choice about whether to move forward or backwards: Do we retreat into our own worlds and say, “I’m fine, my family is fine, my business is fine, I don’t have to worry about anyone else.” Or do we take advantage of this historic opportunity to try to confront the toughest challenges we face?

This is not the time to approve a big tax cut – and forget about our obligations to our children. As we prepare for the day when Hispanics will be our largest minority and Hispanic children will fill more seats in America’s classrooms...We cannot afford a tax cut which will dramatically cut education funding at every level, including programs in the President’s Hispanic Education Agenda.

Because despite the progress made, we know not enough Hispanic children are getting a Head Start in life and going on to graduate from high school and college. We know too many Latino

teens are still getting pregnant. Too many still don't have health insurance. And far too many are born into poverty – and never have a fighting chance at the future all children deserve. These are not somebody else's children. They are all of our children.

I have seen so many powerful examples of communities coming together to make sure all their children are educated. A few years back, I visited an elementary school in one of the poorest areas of the San Fernando Valley. The vast majority of students there are Hispanic – and in the past, student achievement was at an all-time low.

Finally, parents and teachers and business leaders and others in the community who cared about these children said “enough.” We know what will work. We just have to do it. So they did – that school became a charter school. They got rid of the crack house that was down at the corner. Now, there are computers in the classrooms, children wearing uniforms, parents volunteering as tutors. Academic achievement has soared. And it has been named a National Blue Ribbon School. This school is the pride and joy of the community. And it is a powerful example of what can be accomplished when we take responsibility for each child as if he or

she were our own.

And so I am very pleased to announce today a number of new efforts to help lift up the education and future of Hispanic children in America.

For example: Head Start is taking new steps to better serve Hispanic children. AmeriCorps will work to increase the number of its Hispanic members. The Department of Education will ensure that schools participating in Title I are held accountable for helping the three million Hispanic students enrolled in them learn proficient English and meet challenging standards in core academic subjects. And, under the leadership of Secretary Bill Richardson, the Department of Energy will team up with the “Latino Science and Engineering Consortium” to identify, train, and nurture the next generation of scientists, engineers, technicians and educators in math and science.

I am also pleased to announce that the private sector has made a commitment to do its part as well. Over the next 3 to 6 months, AT&T will team up with Hispanic organizations and work to close the technology gap for Latino youth throughout the nation.

The Charles Stewart Mott Foundation, which has already pledged \$83 million for after-school programs, will now work to increase Latino participation in them. And, thanks to the National Campaign to Prevent Teen Pregnancy, Hispanic media leaders have made commitments to create PSAs, radio programs, talk shows, newspaper supplements, and magazine features to improve the lives of the Hispanic youth.

These are important steps. But, I hope that every parent, every business, every foundation, every school, every citizen who has a stake in our children's future, will join this fight.

I often think about the story of one of my top aides, Patti Solis Doyle, who has worked for me since 1991. She was one of six children born to Mexican immigrant parents in a poor neighborhood of Chicago. Her mother made it only through sixth grade. And her father had only a 3rd grade education. But they were proud to become American citizens. And they believed that education was the key to giving their children a better life.

Patti's father would say over and over to each of his children: "you must always value yourself." Imagine if all of us took it upon ourselves to show every child that she was valued.

Because many years from now, there will be another White House Convening on Hispanic Children and Youth, perhaps a virtual one. They will look back on this meeting – and the challenges we faced. And they will judge us not by what we **say** today, but by what we **do** tomorrow.

So, I hope they will say that this meeting was the beginning, not the end...that it sparked a dialogue around board rooms and kitchen tables...and that it led to action all over the country.

I hope they say that we didn't leave the Latino community –or any community -- to care for their children alone. Instead, when given the chance and the choice, I hope they will look back and say that we worked tirelessly to give all children the education and opportunities to reach their own God-given promise and lead our country in the next century.

And when that day comes, I have a feeling it will be because those of you in this historic room – and at satellite sites around the country -- once again led the way.

