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COLLECTION:

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FOLDER TITLE:

Hispanic HEAP [Hispanic Education Action Plan] [2]

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RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
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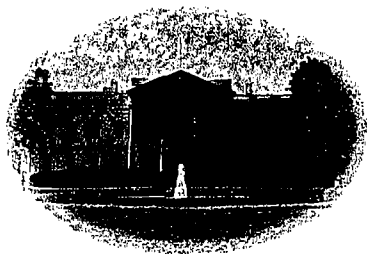
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WHITE HOUSE INITIATIVE

ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

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.

Ana M. Guzman

★ 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

White House Initiative on Educational Excellence for Hispanic Americans
October 6, 1999
11am – Ward Room

1. Annual Plan Required by Executive Order 12900

FY98	- Revisions to Executive Summary due by COB on 10/06/99. <i>OMB, ED</i> - Obtaining compliance from Dept. of State. <i>COS, OMB</i>
FY99	Timeline for obtaining current agency reports. <i>OMB, Initiative</i>

2. Communication with Commission/Commissioners

Meetings	General update regarding Commissioners and their concerns/reactions to various matters. <i>Initiative</i>
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3. Communications with Outside Groups

Letter	Response to R. Yzaguirre letter. <i>ED</i>
Meetings	- Raul's request for meeting with President, Vice President. <i>COS</i> - Need for other meetings with outside groups. <i>OMB, ED Test + not seen</i> - Meeting with NCLR scheduled for 10/11/99. <i>COS</i> - Meeting with Rep. Hinojosa scheduled for 10/12/99. <i>COS</i>

*through - then
 CHC - POTUS - w.r.*

4. HEAP

Update	Rep. Roybal-Allard's request for meetings. <i>COS</i>
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 1/4/2000*

Interagency Workplan for Latinos in education

As part of the Administration's ongoing commitment to improving educational opportunities for Latinos, Executive Order 12900 established the White House Initiative and the President's Advisory Commission on Educational Excellence for Hispanic Americans in 1994. The Executive Order charges the President's Advisory Commission with surveying federal agencies on an annual basis to assess their performance in providing education opportunities to the Latino community.

To ensure that agency plans and efforts continue to improve, the White House, with the support of the Office of Management and Budget, the Domestic Policy Council and the White House Initiative, is creating a strategy to build upon successful federal programs addressing the following educational areas for Hispanics: early childhood education, acquisition of literacy/workforce training, dropout prevention/mentoring, access to college, and institutional development (Hispanic-serving Institutions).

We will focus on five geographic areas with a large Hispanic American population and two "emerging" Latino communities, identify effective projects that Federal agencies are involved in, and work with other agencies to generate related activities to target technical assistance, expand resource opportunities and maximize program impact.

As a result, innovative projects, such as the one supported by the SBA to train youth in strong business practices, might partner with a local career academy with help from the Department of Education, while linking students with mentors through a program supported by the Department of Justice. We believe that a clear focus on specific educational areas, coupled with well-coordinated resources, can lead to positive outcomes for the community we are trying to reach.

Each of the geographic locations will have a different lead agency responsible for engaging other agencies, establishing dates to convene and creating concrete indicators of action.

The following issue areas and agencies with programs that address each of the issue areas.

Issue Area & Agency	Program	Location
• Dropouts/mentoring		Providence, RI
Department of Defense [lead agency]	Dropout recovery	Nationally
Department of Justice	(JUMP)	Providence, RI
Education Department		
Small Business Administration	Millennium Entrepreneurs	San Diego, CA
• HSIs (institutional development)		Los Angeles, CA
USDA [lead agency]	HSI Education Grants Program (Faculty & HSI development)	10 regions
HUD	HSI Assisting Communities program	
NASA		
DoD	HBCU/MI strengthening program	nationwide
• Early Childhood		Raleigh, North Carolina
Health and Human Services [lead agency]	Head Start	national
USDA	WIC	national
• Academic Preparation		Miami, FL
Education Department	TRIO: Upward Bound/Talent Search	national
National Endowment for the Humanities (NEH)	Abuelitas project	
NASA	<i>Proyecto Access</i>	Miami, FL, et al
National Science Foundation (NSF)	Urban Systemic Initiative	Miami, FL
Department of Transportation (DoT)	Garrett Morgan Program	
• Access to College		Chicago, Illinois
Department of Energy (DoE) [lead agency]	Community College Initiative	Chicago, Illinois
Education Department	Think College Early	National campaign
Department of Treasury	Partnerships in Education	DC, New York
• Teacher preparation/training		Austin, Texas
Education Department	Teacher Quality, Teacher Technology, OBEMLA's professional development	national
Department of Defense	Troops to Teachers	national
Smithsonian Institution	National Faculty-Smithsonian Program for AISD	Austin, Texas
• Literacy/workforce training		New York, New York
Department of Labor	JobCorps	national
Education Department	ESL/Adult Literacy (OVAE)	national

NCLR

NATIONAL COUNCIL OF LA RAZA

Raul Yzaguirre, President

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of pages in transmission, including cover 11

MESSAGE:



Program Offices: Phoenix, Arizona • San Antonio, Texas • Los Angeles, California • Chicago, Illinois
LA RAZA: The Hispanic People of the New World



NATIONAL COUNCIL OF LA RAZA

Raul Yzaguirre, President



M E M O R A N D U M

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FROM: National Association for Bilingual Education
National Association for Migrant Education
National Association of Latino Elected and Appointed Officials
National Council of La Raza
National HEP/CAMP Association

TO: Maria Echaveste, Deputy White House Chief of Staff
Mike Cohen, Special Assistant to the President for Education Policy
Barbara Chow, Associate Director, Office of Management and Budget
Sarita Brown, Executive Director, White House Initiative on Educational Excellence for Hispanic Americans

DATE: October 29, 1999

SUBJ: Hispanic Education Action Plan

Thank you for the opportunity to present specific recommendations on implementing the Administration's Hispanic Education Action Plan. We are committed to ensuring that Hispanic children benefit from federal programs designed to improve the educational status of the most disadvantaged students. We expect that these recommendations will be properly executed to achieve this end.

I. Title I

Administration: Ensure that schools are being held accountable for Latino student performance and inclusion of LEP students in state accountability systems by enforcing current Title I requirements. Action steps:

- Issue final guidance on Title I Standards, Assessment, and Accountability Requirements - October 1999.
- Issue final guidance on Including LEP students in Assessment and Accountability Systems - October 1999.
- Issue LEP "Toolkit" - December 1999.
- Complete analysis on the status of state assessment policies for LEP students and produce state profiles - Draft November 1999, final January 2000.
- Conduct workshops for states on complying with title I requirements. Three scheduled



Program Offices: Phoenix, Arizona • San Antonio, Texas • Los Angeles, California • Chicago, Illinois

LA RAZA: The Hispanic People of the New World

for October – December 1999.

Administration: Provide Title I schools serving Hispanic students with information on best practices. Action steps:

- Produce Hispanic Education Idea Book – Draft November 1999, final January 2000.
- Conduct intensive workshops on best practices for teaching reading to LEP students – three scheduled for October – December 1999, at IASA regional conferences.
- Produce practical research summaries (written materials, videos) on teaching reading to LEP students – several products to be developed by December 1999.
- Support additional research (joint OERI/NICHHD) on teaching reading to young children whose first language is Spanish – proposals from field due November 1999.
- Evaluate effectiveness of Title I programs for LEP students – first year data of National Longitudinal Study of Title I collected, first report due March 2000.
- Develop plan for ongoing technical assistance to school districts with large or growing Hispanic populations – December 1, 1999.

During last week's meeting, the Administration proposed to target 10 states to determine how they are serving limited English proficient (LEP) children. Although this would prove helpful, it is important to realize that many states, particularly in the South, have experienced a large increase in the number of Hispanic students attending their schools. It is important to ensure that these states have the capacity and will to provide these children with appropriate education services. In addition, we also recommend taking the following steps:

- **Combine Title I monitoring and technical assistance (TA) with compliance reviews to ensure that LEP students are served.** Coordination of efforts between these two functions to not simply highlight the problems LEAs are having with compliance, but to provide them with concrete steps they must take to be in compliance and the assistance necessary to adequately serve LEP students.
- **Vigorous enforcement of the law and regulations to identify state education agencies and LEAs that are not in compliance, including one or more high profile examples.** The Department should continue its enforcement role. In particular, LEAs not adequately serving LEP students should be highlighted to send a strong message to other similar LEAs. Along with identifying and taking significant corrective action against such school districts, it is important to deal with states that are not following the spirit of the law with respect to LEP students. For example, the Virginia State Education Department refuses to comply with the Title I legislation requiring states to test students in their native language to the extent practicable because their state constitution requires that the government conduct its business only in English.
- **Make sure that there are math/science components to LEP students' learning in Title I.** The dissemination of best practices and research the Department proposes are

limited to the teaching of reading. LEP students are being denied access to the full curriculum in many states, school districts, and schools. The Elementary and Secondary Act reauthorization legislation (H.R. 2) that recently passed the House contains built-in barriers for these children to receive anything but English language acquisition services. LEP students should have access to math, science, and other content areas that may be included in state performance standards.

- **Provide TA and disseminate information to new and emerging areas.** LEAs in these areas should receive materials on best practices and intensive TA to help them tailor their Title I services to serve LEP students and avoid noncompliance. The Comprehensive Regional Assistance Centers (CRACs) and Regional Laboratories (Labs) are currently in the best position to do this. For example, the Intercultural Research and Development Association (IDRA) performs substantive research and dissemination on LEP issues.
- **Create a "How To" Guide on assessment of LEP students.** To accompany the new guidance on assessments, a manual on the proper use of assessments for LEAs/schools should be created (CRACs may have one already).
- **Create an explicit parents' strategy.** ED should create a manual for parents on the rights of LEP students and parents under Title I, including information on standards, assessments, and accountability. In addition, there should be a mechanism to provide parents with information in order to increase their knowledge of and access to programs like TRIO, GEAR UP, and Head Start.
- **Make organizational and infrastructure adjustments.** There should be a unit or division within the Department, with high level staff and adequate resources to oversee Title I implementation, particularly as it pertains to LEP issues, such as effectively including LEP students in assessments and accountability systems. The personnel should have substantial expertise in these areas.

II. Competitive Grants Programs

Administration: Maximize participation of Hispanic youth in initial (GEAR UP) grant awards.
Action steps:

- Extensive outreach to Hispanic communities and HSIs, through mailings, application workshops and technical assistance in communities with large Hispanic populations.
- Outreach to Hispanic advocacy groups to identify grant proposal reviewers knowledgeable about Hispanic community.

Administration: To increase the quality and availability of translated materials. *Action steps:*

- OBEMLA will produce a school reform guide for the parents of LEP children to inform them about standards-based reform and of ways to ensure their children's needs are considered in school improvement efforts.
- Review current publications to ensure the quality of materials.

Administration: Facilitate improved relationships with Hispanic serving community-based organizations, advocacy groups, and parents.

- Coordinate conferences, like the Excelencia en Educacion series, for community leaders, teachers, parents, and others to discuss best practices for involving parents in education.
- Plan the special satellite teleconference for Spring 2000, with downlinks and an available video copy, to alert students and parents in the Hispanic community to issues in and resources for preparing for college, with a focus on financial aid.

Administration: Further develop partnerships with radio and television organizations to extend the outreach efforts. Action steps:

- Work with Univision to maintain its role in the conferences and a national public service announcement (PSA) campaign.
- Continue the participation of media companies like La Opinion newspaper, Radio Unica, and the Telemundo Network through PSA's, radio programs, talk shows, and newspaper supplements directed at Hispanic youth.

Administration: The Mott Foundation is partnering with the Department of Education to provide assistance to local communities seeking 21st Century funding and implementing effective after school programs. In August, Mott agreed to provide \$300,000 to help develop and carry out a strategy for increasing Hispanic participation in the program. This strategy will involve:

- * [• Setting a priority in the next grant competition for underserved communities, such as those with high dropout rates, low achievement, and/or high LEP populations.
- Holding at least ## outreach and technical assistance workshops (of a total of 20-30 workshops tentatively planned nationally) targeted to communities with large Hispanic populations. Workshops will be sponsored by organizations identified to be effective in assisting develop after school applications, and by organization with specific, demonstrated capacity to involve the Hispanic community.
- Recruiting at least ## reviewers with particular understanding of the needs of Hispanic youth.

In addition to the items outlined by the Administration, the following steps must be taken to increase Latino participation in these programs:

- **Enhance opportunities for Latino-serving community-based organizations and higher education institutions to compete for grants.** There should be an explicit strategy to look ahead to upcoming grant announcements and identify opportunities to improve Latino participation in these programs, and then substantial, targeted TA, and support. Providing pre- and post-grant award TA is currently part of the GEAR UP process. It should be expanded to other programs.
- Upcoming announcements should be reviewed now before they are disseminated widely to make changes to how criteria are weighted. As we discussed, it is possible to target Latinos without using race-based language, including such proxies as dropout rates, language-minority status, underrepresentation, and geographic areas with one or more of these characteristics.
- We agree with the strategy to create a special request for proposal (RFP) to better target TRIO with new money, and recommend that the same be done for GEAR UP and other grant programs.
- More readers with substantive knowledge of LEP issues should be part of the grant making process. The GEAR UP regulations allow the Department to choose a certain percentage of Hispanic readers. Although that would not necessarily qualify someone for this task, it is clear that race should not be viewed as an impediment to achieving this.
- In addition, management of grants must be improved. For example, outreach and TA can be provided to Hispanic Serving Institutions (HSIs) to ensure that they use funds to help Hispanic students complete college. Moreover, given that these grants are for "Strengthening" HSIs, the Department should ensure that grantees receive their awards in a timely manner.
- **Use discretionary funds to fund pilot and demonstration sites.** The Department should fund pilot sites for innovative practices in serving LEP students and children at risk of dropping out through TRIO (particularly Upward Bound and Student Support Services, the programs found to be most effective in helping Hispanic students attend and complete college), GEAR UP, 21st Century Community Learning Centers (21st Century), and other categorical programs. Funding designated for these programs should be supplemented with other non-specific discretionary money in order to achieve this. We recognize that there has to be a political strategy to go along with this to make it effective, and are willing to work with the Administration to devise one.

- The number of such sites should be based on a reasonable assessment of what will get us to parity in four or five years with respect to equitable representation in these programs.
- These sites should be established now, rather than waiting for the next competition cycles.
- In addition, these sites should receive "priority points" when they participate in future grant competitions.
- **Make adjustments to the 21st Century program.** The growing popularity, including within the Administration, of social promotion policies and standards-based reform call for a substantial and rigorous after school support system. Research shows that Hispanic students are more likely to be retained in grade, and that grade retention often leads to dropping out. Thus, the Administration has a responsibility to ensure that the 21st Century program helps Hispanic children meet high performance and content standards. In order to more effectively serve and reach Latinos, ED should:
 - Ensure that the 21st Century program services are more rigorous and aligned with state academic standards.
 - Undertake an assessment of the extent to which current providers are serving Latino and LEP students.
 - Better target the program by providing priority points to CBOs that serve large numbers of LEP students. The 21st Century *Community Learning Centers* program regulations should be rewritten so that community-based organizations play a significant role in providing services under the program.
 - Work to restore the program's original targeting of low-income areas. The 21st Century centers are considered part of a larger system of standards-based reform. It is clear that economically disadvantaged and LEP students are most likely to require additional help to meet challenging academic standards. Thus, the program must specifically target these children in order to be effective.

III. Head Start

Administration: Procedural Improvements.

- ACF will increase the number of grant application reviewers who have expertise in serving language-minority children so that, as appropriate, each set of proposal review teams includes persons with such expertise.

- 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, so that grantees can better serve new populations in culturally sensitive programs. In FY 2000, ACF will 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 to implement various outreach and T/TA strategies designed to improve representation of underrepresented children, and where appropriate, facilitate the participation in Head Start of local organizations representing these groups.

Administration: Improving Targeting of Existing Funding.

- ACF 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 45 CFR 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 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.
- 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 enrolling families that reflect the overall make-up of their community. Once this data collection is complete, Head Start will focus on working with grantees that seem to be having the most difficulty serving all the populations of their communities.
- ACF is institutionalizing a process of outreach and community needs assessment, including the needs of underserved populations, as grant terminations or relinquishments occur.
- 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.
- Head Start will issue a report by the end of FY 2000 detailing its efforts and accomplishments in extending access to underrepresented populations.

Administration: Aggressive Targeting of Discretionary funding.

- ACF will include new language in the FY 2000 expansion announcement that puts additional emphasis on reaching underserved populations, and will evaluate the effectiveness of giving greater weight to outreach underserved population when scoring expansion grant applications.
- 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.
- Applicants will be rated on, among other things, the degree to which they have identified new and underrepresented populations, and their strategy for serving these groups. The points awarded in this area increased by 50% in FY 1999 and now represent close to a third of the total points.
- This year's Head Start expansion effort is making up to \$5 million available this summer to increase enrolment of migrant and seasonal farmworker families by up to 1,000 children. 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.

We are greatly encouraged that the plan includes making the degree to which current providers are serving LEP kids proportionately based on the mandated demographic assessments part of the *OSPRI* process. In addition to the actions outlined above, HHS should:

Fund programs with the potential to serve LEP students. HHS should fund new sites in regions that have experienced a substantial growth in their LEP population. Particular attention should be devoted to funding such sites in regions that may have existing Head Start sites, but no prior experience in serving LEP children.ⁱ This objective can be achieved within a pilot project or research and development context.

- The Head Start Bureau should disseminate information about serving LEP children, and coordinate research on the development of LEP students, through a national clearinghouse.
- The Head Start Bureau should institute a centralized body, based in Washington D.C. and staffed by the Department of Health and Human Services, to provide technical assistance to sites that serve LEP students. This body should coordinate a national effort to reach out to those Head Start grantees most in need of assistance regarding the service of LEP students.
- The Head Start program has been appropriated \$200 million over a five-year period to institute the goal of professional development across the field of Head Start grantees.ⁱⁱ A career ladder program should be incorporated into this initiative, in

order to ensure that a significant number of Head Start instructors receive bilingual certification through the accreditation program.

- The Head Start program should adopt a goal, apart from the aforementioned initiative, of increasing the number of bilingually trained instructors in the field through the use of discretionary funds. *

We agree to work with existing and prospective providers serving large numbers of Latino and LEP students to use HHS money to leverage private foundation money to help start up new sites.

IV. Mechanisms for HEAP Implementation and Accountability

We recognize the need to work collaboratively in order to achieve full implementation of the aforementioned elements related to HEAP. Related to this goal, there should be a long-term mechanism for monitoring and accountability, which may include issuing a new Executive Order. In the interim, we recommend the adoption of the following functions to ensure full and successful implementation:

Operationalize HEAP Implementation Through the Department of Education. As per previous recommendations from the Department, there should be someone at the Department of Education responsible solely for HEAP implementation, and that would report directly to Mike Cohen and Secretary Riley. This individual would be well versed in the technical aspects of respective HEAP programs, and able to institutionalize a process of monitoring and accountability directed at achieving specific program objectives. This role would encompass the important function of monitoring, and would include the following:

- **Ensuring accountability through progress reports.** This individual would be charged with the preliminary steps of ensuring internal accountability, which include the development of workplans and timelines for accomplishing the objectives of HEAP implementation, as well as the collection of relevant data related to these objectives. This individual would also issue interim progress reports on actions that we agree should take place in respective programs, with particular attention to "high-intensity" agency programs such as TRIO, GEAR UP, and Title I.

Adopt a Definitive Function for the White House Initiative^{III} on HEAP Implementation.

The White House Initiative should fulfill an integral reporting role that completes another phase of accountability for HEAP implementation. Adequate staff and resources should be devoted to the White House Initiative by the Administration to perform the following function:

- **Ensuring accountability through public reporting.** Once the Department of Education has issued progress reports, these reports would be analyzed, distilled, and made widely available by the White House Initiative. This includes highlighting them

at public events, and posting them on the Initiative's, and the Departments of Education and Health and Human Services websites.

Adopt a high profile, well-articulated public political strategy for HEAP implementation. As a final step to ensuring real progress in Latino educational achievement through HEAP, the Clinton Administration and Department of Education should jointly adopt an ambitious and well-orchestrated political strategy that accomplishes the following:

- Make the case that helping Latino and LEP children is in the national interest.
- Make it clear to other stake holders that this is priority.
- Make it clear to career employees and political appointees that it is priority.
- Make sure that the message is repeated often and at every opportunity for public consumption.

ⁱ The Council of Chief State School Officers has found that LEP student populations are growing fastest in many regions that have no prior experience in serving such students. These regions include the states of Alabama, Florida, Georgia, Indiana, Idaho, Iowa, Kansas, Kentucky, Minnesota, Missouri, Nebraska, Nevada, New Hampshire, North Carolina, Oklahoma, Oregon, Tennessee, and Washington.

ⁱⁱ According to the objective of the Bureau's initiative, 50% of all instructors in Head Start programs will hold an Associates Degree from an accredited institution of higher education by 2004.

ⁱⁱⁱ The White House Initiative on Educational Excellence for Hispanic Americans

AGENDA

INTERNAL [WHITE HOUSE 2000 HISPANIC EDUCATION] CONFERENCE MEETING



I GOALS FOR THE CONFERENCE

II WHO SHOULD BE INVOLVED IN PLANNING

- WHITE HOUSE STAFF
- THE INITIATIVE
- OTHER AGENCIES
- EXTERNAL GROUPS

III POTENTIAL PITFALLS

IV NEXT STEPS AND ACTION ITEMS

Unclear expectations, e.g. GEAR
who does
partner vs. White House

Drive for First Lady's
University
- but did she call for?

talk to Sandra

private agencies
+ Foundations

Discrete

A native or the Foundation
Annual Reports

John Green - AT&T

Philanthropy
Aspirational

Group need to have information

Interagency Workplan for Latinos in education

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We will focus on five geographic areas with a large Hispanic American population and two "emerging" Latino communities, identify effective projects that Federal agencies are involved in, and work with other agencies to generate related activities to target technical assistance, expand resource opportunities and maximize program impact. Specifically, the goal of this targeted outreach will be threefold:

1. Disseminate best practices to inform communities of programs addressing education needs
2. Share information on federal programs and grant opportunities related to their educational focus
3. Provide technical assistance to facilitate competitiveness in new grants and program opportunities

As a result, innovative projects, such as the one supported by the SBA to train youth in strong business practices, might partner with a local career academy with help from the Department of Education, while linking students with mentors through a program supported by the Department of Justice. We believe that a clear focus on specific educational areas, coupled with well-coordinated resources, can lead to positive outcomes for the community we are trying to reach.