Thank you very much.

Building Towards a
National Meeting on Latino Educational Excellence
Washington, DC May 2000

August 2, 1999	White House Convening on Latino Youth hosted by Hillary Rodham Clinton - - -
August 31	Brainstorming meeting hosted by AT&T at the Learning Center
September 15	President's Advisory Commission Meeting Washington, DC
September 16	WHI presents at NHLA Meeting
October 6, 1999	John Guerra, VP AT&T and WHI meet with WH (Mickey Ibarra) Dept. of ED (Mike Cohen and Terry Peterson) CHC (Congressman Hinojosa) NABE and NALEO 4:00 - 4:30 401-3670



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September 15, 1999

Latino Education Excellence Stakeholders

Thank you for participating in the review session in New Jersey. It was an honor and a pleasure to host a group comprised of leaders who demonstrate such caring and commitment to Latino youth.

I know that we are in the thick of Hispanic Heritage month and most of us will have opportunities to visit with our constituents in various forums. This, as we agreed, is an opportune time to share our vision for significant measurable improvement in Latino educational achievement in the new millennium. It is also the time to begin solidifying the community around this vision and associated work activities with an eye toward a national convening of stakeholders in Spring 2000.

To that end, I have attached a summary of what we discussed to share with our constituents. I have visited with my peers and each agrees that the timing is perfect to call for measurable accomplishments which allow for Latinos in high school to "raise the score by 004" and for college to "get them all in by 2010".

As do each of you, I too believe that this is a national issue not just a Hispanic issue and that it is critical that we as a community coalesce to end the education crisis. I look forward to our next meeting with more stakeholders. Please call if I can help with key meetings.

Sincerely,

John C. Guerra, Jr.
Corporate Affairs Vice President

Attachment

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DATE: September 15, 1999

TO: Latino Education Excellence Stakeholders

FROM: John C. Guerra, Jr.
Vice President Corporate Affairs

RE: Education Targets 21st Century Meeting Summary

During the follow-up meeting after the White House convening on Latino Education Issues, there was a consensus that we have a unique opportunity to implement breakthrough strategies to improve the overall education achievement of Hispanics in the United States. There was general agreement that:

- We (all in the community) own the problem.
- Small incremental improvements will not outpace the current dropout rate.
- The Latino education crisis is a microcosm of a national crisis
- We must have zero tolerance for dropouts
- We must see a sense of urgency to resolve the problem
- The community must agree on an overarching vision
- Education includes all and is a continual process from pre-school through adulthood.
- Graduation means proficiency in content areas at all grade levels.

Within this context and with an awareness that through iterative meeting with subject matter experts more tactical details will be created, the following was established as the goal:

- All appropriate and eligible Latinos graduate from high school by 2004.
- All appropriate and eligible Latinos have access to college by 2010.
- Critical milestones be established and reviewed.

Under this overarching vision, there were a number of possible areas of focus discussed. The specific suggestions could be grouped as follows:

- Increase the number of high quality teachers
- Establish and maintain high quality curricula
- Ensure general access to current technology
- Ensure access to finances for centering education
- Involve parents and other key influencers in the education experience
- Creating environment of hope through positive image in media

Each area would be further detailed during the next few weeks, as we meet with other stakeholders. The key is identifying solutions, which are "scaleable" and can be implemented rapidly in large numbers of communities.

Targeted dates established were:

September 99	Update the White House commission Gain constituency support
October 99	Build a vision
November 99	Review status at the Chicago Conference (Nov 5 th & 6 th)
December 99	Review status at the Miami Conference (Dec 3 rd & 4 th)
Spring 2000	Convene a national meeting no later than May - Unveil the plan nationally - Review the commission's 7-year history
September 2000	Final commission meeting

We have set an aggressive but doable set of targets, which require each of us to work with our fellow constituents, maintain a sense of urgency and demand performance while giving support. Without success there is no long-term participation in the American dream by all Americans.

Please let us know how we can help.