Each of the geographic locations will have a different lead agency responsible for engaging other agencies, establishing dates to convene and creating concrete indicators of action. The Federal Executive Board in each of these areas identified should be mobilized to further assist in the outreach and technical assistance provided.

The following issue areas and agencies with programs that address each of the issue areas.

Workplan of education area and location to address federal activities towards
Educational Excellence for Hispanics

Issue Area & Agency	Program (examples)	Location
• Early Childhood		Raleigh, North Carolina/ Alexandria, VA (to be determined)
Health and Human Services [lead agency]	Head Start	National
USDA	WIC	National
• Dropouts/mentoring		Boston, MA
Department of Defense [lead agency]	Dropout recovery	Nationally
Department of Justice	(JUMP)	Providence, RI
Education Department	GEAR UP	Boston, MA,
Small Business Administration	Millennium Entrepreneurs	San Diego, CA
• Academic Preparation/Access to College		To be determined
Department of Energy (DoE) [lead agency]	Community College Initiative	Chicago, Illinois
Education Department (ED)	TRIO: Upward Bound/Talent Search	National
National Endowment for the Humanities NEH)	Abuelitas project	
NASA	<i>Proyecto Access</i>	Miami, FL, et al
National Science Foundation (NSF)	Urban Systemic Initiative	Miami, FL
Department of Transportation (DoT)	Garrett Morgan Program	
Education Department	Think College Early	National campaign
Department of Treasury	Partnerships in Education	DC, New York
• HSIs (institutional development)		San Antonio, TX
Department of Agriculture (USDA) [lead agency]	HSI Education Grants Program (Faculty & HSI development)	10 regions
Housing & Urban Development (HUD)	HSI Assisting Communities program	
NASA		
Department of Defense (DoD)	HBCU/MI strengthening program	Nationwide
• Teacher preparation/training		Albuquerque, New Mexico
Education Department [lead agency]	Teacher Quality, Teacher Technology, OBEMLA's professional development	National
Department of Defense	Troops to Teachers	National
Smithsonian Institution	National Faculty-Smithsonian Program for AISD	Austin, Texas
• Literacy/workforce training		Portland, Oregon
Department of Labor [lead agency]	JobCorps	National
Education Department	ESL/Adult Literacy (OVAE)	National

Potential Lead Agencies and Contacts by Issue area

<u>Issue Area</u>	<u>Potential Lead Agency</u>	<u>Contact</u>	
• Early Childhood	Health and Human Services	Deputy Secretary Kevin Thurm	202-690-6133
		Commissioner Patricia Montoya	202-205-8347
• Dropout recovery/mentoring	U.S. Army	Secretary Luis Caldera	703-695-3211
• Academic preparation/access to college	Department of Energy	Ernest Moniz, Under Secretary of Energy	202-586-3500
• HSIs: institutional development	Department of Agriculture	Miley Gonzalez, Under Secretary for Research, Education, and Economics	202-720-5923
• Teacher preparation/training	Education Department	Terri Dozier (Special Assistant to Sec. Riley)	202-401-7690
• Literacy/workforce training	Department of Labor	Espiridion "Al" Borrego, Assistant Secretary for Veteran's Employment & Training	202-219-9116

NCLR

NATIONAL COUNCIL OF LA RAZA

Raul Yzaguirre, President

September 21, 1999
(Delivered by hand)

National Office
1111 19th Street, N.W., Suite 1000
Washington, DC 20036
Phone: (202) 785-1670
Fax: (202) 776-1792

COPY

Hon. Bill Clinton
President of the United States
1600 Pennsylvania Ave., N.W.
Washington, D.C. 20500

Dear Mr. President:

I write to you on an urgent matter that demands your immediate attention. You have noted the Administration's success in conceiving and then winning increased funding from Congress for the Hispanic Education Action Plan (HEAP), and deservedly so. NCLR has supported HEAP vigorously, both in its planning stages within the Administration and in our lobbying efforts with the Congress. In addition, we have given the Administration substantial credit for this first-ever, major programmatic federal education initiative targeted to the Hispanic community. We recognize that, on symbolic grounds alone, the HEAP is an important, precedent-setting, groundbreaking initiative, and we very much appreciate the personal attention you and the Vice President have given to its conception and implementation.

Having said that, we are obligated to call to your attention several serious and long-standing problems which threaten to turn the HEAP into a complete sham. Permit me to give you some background. Latinos have long been under-served by federal education programs (see attachment 1). The theory behind HEAP – to provide major increases in funding to programs for which Latinos students are disproportionately *eligible* – makes sense as a strategy only to the extent that Hispanic children are *actually served* by such programs. Thus, HEAP makes sense only if the problem of underrepresentation is addressed. The Executive Order signed by President Bush in 1990 and that you re-issued designed in part to address the underrepresentation issue. It established a structural mechanism to monitor and encourage progress toward improving the responsiveness of federal education programs to the Hispanic community.

Thus, our support for the HEAP was conditioned on "off-budget" improvements in program implementation that would make such programs, as well as other important programs like Head Start, more responsive to our community. We believed, inaccurately as it turns out, that the combination of the White House Initiative overseeing the Executive Order and a special inter-departmental team overseeing HEAP implementation together would produce the kinds of programmatic and policy changes needed to increase Hispanic access to HEAP and related programs.



We have participated in numerous discussions with, and have provided specific recommendations to Administration officials to address the chronic denial of access of Hispanic students from federal education programs (see attachment 2). We had confidence in the commitment and competence of the very able public servants involved in these efforts, and expected by now to see some real, substantive changes.

Unfortunately, two related sets of documents have led us to conclude that, in the absence of your immediate personal intervention, these efforts will result in failure. First, we have reviewed an initial draft of the Department of Education's HEAP implementation plan. While the plan lists numerous ongoing actions that relate to Hispanics, it does not include a single, substantive program or policy change that will materially improve Latino access to and participation in the Department's programs. While we have not seen a counterpart document related to Head Start, we have reason to believe that no important developments have taken place with respect to that program either.

Head
Start
HEAP
Plan??

Second, we have reviewed a preliminary draft of the FY 1998 Annual Performance Report on Implementing Executive Order #12900. As the draft report states, in pertinent part:

The majority of the reporting agencies have not adequately monitored and addressed Hispanic participation in educational and employment related programs since 1995.... Agency reports show a gross underrepresentation of Hispanic American participation in programs. This deficiency is increased because most reports do not provide either specific strategies to gauge Hispanic participation or design plans that address program effectiveness.

I would add that many of the agency reports seemed designed deliberately to obfuscate rather than enlighten.

We believe that three major problems underlie the failure of both the Bush and Clinton Administrations to reverse the chronic, gross underrepresentation of Latinos in federal education programs. First, all of us have underestimated the intransigence of the federal bureaucracy, a few political appointees, and other entrenched interests who have resisted change consistently and energetically. Second, the existing Executive Order has failed to be the kind of effective accountability mechanism that we had hoped it would be, in part because too many people involved, including the White House, simply have never made a serious commitment to making it work.

Third, however, I must take some personal responsibility for failing to bring greater public attention to the scope and persistence of this problem. I had hoped that by working quietly with the many able Administration officials of good will, together we would be able to reverse this situation. It is now clear to me that this has not worked.

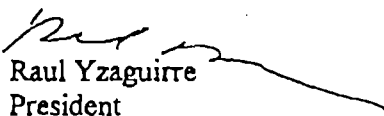
Unless we are able to come up with a solution very quickly, I must say that I face some difficult questions. As it now stands, HEAP borders on fraud. It purports to target

resources to Hispanics, but in fact many of the programs it funds actually under-serve Latino children. How can I, in good conscience, continue to ask public officials and leaders in my own community to continue to support increased appropriations for programs which deny equal opportunity to Hispanics? With respect to the Executive Order, since my resignation as Commission Chair in 1996, I have kept my commitment to the you, Secretary Riley, and other members of the Commission to refrain from publicly criticizing the initiative, and I have instructed my staff to cooperate fully with its work. In light of recent developments, don't I have an obligation to declare the effort a failure and call for its abolition?

I request immediate personal intervention by you and/or the Vice President to see if we might be able to develop an effective response to the problem, and ask for a meeting with you and/or the Vice President within the next 10 days to discuss the issue. Please have your staff contact me or my scheduling assistant Helen Coronado at (202) 776-1739 to arrange a mutually convenient time to meet.

Thank you for your personal attention to this issue.

Sincerely,


Raul Yzaguirre
President

cc: Vice President Al Gore

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Annual Performance Reports

FISCAL YEAR (FY) 1998 FEDERAL AGENCY ANNUAL PERFORMANCE REPORTS ON IMPLEMENTING EXECUTIVE ORDER 12900

Executive summary

PHASE I **INITIAL REPORT REQUEST**

On June 22, 1998, Federal agencies received from the Office of Management and Budget, a request for information about their accomplishments for implementing Executive Order 12900. Responding to President Clinton's request, the White House Initiative, in collaboration with OMB, established a set of reporting guidelines that would allow agencies to accurately reflect their continuous efforts to provide greater educational and employment opportunities for Hispanics.

Reporting guidelines requested that annual performance reports be composed in two parts. Part I asks agencies to examine the multi-year strategic goals and objectives submitted during the Phase I inventory. With that as the basis, agencies were asked to assess their success in developing concrete or specific annual strategies covering policy and budgetary initiatives as well as management reforms.

Part II required that agencies provide an action plan for future investments. Agencies were required to include measurable goals and objectives for proposed actions aimed at increasing Hispanic participation in federal education and employment related programs.

PRELIMINARY ANALYSIS

In December 1998, White House Initiative staff reported its preliminary analysis of federal agency annual performance reports. The analysis was conducted to examine from a variety of perspectives, any deficiencies, omissions, and specific variables that may impact the ability and effectiveness of federal agencies to fulfill the mandates of Executive Order 12900.

The preliminary analysis of the reports submitted reflects that the majority of the reporting agencies have not adequately monitored and addressed Hispanic participation in educational and employment related programs since the FY1995. Most reports did not adhere to the guidelines provided by OMB and the White House Initiative. The failure has resulted in generalized data that provides no conclusive evidence of effective educational outreach to the Hispanic community.

The lack of pertinent data that identifies measurable goals and objective, or standards to evaluate the effectiveness of programs makes it difficult to adequately assess agency programs. As a result, agency programs, as reported

reflects a gross under representation of Hispanic Americans. This deficiency is exacerbated because most reports did not provide any specific strategies used to gauge Hispanic American participation or design plans that address program effectiveness.

Most agencies did not develop an action plan for future investments. Reports indicated that existing programs and funding will be either continued or expanded. The failure to design effective strategies for program development and implementation will invariably result in inconsistent data that cannot be easily analyzed for determining effective outreach to the Hispanic community.

PHASE II

CLARIFICATION OF DATA

As part of the analysis process, White House Initiative staff and Office of Management and Budget (OMB) examiners met with agency officials in May, June, and July, 1999, to address the following issues:

- Identifiable progress in expanding educational and employment opportunities for Hispanic Americans
- Agency's action plan for future investments
- Accountability measures within programs
- Data collection
- Agency efforts to provide outreach to Hispanic Serving Institutions
- Point of contact for public questions about Hispanic outreach efforts

These issues were identified in an attempt to gather more precise information as to the impact agency program/activities are having on the Latino community.

Meeting discussions indicate that most federal agencies are not cognizant and coordinated in the efforts to collect appropriate data that will relay their efforts to improve, expand or create new educational and employment programs that will benefit the Latino community. The agencies inability to establish well-defined programmatic evaluation criterion has prevented consistent data and in turn the ability to distinguish effective programs.

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First Lady's
Convening

The First Lady's Convening on Hispanic Children and Youth

On August 2, 1999, the First Lady hosted a White House Convening on Hispanic Children and Youth. The purpose of this forum was to examine the many challenges and opportunities facing Hispanic young people, particularly in the areas of early childhood development, educational attainment, and adolescence. Participants discussed the pathways to achievement for Hispanic youth, including support networks that helped them overcome significant challenges that can impede success in academics and in life. This convening also highlighted promising efforts across the country and examined ways to foster new support for innovative programs.

- A listing of the Administration's accomplishments for Hispanics.
- Exemplary federal programs.
- A summary of the public and private sector commitments to address the challenges and opportunities facing Hispanic children and youth.

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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.

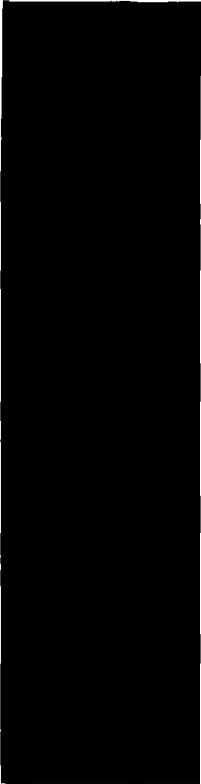
Toughest New Air Quality Standards in a Generation. The Administration approved new clean air standards for smog and soot that will prevent up to 15,000 premature deaths a year and improve the lives of millions of Americans who suffer from respiratory illnesses.

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

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The First Lady's Convening on Hispanic Children and Youth

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.

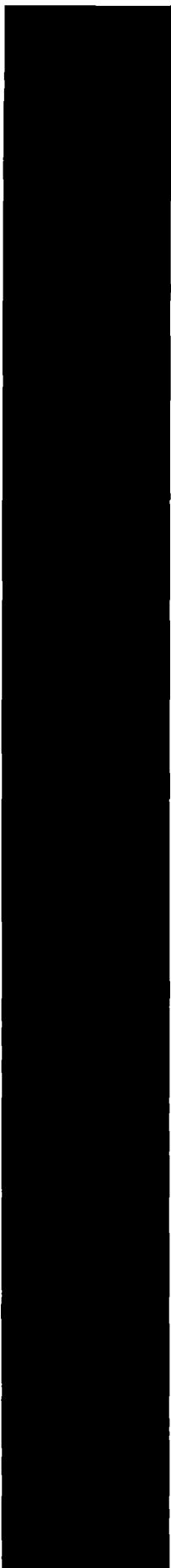
--New York State is working with the Children's Defense Fund, Columbia University and the community organization Alianza Dominicana to enroll Hispanic children in New York's CHIP program.

- 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:

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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. hwsit
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- 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; and
 - 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.

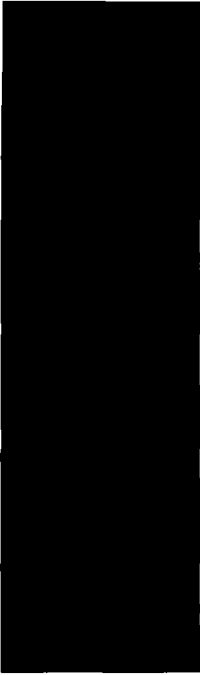
- SDDO and Junior Achievement are developing a program to teach entrepreneurship and SBA programs to inner-city K through 12 students. San Diego Junior Achievement annually involves about 13,000 students, half of whom are Hispanic. After SBA's classroom courses, students will visit SBA's Business Information 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 *jdel Corazon!*, 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. *jdel 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.

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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 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

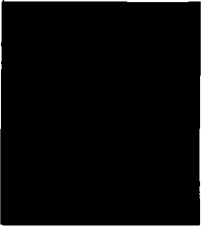
technical assistance, and take additional steps to increase participating of Hispanic students and communities in key programs, such as the 21st Century Learning Centers after-school program and the GEAR-UP program. GEAR-UP enables colleges to form partnerships with high poverty middle schools to help 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.

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**U.S. Department of Education
Hispanic Education Action Plan:
Strategic Investments to Improve Education Achievement of Hispanic
Learners**

Goals:

- To increase academic achievement, high school graduation, post-secondary participation, and life-long learning of Hispanics.
- To close the gaps between Hispanic and majority students with respect to academic achievement, high school graduation and postsecondary enrollment.

Strategic Objectives:

EARLY READING

Objective 1: To help ensure that Hispanic students are proficient in reading by the end of third grade and to help Hispanic LEP students become proficient in English and meet challenging academic standards.

Students who read well by the end of the third grade are well equipped to succeed in other academic subjects and to graduate from high school. Elementary schools that are effective in helping Hispanic students become proficient readers have challenging academic standards and a challenging, engaging curriculum. Teachers believe all of their students can succeed, and are committed to taking the steps necessary to give each student the help she or he needs. Effective elementary schools use proven instructional models, such as Success for All, that have a track record of helping low income students achieve. Instructional practices are designed to help students achieve and meet challenging standards from the start; they focus on providing the early interventions -- such as sustained, one-on-one tutoring and extended learning time -- necessary to support success, rather than allowing students to fail or fall behind and then provide them with remedial help. ...something about language acquisition and the NAS study...something about respect for students culture and language...something about parental involvement. Effective schools have clear academic goals, and are held accountable for the results they achieve.

A number of Education Department programs and initiatives provide schools with financial and technical resources to implement these proven practices and help Hispanic students become proficient readers. The Education Department is working to increase our investments in and improve the effectiveness of these programs.

TITLE I

Authorized under the Elementary and Secondary Education Act, Title I funding helps

improve teaching and learning in schools with concentrations of low-achieving and poor children by providing additional resources and support to students master the basics and achieve to challenging academic standards. The program requires the development of assessment systems aligned to those standards, the disaggregation of student performance data, and school and district accountability for results. In addition, Title I law provides that a state's assessment system must--with specific considerations and to the extent practicable--provide for the inclusion of LEP students to measure performance and ensure that all students are held to the same high standards.

Title I funds are allocated to states, local school districts and schools on a formula basis. Approximately one-third of the students served by Title 1, nearly 3.7 million students in 1999, are Hispanic.

Appropriations:

- **FY 1999 increase of \$300 million**
- **FY 1999 Funding: \$6.9 billion**
- **FY 2000 budget requests increase of \$320 million**

Action Steps to Strengthen Program Implementation and Effectiveness

- **The Office of Elementary and Secondary Education will strengthen enforcement of provisions in current law that requires states to hold schools and local school districts accountable for the academic performance of Hispanic and LEP students. OESE will:**
 - (1) Issue and widely disseminate guidance to states and school districts on how to comply with the requirement that LEP students be included in the state assessment system and, to the extent practicable, be assessed in a form and language that best yields the most valid results. The guidance will make clear that, in most instances, Hispanic students who are not proficient in English, must as appropriate and practicable, be assessed in their native language. This guidance will be issued in fall 1999.**
 - (2) Continue support for the development of an assessment toolkit on the inclusion of LEP students in large scale testing. A draft of the LEP "toolkit" to support state and local efforts to improve the quality, accuracy, and inclusion of LEP students in assessments was completed in late April, 1999. Revisions are underway and a broad dissemination and outreach plan for the use of the toolkit are planned the late fall. The toolkit will include recommendations for developing, selecting, and "retrofitting" assessments to ensure the appropriate and valid inclusion of LEP students in large-scale assessments.**
 - (3) Issue and widely disseminate guidance on what steps states must take to**

be in full compliance with Title 1 requirements in current law for standards, assessments and accountability. This guidance will underscore the Department's expectation that, by school year 2000-2001, every state will 1) have challenging content and performance standards for grades 3-5, 6-9, and 10-12; 2) valid and reliable assessments aligned with those standards; 3) include Hispanic and LEP students in assessments; and 4) report disaggregated data, including data showing the performance of Hispanic and of LEP students, at the school, district, and state level. This guidance will be issued in late fall 1999. A non-technical version of the guidance, including a Spanish translation, will be made available for policymakers, advocacy groups, community members, and others.

(4) Carry out a vigorous program of compliance monitoring and technical assistance to ensure that every state meets these accountability requirements by the 2000 - 2001 academic year. These include integrated reviews in 14 states for school year 1999 - 2000, and detailed workshops for states starting in fall 1999, in conjunction with the Improving America's Schools Act annual regional conferences. (see Cath. J. work plan for standards and assessment team)

- **OESE and other ED program offices will continue to identify, disseminate and help school implement models of effective practices for helping Hispanic students learn to read and meet academic standards in other challenging academic subjects.**

(1) The Comprehensive School Reform Demonstration Program Office, working with (education Lab in New Mexico???), has organized **a set of research-based school reform models, including locally developed approaches, with demonstrated effectiveness in serving LEP students.** Information on these models is available on the web to support communities with high concentrations of LEP students in implementing whole school reform approaches.

(2) The Department's Planning and Evaluation Service will expand its **evaluations of Title I, to better assess program impact on the achievement of LEP students.** The National Longitudinal Study of Schools, a national survey sample of 1,400 schools, will over sample schools with high concentrations of LEP, migrant, and Indian children. Data for year one of the three-year study were collected in 1998-99.

- **The Education Department has proposed steps to improve the quality of Title I and strengthen the program's focus on providing effective services to LEP students,** in its proposal to reauthorize ESEA. The proposal would:

(1) Require annual assessments of English language fluency for all LEP

students in schools or programs supported by Title I and/or Title VII. Results from such assessments would be used to inform parents of student progress and to help teachers and schools improve instruction to meet student needs.

(2) Expand current provisions for inclusion of LEP students in state assessments (for program accountability) by requiring that, at a minimum, states have native language assessments available in Spanish.

(3) Improve the quality of teachers in Title I schools by requiring that 10% of Title I funds be devoted to professional development for teachers and by limiting the hiring of unqualified teachers in high-poverty schools.

(4) Strengthen existing school accountability provisions, by requiring states to intervene in low performing schools, and by providing more than \$200 million for this purpose.

MIGRANT EDUCATION

The Migrant Education Program (MEP), a formula grant program authorized under Title I, helps states offer services specifically for children of migrant agricultural workers and fishers, the majority of whom are Hispanic. Migrant Education Programs support high-quality and comprehensive educational programs for migratory children to address disruptions in schooling and other problems that result from repeated moves. States use funds to ensure that migratory children benefit from State and local systemic reforms and have the opportunity to meet the same challenging State content and performance standards that all children are expected to meet. Programs 1) provide migratory students with appropriate educational services (including supportive services) to address their special needs in a coordinated and efficient manner; 2) help migratory children overcome academic, cultural, and linguistic, social isolation, health-related problems, and other factors that hinder academic achievement; and 3) prepare such children for successful transitions to postsecondary education or employment.

Migrant Even Start programs integrate early childhood education, adult literacy and adult basic education, and parenting education into a coherent family literacy model, and services are geared to meet the needs of out-of-school, working youths. Projects focus on school readiness and are directly funded to serve the migrant, largely Hispanic, families that are most in need.

In 1999, Migrant Education programs served approximately 527,933 Hispanic students.

Appropriations:

- *FY 1999 increase of \$49 million*
- *FY 1999 Funding: \$354.7 million*
- *FY 2000 budget requests increase of \$25.3 million (7% increase)*

Action Steps to Strengthen Program Implementation and Effectiveness

• **The Educational Excellence for all Children Act of 1999 will address program funding concerns and improve services by:**

- (1) **Simplifying the state funding formula** so states do not bear the burden of difficult data collection and high administrative costs and can instead focus on developing effective MEP programs. There is also a provision included establishing funding minimums, so states facing fluctuations in migrant student numbers can maintain program quality.
- (2) **Continuing and simplifying the state incentive grants program** to encourage states to join consortia for facilitating the transfer of student records and sharing resources and technology for the benefit of migrant students.
- (3) **Strengthening parent involvement** by requiring state consultation of parent councils and implementing Title I requirements for the inclusion of individual parents in the school program.

BILINGUAL EDUCATION

Bilingual education programs support instructional efforts to help linguistically diverse children achieve the same challenging academic standards required of all children enrolled in America's schools. Supported largely through teacher development and instructional support programs authorized under Title VII of ESEA, bilingual education funds support states, districts, and schools, institutions of higher education, and nonprofit organizations in developing and implementing quality standards-based instructional programs for students with limited English proficiency. In 1999, approximately 1.4 million Hispanic students were served by Title VII programs.

Appropriations:

- **FY 1999 increase of \$25 million**
- **FY 1999 Funding: \$380 million (for bilingual and immigrant education programs)**
- **FY 2000 budget requests increase of \$35 million**

The Administration's FY2000 budget includes a proposed \$25 million increase over FY1999 to help train an additional 6,000 teachers per year.

Action Steps to Strengthen Program Implementation and Effectiveness

- **OBEMLA and OESE are working together to develop resources, including guidance and examples of promising practice, to improve the instruction LEP students in Title I schools.** (OBEMLA has reserved funds for this, but except for the draft paper that their IAP from UT developed, there is little there.) In addition, Title VII grants

continue to expand support for the professional development of teachers of LEP students.

- **OBEMLA will produce a school reform guide to parents of LEP children.** The publication, which will be available in eight languages, will provide parents with valuable information about standards based reform, including assessments, accountability, and ways of ensuring that their children's needs are considered in school improvement efforts. (Again, money is reserved and there is a contract, but status is unclear.)
- **OBEMLA & CREEST (UCLA Assessment Center) project on assessment issues and accommodations for second language learners....PLEASE ADD INFO HERE**
- **The Education Department has proposed steps to improve the quality and strengthen accountability of Title VII grantees,** in the Administration's proposal to reauthorize ESEA. Title VII grantees would be held increasingly accountable for their success in helping LEP students both learn English and achieve to high standards. The proposal would:
 - (1) Streamline grant programs to support professional development of all teachers, support the certification of ESL and bilingual educators, and promote career ladders for paraprofessionals to become qualified bilingual/ESL teachers.
 - (2) **Create a priority for applicants with a proven track record of success in serving LEP students.**
 - (3) **Require applicants to submit more comprehensive baseline data on students to be served, including academic achievement and English language proficiency, as well as native language proficiency where appropriate.**
 - (4) **Require grantees to annually assess students' English language proficiency and use results to improve instruction and inform parents of student progress.**
 - (5) **Require grantees to report annually, rather than biennially on program and student progress.**
 - (6) **Require that grantees that fail to make substantial and continuous progress over the first three years of the grant, submit a plan for program improvement and meet benchmarks of progress to receive continued funding.**

TITLE I – EVEN START

Even Start is designed to help break the cycle of intergenerational illiteracy by improving

the educational opportunities of the nation's low-income families. The Title I authorized program funds family-centered projects to help parents improve their literacy and parenting skills, and assist children (from birth through age seven) in reaching their full potential as learners.

Even Start is awarded through a formula to states, where awards are then made to local partnerships of a school district and non-profit CBO, public agency, IHE, or non-profit with demonstrated need (e.g. high levels of poverty, illiteracy, unemployment, or limited English proficiency). Thirty-nine percent of families participating in Even Start are Hispanic. *(40% of all families in Even Start are ESL families (90% of which are Hispanic) ...need to check on the discrepancy between ESL and Hispanic numbers)*

In 1999, Even Start served approximately 14,010 Hispanic families.

Appropriations:

- **FY 1999 Increase of \$11 million**
- **FY 1999 Funding: \$135 million**
- **FY 2000 requested increase of \$10 million**

The Even Start Statewide Initiative grant (competitive state awards beyond \$1,000,000 appropriation) for fiscal year 1998 included an invitational priority to encourage States to coordinate and integrate existing resources to focus on "English literacy for families with LEP."

Action Steps to Strengthen Program Implementation and Effectiveness

•The Educational Excellence for All Children will improve the quality and intensity of the Even Start Literacy program by:

(1) Encouraging states to provide instruction through summer and through distance learning in an effort to retain families in the program

(2) Requiring more certification and years of education for Even Start instructors.

Next Steps:

Experimental study underway (PES)

Future priorities

READING EXCELLENCE ACT and AMERICA READS CHALLENGE

The Reading Excellent Act (REA), a new program, provides funds to states on a competitive basis, for the purpose of supporting the implementation of research based strategies to improve the teaching of reading to those most at risk of having reading difficulty. Within states, funds are competitively awarded to districts and community partners. Because low-income students fail at reading more often than their affluent

peers, the program concentrates support to high-poverty districts.

The America Reads Challenge represents a national "campaign" calling on all Americans to support teachers and help ensure that every American child can read well and independently by the end of 3rd grade. As part of the effort, the campaign continues to promote high-quality reading instruction through outreach focused on schools and families. In addition, America Reads provide a variety of materials to Spanish-speaking parents and families to promote family involvement and improve children's reading skills.

REA awards were made to the first 17 states in August, and preliminary estimates suggest that the program will serve 1 million students in 1999.

Appropriations:

- **new program in 1999**
- **FY 1999 Funding: \$260 million**
- **FY 2000 requested increase of \$26 million**

Action Steps to Strengthen Program Implementation and Effectiveness

The Department of Education supports a number of outreach projects to help local agencies identify the most effective strategies for teaching reading:

To help support high-quality local applications that respond to the needs of students with limited English proficiency, the Department of Education is working to actively engage community organizations, particularly those serving large numbers of Latinos. Staff from the Office of Bilingual Education and Minority Language Affairs (OBEMLA) and the Office of Elementary and Secondary Education (OESE) are working to develop resources, particularly a research summary and bibliography on teaching reading to second language learners. The materials will support the development of competitive local applications for Latino-based community-based organizations and districts with high numbers of Hispanic and LEP students as well as inform improved reading instruction. The materials will address research on: (1) how to teach reading to Spanish speaking children; (2) how to teacher reading in English to Spanish speaking children; and (3) what we know about the transferability of reading skills across the two languages.

In addition, OESE will work with ERIC program staff to develop a special issue of the ERIC bulletin on issues related to reading -- materials, assessment, and instructional strategies -- for Spanish language children.

- To promote improved reading instruction, the Department is planning a variety of outreach and technical assistance efforts to respond to the increasing need for information and resources on teaching reading to students whose first language is not English. The Department has planned several day-long institutes on bilingual education and developing literacy for the 1999 Improving America's Schools national

conferences. The session, *"What Educators -- Especially Teachers -- Need to Know about Language: The Bare Minimum,"* will build on the recent National Academy of Sciences report on reading. Reading expert Catherine Snow and Lily Wong Fillmore, an expert on bilingual education, will guide participants (state and local educators and administrators of federal programs) in examining the knowledge base all educators need to help limited English proficient students become successful readers.

In coordination with this professional development institute, the America Reads Challenge will create a video tape and instructional materials for use by policy makers, principals, teachers, parents, tutors, community organizations, etc. The video, to be broadly available, will examine a variety of comprehension problems that children have when they are developing academic English. (This tape will begin with vignettes of children from various backgrounds being interviewed about a passage they have just read, and providing vivid examples of the kind of misinterpretations of texts stemming from an incomplete mastery of the forms, structures, and functions of academic English, or of failures on the part of background knowledge.) Problems will then be discussed by the facilitators, demonstrating emerging learning needs. For example, there will be discussion of how teachers might call attention to the forms and structures such as those that caused the students difficulty as a means of helping them learn more about how English works in texts.

The instructional materials will include the paper mentioned above and a lesson conducted in two languages to expand the audience's understanding of the difficulty and specific challenges of second language learning and developing literacy in the second language. The video and instruction materials will be widely disseminated along with a resource list and bibliography, and should be available in the winter of 1999.

CLASS SIZE REDUCTION

The Class Size Reduction initiative, introduced by the President and authorized in October of 1998 responds to the growing need for children in the early grades, particularly in high-poverty schools, to receive individual attention. Too many young children, especially those in low-income and Hispanic communities, face large classes when they most need individual support. Research shows that small classes in grades 1-3 with qualified teachers can make a significant difference in student reading achievement, especially for the most disadvantaged students.

\$1.2 billion was provided for this initiative in the fiscal year 1999 appropriations bill. Funding will go to states, which will distribute funds to school districts through a formula --80% based on child poverty & 20% based on school enrollment. Under the initiative, districts have discretion in how to allocate to funds to individual schools, though the Department is encouraging districts to target to neediest places, based on high poverty, large class sizes and low performance. Program funds can be used to provide professional development for teachers, in addition to recruiting qualified teachers to lower class size.

In 1999, with these funds, 38,576 new teachers were hired.

Appropriations

- **new program in 1999**
- **FY 2000 requested increase of \$200 million**
- **FY 1999 Funding: \$1.2 billion**

Action Steps to Strengthen Program Implementation and Effectiveness

- In its program evaluation, ED will examine Hispanic participation and the effects of class size reduction on achievement of Hispanic students.
- Working conference is being planned for Winter 1999/2000, to help high poverty districts in particular think through how to use CSR funds strategically, with respect to issues such effective instructional practices in small classes (with a focus on teaching LEP students); teacher recruitment, etc.

21st CENTURY LEARNING CENTERS

School-based learning centers can provide safe, drug-free, supervised and cost-effective after-school, weekend or summer havens for children, youth and their families. The 21st Century Community Learning Centers Program targets funds to high-need rural and urban communities that have low achieving students and high rates of juvenile crime, school violence, and student drug abuse, but lack the resources to establish after-school centers. The grants are competitively awarded to schools in collaboration with other public and nonprofit agencies and organizations, local businesses, educational entities (such as vocational and adult education programs, school-to-work programs, community colleges, and universities), recreational, cultural, and other community and human service entities, and are designed to enable them to plan, implement, or expand projects that benefit the educational, health, social services, cultural and recreational needs of the community.

In 1999 this program served an estimate of 400,000 students.

Appropriations:

- **FY 1999 increase of \$160 million**
- **FY 2000 requested increase of \$400 million**
- **FY 1999 Funding: \$200 million**

(First Year spending is slated for \$100,000. The three-year project could range from \$300,000 to \$1 million.)

Action Steps to Strengthen Program Implementation and Effectiveness

- The Department will create a database of program grantees that will include ongoing information on participating students and service provided. ***What do we know now about Hispanic and/or low income participation? We don't know...according to the people in charge of it.***

- The Charles Stewart Mott Foundation, as part of its ongoing partnership with the Department of Education, has made more than a \$300,000 commitment to improving Latino participation in afterschool programs. **The Access and Equity Task Force of the Mott Foundation's 21st Century Community Learning Centers initiative has established Hispanic involvement in after school programs as its first and most pressing priority.** As a result, the Foundation has awarded a grant to California Tomorrow in support of a three-year project to explore research and educational activities focused on Latino children and families in relation to participation in afterschool programs. The award is a first step in promoting greater attention to access and equity for these families and other minorities.

FAMILY INVOLVEMENT PARTNERSHIP

- **Helping Hispanic Parents Help Their Children Learn Math.** The Department of Education released “Como Ayudar A Su Hijo A Aprender Matematicas”, a Spanish version of “Helping Your Child Learn Math.” This tool for parents is rich in proven ideas and activities to help their children succeed in math. The guide, fully translated in Spanish, 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. The guide is available free through the Education Department's toll-free number, 1-800-USA-LEARN.
- ***We need other examples from Mario*** **Who should contact him and what do you need?**

HIGH SCHOOL GRADUATION AND POSTSECONDARY ENROLLMENT

Objective 2: To increase the percentage of Hispanic students who complete high school, who are academically prepared for college, and who enroll in college.

High school graduation and college enrollment rates of Hispanic students lag significantly beyond their Anglo counterparts, and have not improved measurably in years. Further, these gaps are not adequately explained by the immigration, generational, or socioeconomic circumstances of Hispanic families. While these factors matter, so do factors under the control of schools, students and their families. Hispanic students are more likely to complete high school and be prepared for college when they and their parents can see college as a realistic option for them, when they understand early in the student's career the academic preparation required and the financial support available to them, when expectations for their performance are high, when the school provides a personalized, supportive environment in which students feel welcome and are connected to supportive adults in their schools.

Recent studies suggest that students who take academically demanding high school course work are more likely to go on to college, succeed and earn more in the work force, regardless of their financial status, race or gender. However, disadvantaged students often are not aware of the need to take rigorous academic courses to prepare for college, like algebra in middle school or chemistry and trigonometry in high school, or of the availability of financial aid to pay for college.

A number of Education Department programs and initiatives provide financial, technical and other resources to help students, families and schools prepare young students to complete high school and prepare and successfully attend college. The Education Department is working to increase our investments in and improve the effectiveness of these programs, particularly for Hispanic students and their families.

GEAR UP

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), recently authorized under HEA, is designed to help young students in high poverty communities complete high school and be academically prepared to attend college. Building on research and proven practices, GEAR UP typically begins in seventh grade, or even earlier, to develop students' potential and help them and their families plan and prepare for college by offering comprehensive strategies including counseling, tutoring and mentoring to help students achieve in higher mathematics and other gateway college preparation courses and by offering scholarships as well as information about college and financial aid options. Grants are awarded to partnerships between institutions of higher education and local school districts. The first grant competition under GEAR UP was completed in August 1999. Key factors in selecting projects included efforts that involve parents, create local matches of resources to fund long-term commitments, and build lasting reforms to strengthen school curriculum and support services that will make higher education a real possibility for underprivileged youth.

In 1999, 164 Partnership grants were distributed; 31 of those grants went to Hispanic Serving Institutions

Appropriations:

- **new program in 1999**
- **FY 2000 requested increase: \$120 million**
- **FY 1999 Funding: \$120 million**

Action Steps to Strengthen Program Implementation and Effectiveness

- The Education Department conducted an aggressive outreach strategy to encourage institutions of higher education and local school systems in local communities with large Hispanic populations, as well as HSI's in particular, to successfully compete in the GEAR UP competition. This strategy included holding outreach sessions in communities with large Hispanic populations, issuing invitations to these outreach sessions, and selecting high quality reviewers who understand approaches to reducing the Hispanic dropout rate in increasing Hispanic college participation.

- In August, 1999 President Clinton announced the award of the first GEAR UP grants,

including 164 partnership grants and 21 state grants. This initial group of GEAR UP grantees will help more than a quarter of a million disadvantaged young people prepare for and go on to college. Thirty partnerships involving HSI's were funded, involving 30% of the partnership funding (\$20 million out of \$75 million).

- **More detailed data collection and analysis underway now, to determine demographic profile of students served** (more important than characteristics of institutions participating). GEAR UP will track its accessibility to Hispanics, including HSIs and community-based organizations that serve high concentrations of Hispanics through a plan for evaluating the effectiveness of early outreach and technical assistance efforts. process of collecting and analyzing data about applicants for competitive awards and the nature of technical support and outreach provided in the application process. This information will help the Department to areas of success or improvement in reaching out to and supporting diverse applicants in our competitive grants processes.

TRIO PROGRAMS

(Student Support Services, Upward Bound, Talent Search, Educational Opportunity Centers, McNair Postbaccalaureate) provide educational outreach designed to motivate and support students from disadvantaged backgrounds, including Hispanics, through the academic pipeline from middle school to postbaccalaureate programs.

Hispanic students represent approximately 15% of all students served by Trio programs.

Appropriations:

- **FY 1999 increase of \$70 million**
- **FY 2000 requested increase of \$30 million**
- **FY 1999 Funding: \$600 million**

CAMP

The College Assistance Migrant Program (CAMP) assists migrant first-year college undergraduates. CAMP provides discretionary grants to institutions of higher education (IHE), or other non-profit organizations in cooperation with an IHE, to offer tutoring, counseling, health services, assistance with special admissions, and some financial assistance to enable migrant youth to successfully complete the first year of postsecondary education. Students are also assisted with obtaining financial aid to help with the remainder of their undergraduate academic careers.

Appropriations:

- **FY 1999 increase of \$2 million**
- **FY 2000 requested increase of \$5 million**
- **FY 1999 Funding: \$4 million**

HISPANIC SERVING INSTITUTIONS

Grants to Hispanic-Serving Institutions under the Strengthening Institutions Program assist eligible Hispanic-serving institutions of higher education to expand their capacity to serve Hispanic and low-income students. Five-year development grants are awarded. The purpose of the awards, the first to be made under the HSI program, is to improve & expand academic programs & facilities of colleges that are educating the majority of Hispanic college students.

Funds may be used for activities such as scientific or laboratory equipment for educational purposes, the renovation of instructional facilities, faculty development, funds and administrative management, development and improvement of academic programs, acquisition of equipment to strengthen funds management and academic program, joint use of facilities, academic tutoring, counseling programs, student support services.

In 1999, 76 Hispanic Serving Institutions were awarded grants.

Appropriations:

- **FY 2000 requested increase of \$30 million**
- **FY 1999 Funding: \$28 million**

THINK COLLEGE EARLY

The campaign is designed to help reverse the historic underrepresentation of Hispanics in post secondary education, and responds to research showing that over 80% of Hispanics do not participate in "gateway" classes such as algebra and geometry by the eighth grade, classes which are essential for students to prepare academically for college. This campaign is part of the Clinton Administration's overall effort to increase college attendance for disadvantaged students by making college affordable through increased funding for Pell Grants, Work-Study, and new HOPE Scholarship and Lifelong Learning tax credits, and through programs such as GEAR UP and TRIO that provide academic and other needed support to students.

Explanation? I would do it, but I don't know anything about the program...is this what we want to say?

Action Steps to Strengthen Program Implementation and Effectiveness

- ♦ **Helping Hispanic Students and Families "Think College Early."** The Department of Education will hold a special satellite conference in Spring 2000, to be conducted primarily in Spanish, to help students and parents in the Hispanic community learn about the steps necessary to prepare for college. Part of the Education Department's overall "Think College Early" campaign, the meeting will emphasize the importance of taking challenging "gateway" courses such as algebra and geometry, and provide information about access to financial aid. Community based organizations, parents, students, counselors and others interested in helping Hispanic middle and high school students will be invited to attend or host downlinks, and video copies of the teleconference will be widely available through the Education Department's toll free number.

STUDENT FINANCIAL AID PROGRAMS

The student financial aid programs are designed to assist millions of students nationwide in their pursuit of higher education. With more affordable student loans, significant increases in Work-Study assistance and Pell Grants, and higher education tax credits, the Administration continues to make great strides in opening the doors of college to everyone who has the desire and preparation to go.

The FY 2000 budget is seeking to expand these opportunities further. A \$125 increase to the Pell Grant maximum award for a 2000 level of \$3,250, the highest ever. This would represent part of a 41 percent increase in the Pell Grant maximum since 1992. In addition, one million students would be able to take advantage of Work-Study opportunities under a proposed \$64 million increase in the program.

Data recently collected by the Census Bureau finds that a record high 65.5% of Hispanic high school graduates enrolled in college in 1997. The National Postsecondary Student Financial Aid Study found that 54% of those students received some form of student financial aid. In addition, Department studies have suggested that Hispanic recipients of Pell Grants are more likely to attain a degree than those who did not receive a Pell Grant. These findings suggest that student financial aid is a positive contributor to Hispanic achievement in higher education.

Through the variety of grants, loans, and work-study the federal government was able to help over 8.4 million Americans attend college in 1999, approximately X million of whom were Hispanic students.

Appropriations:

- **FY 1999 increase of \$4 billion**
- **FY 2000 requested increase of \$2 billion**
- **FY 1999 Funding: \$50.1 billion**

Action Steps to Strengthen Program Implementation and Effectiveness

To further encourage the pursuit of higher education for all of America's students, the Department will do the following

- Improve the need analysis system, which will increase student aid awards for students from low-income families
 - Improve student loan terms by reducing borrower interest rates and deferment requirements, expanding repayment options, and allowing students to consolidate in either FFEL or Direct Loans
 - Modify the allocation formula for all three Campus-Based programs (SEOG, Work-Study and Perkins loans) to target student aid more effectively

- Expand student aid eligibility for distance learners through demonstration projects that waive some student aid restrictions to allow more nontraditional students to obtain higher education.

New/Other Administration initiatives:

High School Reform

AP

ADULT LITERACY

Objective 3: To help Hispanic adults, particularly Hispanics with limited English proficiency, become literate in English and develop the knowledge and skills necessary to effectively participate in a global economy and exercise the rights and responsibilities of citizenship.

Hispanics represent 40% of the total adult education enrollment. In 1996-1997 program year reports of adult participation in State-administered adult education programs, total Hispanic enrollment was 1,590,278. This shows a dramatic increase in Hispanics enrolled in adult education programs across the nation.

ADULT EDUCATION: BASIC GRANTS TO STATES

State adult education basic grants support basic skills programs that provide educational opportunities for adults over the age of 16, not currently enrolled in school, who lack a high school diploma or the basic skills to function effectively in the workplace in their daily lives. are allocated by a formula based upon the number of adults, over age 16, who have not completed high school in each State. States distribute funds to local providers through a competitive process based upon State-established funding criteria. Eligible providers of basic skills and literacy programs include: local educational agencies, community-based organizations, correctional education agencies, postsecondary educational institutions, public or private nonprofit agencies, institutions that have the ability to provide literacy services to adults and families, and for-profit agencies, institutions or organizations which are part of a consortium, that includes a public or private nonprofit agency, organization or institution.

In 1999, an estimated 1.9 million Hispanic adults were served by adult education programs.

Appropriations:

- **FY 1999 increase of \$ 20 million in State Grants**
- **FY 2000 requested increase of \$103 million in State Grants**
- **FY 1999 Funding: \$365 million**

Action Steps to Strengthen Program Implementation and Effectiveness

OVAE will increase its commitment to promoting English literacy, citizenship, and life skills education to adults.

- **The office is currently planning the implementation of adult education national activities that would provide competitive awards to support model adult English as a Second Language (ESL) and civics education efforts. Under the Common Ground Partnerships initiative,** community-based organizations, local educational agencies, tribally controlled schools, colleges (including community colleges), libraries, and other non-profits (such as unions and churches) will compete for funds to increase access to and quality of adult education ESL and citizenship programs.
- ◆ Local programs of instruction emphasize the acquisition of basic skills including: reading, writing, computation, communication and problem solving.
- ◆ Courses on instruction include Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a second language (ESL). ESL services for limited English proficient adults continues to be the fastest growing component of the adult education program.

The Office of Vocational and Adult Education (OVAE) will continue to support the development and dissemination of high-quality materials and resources to improve educational services to adults.

- OVAE currently funds special demonstration projects that foster the development and dissemination of a variety of such tools for teaching English to adults (e.g. the "ESL for the Family Curriculum Guide," developed to serve Hispanic parents and their children in rural Oregon; "Immigration Stress: Families in Crisis," a resource guide designed to assist teachers of English for speakers of other languages, for use in Florida; and "I Don't Speak English ... but I understand you," a manual to improve speaking, writing, reading and listening skills for Hispanics in a community-based ESL program developed by the Center for Literacy in Philadelphia).
- **To promote English literacy, citizenship, and life skills education to adults, OVAE is currently planning the implementation of adult education national activities that would provide competitive awards to support model adult English as a Second Language (ESL) and civics education efforts. Under the Common Ground Partnerships initiative,** community-based organizations, local educational agencies, tribally controlled schools, colleges (including community colleges), libraries, and other non-profits (such as unions and churches) will compete for funds to increase access to and quality of adult education ESL and citizenship programs. The first year draft application is complete and awards for the nearly \$7 million will be made in March, 2000.

HIGH SCHOOL EQUIVALENCY PROGRAM (HEP)

The High School Equivalency Program (HEP) provides discretionary grants to institutions of higher education (IHE), or other non-profit organizations in cooperation with an IHE, to provide academic and support services, including counseling, health services, stipends, and job or education placement to eligible migrant or seasonal farm-workers, or specified family members.

- Eligibility - an individual must be at least 16 years of age, lack a high school diploma or its equivalent and meet other statutory eligibility requirements.
- This program provides instruction and support services to help participants obtain a general education diploma and subsequently to enter an institution of postsecondary education, a job training program, or the workplace.

Appropriations:

- **FY 1999 increase of \$1.4 million**
- **FY 2000 requested increase of \$6 million**
- **FY 1999 Funding: \$9 million**

MONITORING PROGRAM PARTICIPATION AND EFFECTIVENESS

- **Objective 4: To improve data collection throughout ED with respect to Hispanic participation in key programs, effectiveness of key programs for Hispanics, and overall condition of education for Hispanic learners.**

**Improving Title I Implementation:
Ensuring Hispanic and LEP Students Achieve to High Standards
DRAFT Action Plan
September 30, 1999**

	Responsible Office	Status	Expected Completion
Ensuring LEP inclusion in Assessment and Accountability Systems			
▪ Extent Practicable Guidance	OESE	Draft complete	
▪ Title I Assessment Guidance - Technical assistance workshops (including extent practicable) for state Title I directors and assessment coordinators	OESE	-Draft complete, being reviewed by outside experts - Workshops scheduled for 10-12/99	
▪ LEP "Toolkit" - Draft handbook to be used for technical assistance workshops - Final version to be distributed through CCSSO	OESE	Draft complete -Trainings planned 10-12/99	
▪ Status of state assessment policies	OBEMLA	Draft profiles due 11/99	1/00
Learning from what works			
▪ Criteria for identifying exemplary practice in the education of LEP students	OBEMLA	Draft expected 10/99	
▪ Hispanic Education Idea-book	OESE/PES	- complete -	1/00
▪ Literature Review on teaching reading to LEP students -Teaching reading in L1 -Teaching reading in L2 -Transferring literacy from L1 to L2	OESE (REA)	- - outside experts	11/99
▪ Reading Outreach - White paper on teaching reading to linguistically and culturally diverse students - Case studies and sample lessons - Technical assistance workshops - Professional development video	OS (America Reads)	-Complete, posted on the web -Complete -IAS conferences	12/99
▪ Supporting research on teaching reading to young children whose first language is Spanish	OERI in coordination w/ NICHD	-RFP in the field, due 11/99	
Evaluating Effectiveness			
▪ National Longitudinal Survey of Schools study of impact of Title I for LEP, migrant, and Indian students	PES	- collected (98-99)	Year 1 Descriptive Report expected 3/00

White House National Meeting for Latino Educational Excellence
DRAFT - Timeline - DRAFT

Early January

• **Outreach to External Groups**

- **Meeting with Education Stakeholders** January (1st or 2nd week)
Location: White House
Stakeholder participants: John Guerra (AT&T), Delia Pompa (NABE), Guillermo Linares (Commissioner, NY), Arturo Vargas (NALEO).
- **Meeting with Latino Organizations** January (2nd or 3rd week)
Location: White House
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 (2nd or 3rd week)
Location: White House
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** *> Chen w/ Turkey + mm 6/11 => 7 Brn Dantley* January (2nd or 3rd week)
Location: White House
Organization participants: Coca-Cola Company, US West, US Hispanic Chamber of Commerce, US Mexico Chamber of Commerce
- **Meeting/Conference Call with Congressional Offices** January (2nd or 3rd week)
Location: TBD
Participants:
- **Conference Call with Statewide/Local Electeds** January (2nd or 3rd week)
Location: TBD
Participants: Statewide and local electeds from AZ, CA, FL, IL, NM, NJ, NV, NY, PA, TX, PR
- **Conference Call with Cabinet Members** January (2nd or 3rd week)
Location: TBD
Participants: Chief of Staff and Deputy Chief of Staff and Communications Directors from Cabinet members offices

- **Conference Call with Latino Community Leaders** January (2nd or 3rd week)
Location: TBD
Participants: Community Leaders from AZ, CA, FL, IL, NM, NJ, NV, NY, MA, PA, TX, PR

- **Conference Call with Excelencia Conference Planning Committees** January (2nd or 3rd week)
Location: TBD
Participants: Leaders from the Excelencia Conference Planning Committees

- **Conference Proposal and Agenda** January (4th Week)

- 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.

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.

Educational Excellence for Hispanic Americans
December 15, 1999
9:30 am – Ward Room

1. Annual Plan Required by Executive Order 12900

FY98	- Report complete, submitted to POTUS, and handed out to agencies at IDC meeting. <i>OMB, ED</i> - Plans for further distribution. <i>Initiative</i>
FY99	- Deadline of December 20, 1999 set at IDC meeting. <i>Initiative, OMB</i> - Resistance from agencies; requests for extensions through February 2000. <i>Initiative</i>

2. Initiative Matters

Commission Issues	~~Letter from Commission to Secretary Riley.~~ <i>Initiative</i> - Proposed end-of-year status report from Initiative to Commission. <i>Initiative</i>
Inter-Departmental Council	- Next meeting set for January 18, 2000. <i>OMB, Initiative, DPC</i> - Invite R. Yzaguirre? <i>OMB, Initiative</i>

*Still by site
in 18m*

3. Communications with Outside Groups

Letter	Response to R. Yzaguirre letter. <i>ED, DPC, OMB</i>
Meetings	- Raul's request for meeting with President, Vice President. <i>COS</i> - Need for new meeting with NCLR and other groups? <i>COS</i>

4. Regional/Topic Workplan

Proposal	Status of current proposed 7 city/topic workplan. <i>OMB, DPC, Initiative</i>
Meetings	- Pre-meeting with top-performing agencies for securing buy-in for workplan? <i>OMB, COS</i> - Meeting with Kevin Thurm from HHS. <i>COS</i>

5. Hispanic Education National Meeting

Meetings	Proposed January 20, 1999, meeting with John Guerra et. al. <i>Initiative</i>
Planning	- Draft workplan. <i>DPC</i> - Draft outreach plan. <i>OPL</i>

6. HEAP

Update	Need for internal Title 1 meeting. <i>ED, COS</i>
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FOR IMMEDIATE RELEASE

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**States and Districts Should Move Carefully in Using High-Stakes Assessments for Latinos,
President's Advisory Commission Will Warn**

*Prominent Educators, President's Commission Members To Make Policy Recommendations,
Release Briefing Paper on Wednesday, September 15, 1999, at the National Press Club*

WASHINGTON – At a time when nearly 20 states have established high-stakes tests for students to advance from grade to grade or graduate from high school, the President's Advisory Commission on Educational Excellence for Hispanic Americans will warn states and school districts to avoid discriminatory practices in testing that adversely impact students still learning English.

According to estimates from the U.S. Department of Education, there are some 3.4 million Latino students still learning English. Most of these students are educated in five states – California, Texas, New York, Florida and Illinois – but English language learners are present in almost half of the 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.

The President's Advisory Commission will recognize the importance and value of standards-based reform, but will express concern about the way in which some of the reforms are implemented. Commissioners will identify unacceptable practices that harm Latino students and students still learning English and will provide guidance for effective policies.

In addition, The White House Initiative on Educational Excellence for Hispanic Americans, which was established by President Clinton in 1994, will release a briefing paper, *Educational Standards, Assessment, and Accountability: A New Civil Rights Frontier*. The paper will summarize the perspectives of federal, state, and local educators and policy regarding the challenges in implementing standards-based reform with a focus on Latino students.

In the early grades, research indicates that the reading and writing skills of students still learning English 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, the White House Initiative says. 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 media is invited to a news briefing in the Murrow Room of the National Press Club,
529 14th Street, 13th Floor, from 10 a.m. – 11 a.m.** Speakers at the event will include:

- Erlinda Archuleta, director, Regional Education Services, Colorado Department of Education
- Sonia Hernandez, deputy superintendent, California Department of Education, member, President's Advisory Commission on Educational Excellence for Hispanic Americans;
- Ana M. "Cha" Guzman, chair, President's Advisory Commission on Educational Excellence for Hispanic Americans;
- Sarita Brown, executive director, White House Initiative on Educational Excellence for Hispanic Americans;
- Other members of the President's Advisory Commission.

PACHA Issues

9/15/99

→ Thousands of students in NYC were mistakenly covered to need summer school training.

→ We believe in high-stakes testing - but in schools, not children. Kids being retained, but schools are

→ If kids are not tested, they will be left out → resources go to that which is held accountable. Schools need to be accountable for testing of Hispanic kids.

→ Strong support for standards-based movement

→ "Growing crisis of invisible Hispanic students in nation's schools"

→ ~~Category~~ Categorically - We believe in standards-based tests. ^② Assessments that are culturally + linguistically important. ^③ We ~~believe~~ believe in accountability that includes all systems

→ Looking at playing field to make all students ready for tests.

Teachers that are highly accomplished + experienced

→ Need standardized - not diagnostic - tests for promotion retention + HS graduation.

→ URGING: ① research in appropriate naming pop. for students
② OCR - pay attention to what is happening - state by state investigation of testing for Latinos

→ ~~will~~ will be releasing a report call to action on testing + Latinos.

→ Those kids who are counted, count. (accountability system)

→ For students who are Eng.-large population, we are covered with equality at schools

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On High Alert In Moscow
Bombings add fear to existing woes



From Fury to Fizzle
Hurricane Floyd's mixed legacy

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U.S. News 9/27/99



Achievement testing gets its day in court

A key Texas case goes to trial as minority groups seek to stop a school reform trend

BY BEN WILDAVSKY

If the White House has its way, every state will eventually require high school students to pass exit exams to graduate. Twenty-six states already require or have approved these high-stakes tests, and Education Secretary Richard Riley last week said the sooner they're all on board the better.

But if lawyers for the Mexican American Legal Defense and Educational Fund have *their* way, at least one state—Texas—will have to end the practice. In a federal lawsuit that goes to trial this week in San Antonio, MALDEF argues that the Texas Assessment of Academic Skills is unfair to thousands of Hispanics and blacks. Despite rising test scores in Texas—and a narrowing gap between minorities and whites—minorities still fail the graduation-level TAAS in disproportionate numbers and can't get high school diplomas as a result.

The MALDEF lawsuit is just the latest in a string of recent controversies over race and testing. All raise the same central question: As standardized tests are increasingly used to gauge and improve student performance—with real-world consequences for those who don't measure up—will historically lower-scoring blacks and Hispanics get a raw deal?

Airing the arguments. In February, five civil rights groups sued the University of California-Berkeley, charging that it discriminates against minority applicants by relying on Advanced Placement courses and SAT scores in the admissions process. A month later a federal judge in Philadelphia ruled that the National Collegiate Athletic Association's test-score eligibility requirements for

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freshman athletes are racially discriminatory. More recently, the architects of the SAT floated the notion of giving extra credit to poor and minority test takers.

National tensions between promoting high standards and ensuring racial equity are on display within the administration. Riley, a former South Carolina governor, said last week he once opposed high school exit exams "because minority students really had less chance to succeed in the days immediately following integration."

But today, he believes such tests "can help stimulate new efforts to raise up minority achievement if we give every student the individual supports they need to pass the exam." Still, his own department fueled the testing debate a few months ago when its civil rights branch circulated a draft guide on the use of standardized tests.

Critics said the document seemed to put secondary schools and universities on notice that using standardized tests for admissions, placement, or graduation decisions might run afoul of federal civil rights laws because of the tests' disparate racial impact.

A

Adding to the debate: Just hours before Riley's speech advocating more testing, the President's Advisory Commission on Educational Excellence for Hispanic Americans issued a report critical of such testing for Hispanics. The panel called for a federal civil rights investigation of the practice and proposed that Hispanic students' scores be measured against those of their local school or district rather than compared with state or national norms.

"The administration seems to be moving down two divergent tracks on their use of tests," says Jon Fuller, a lobbyist with the National Association of Independent Colleges and Universities. "On the one hand, you have the Office for Civil Rights and various advocacy groups saying we may be overusing tests and they're having a disparate impact on minorities. On the other hand, this is an administration that's been pushing standards, and they spell standards T-E-S-T."

Arthur Coleman, deputy assistant secretary for civil rights at the Education Department, insists the civil rights branch is not necessarily against the use of standardized tests. He points out that the Office for Civil Rights did not scrap the test after the Texas NAACP filed a complaint with the department in 1995 alleging that the TAAS discriminated against minorities. Instead, it reached an agreement with the Texas Education Agency that preserved the test but provided for remedial help, multiple chances to retake the exam, and assurances that all kids would be provided with the curriculum and teaching needed to pass the test.

The department cut a similar deal following a complaint about Ohio's graduation requirement and has two investigations underway into graduation tests in North Carolina and Nevada.

"The devil is in the details," Coleman said. "How do you implement a system of accountability and ensure that you're doing so in a nondiscriminatory way?"

In Texas, the MALDEF lawsuit argues that the "life opportunities of thousands of students, the vast majority of whom are Hispanic or African-American, should not hinge on a single test." It notes that Mexican-Americans and blacks make up about 40 percent of Texas high school seniors but more than 80 percent of those who flunk the last-chance administration of TAAS in 12th grade. The group says minority students have been failed by school systems that provide them with inferior curricula and second-rate teachers.

"We have good kids with good grades and good activities who can be kept out of getting a job and kept out of getting into college just because of the TAAS," says MALDEF attorney Al Kauffman. "We don't think it accurately reflects what minorities know."

Study period. Assistant Attorney General Geoffrey Amsel, the lead lawyer representing the state in the case, says the Texas Education Agency has bent over backwards to make sure all pupils have an opportunity to study the eighth- and ninth-grade-level reading, math, and writing on which they're tested. Any student who doesn't pass the exit exam when it's first given in 10th grade gets plenty of remedial help, he says, noting that pupils have eight chances to pass. Of 212,773 members of the class of 1999, 5,461 students—less than 3 percent—had not passed the TAAS by the end of the school year.

Amsel points to rising pass rates to buttress his case. The initial Hispanic pass rate, for instance, has jumped from 34 percent in 1994 to 64 percent in 1999. "What the evidence is going to show is that exactly the opposite of a disparate impact has occurred," he says. "More of these students are succeeding."

At Fox Technical High School in downtown San Antonio, across from the city public library building known as the "red enchilada," Principal Joanne Cockrell says she sees standardized testing as the friend, not the enemy, of the poor, minority kids who make up most of her student body. Since she took over the once failing school four years ago, there's been a dramatic turnaround in test scores. Students receive intense coaching in areas of weakness pinpointed by the TAAS.

"If given the proper chance and the proper instruction," she says, "they can accomplish anything anyone else can."



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English-only tests criticized

By Anjetta McQueen, Associated Press, 09/16/99

WASHINGTON - Schools may be violating the rights of millions of Hispanic children by applying English-only tests that determine whether a student moves ahead or even graduates, a presidential panel said yesterday. It urged the Education Department to investigate.

"State education leaders have compromised the future of Hispanic students by making high stakes decisions based on inaccurate and inadequate information," said the report by the President's Advisory Commission on Educational Excellence for Hispanic Americans.

The Education Department does investigate such cases, said Rodger Murphey, a spokesman for the civil rights branch. About 20 percent of the 5,000 cases filed each year specifically relate to laws that prohibit racial or linguistic discrimination against students, he said.

The department is investigating two cases related to testing and language ability, in Nevada and in Texas. Murphey said he could not discuss the cases or disclose the parties.

A 1974 Supreme Court ruling requires schools to help students with limited English.

However, opponents of bilingual education argue that accommodating children on high-stakes tests will ultimately hurt them.

"You want to make sure kids don't graduate with a degree that they can't even read," said Jorge Amselle, vice president for education of the Center for Equal Opportunity, a Washington group that opposes bilingual education and affirmative action. "The purpose of education in the United States is to prepare students to survive and succeed in this society, and that requires mastery in English.

"To say that a student should be able to do math and science and read and write in English is simply a matter of accountability, not a matter of discrimination," he added.

But the presidential panel said that states' approaches to nonnative English-speakers are too vague for tests that are often tied to a child's promotion or graduation.

Nineteen states require students to pass tests before they receive high school diplomas, and seven more plan to follow suit by 2003.

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school diplomas, and seven more plan to follow suit by 2003.

"Nevertheless the resulting data are often used to hold students accountable for their own success, rather than the educators," said the report by the panel, which was created in 1990 by President Bush.

The group, which issued its first report in 1992, is charged with finding ways to increase Hispanics' involvement in federal education programs and targeting educational gaps.

Educating the nation's 3.4 million Hispanic children properly is more important than ever, the panel says, as their enrollment grows but their achievement does not. Hispanics are projected to become the nation's largest minority group by 2010. But in scholarship, Hispanic children are slipping behind. Young ones perform half as well as their native-English-speaking peers.

This story ran on page A10 of the Boston Globe on 09/16/99.
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**Our Nation on
the Fault Line:
HISPANIC AMERICAN EDUCATION**

**A REPORT TO THE NATION:
TESTING HISPANIC STUDENTS
IN THE UNITED STATES**

**The President's Advisory Commission on Educational
Excellence for Hispanic Americans**

September, 1999

**Prepared by: Richard A. Figueroa
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**White House Initiative on Educational Excellence for Hispanic
Americans**

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FORWARD

There is no more promising reform in public education today than the standards -based movement. It is the most widely accepted school change process which offers the greatest probability for leveling the playing field for all children by clearly stating expectations for instruction, assessing the progress of each child toward achieving the standards, and holding schools accountable for student learning. Where these three core elements of a standards-based system are in place, all students begin to experience success as never before. This is especially true for the growing Hispanic student population in America which has been traditionally excluded from access to rigorous mainstream instruction.

But in the current rush to implement world class standards supported by systems of accountability in the nation's public schools, state education leaders have compromised the future of Hispanic students by making high stakes decisions based on inaccurate and inadequate testing information. Hundreds of thousands of Hispanic students, many lacking functional fluency in English, are assessed with a myriad of tests entirely in English and, oftentimes, only in English. The resulting test data gleaned from the administration of these tests is used for student promotion or retention, for high school graduation, generally for high stakes decisions --but rarely for the purposes of true accountability. When it comes to holding schools accountable for the academic achievement of our students, states allow Hispanic youngsters to become transparent inside the very system charged with educating them.

State policies often require that Hispanic students be assessed in English with tests they may not even understand or with alternative but less rigorous tests in Spanish whether or not they are receiving instruction in that language. Neither approach produces accurate information about student learning. Nevertheless, the resulting data is often used to hold students accountable for their own success, rather than the educators or the systems of public schooling. **Who should be responsible for what Hispanic students learn in school?** The answer is simple: students, educators, and parents all must share the responsibility. **But what kinds of**

assessments should be used to provide accurate information about what students have have been taught? Regrettably, the answer to this question is not as simple. It will be explored in this document.

For now, students bear the weight of academic success or failure, with few exceptions, on the basis of one or possibly two test scores. Where exemptions from testing exist, Hispanics disappear from the accountability reports which trigger both positive and negative consequences for the responsible adults in the system. Thus more than two million Hispanic students in the US are underrepresented or absent from the rolls of students who are counted and who, therefore, count.

As America enters the new millennium, deliberate action by policymakers at every level must be taken to include the country's fastest growing and soon-to-be largest minority within the bounds of systems of accountability using accurate information for decisionmaking. It is our belief that Hispanic students, whether they are English dominant or English Language Learners, should be tested with appropriate test instruments in order to be included at all times in the states' accountability systems. If this does not occur, Hispanic children will not benefit from the powerful and promising standards movement.

The purpose of this report is twofold: (1) to bring attention to the growing crisis of the invisible Hispanic students in public education to the nation's leaders and (2) to provide guidance to the nation and the states on taking the necessary steps to rectify the conditions which allow Hispanic students to be wrongly measured and unaccounted for in their own schools. It is our intent to help education leaders in this country choose wisely for the sake of the children.

The Commission Assessment Committee
The President's Advisory Commission on Educational Excellence For
Hispanic Americans

Washington, D.C.
September 15, 1999

EXECUTIVE SUMMARY

The testing of Hispanic children has made some progress in the 20th century. The areas where there has been significant progress is in the empirical documentation of the impact of *bilingualism* on test scores and on the development of policies and precautions associated with the testing of bilingual students. However, there has not been much progress in actual test development and technology in any area of testing with respect to these students. This is true to some extent because the demand by schools, districts, or states for the development of such testing technology has not materialized.

On the basis of current practice, policy, and available research, six options appear to exist for states, districts, and schools concerning the measurement of Hispanic English Language Learners:

- 1) tests can be administered in English which have been normed on student populations unlike the students who are given the tests,
- 2) testers can be given "cultural training" so that they can interpret the tests in ways that appear to be more valid,
- 3) accommodations in the tests and the testing environments can be provided without regard for possible negative impact on student scores,
- 4) a moratorium on the use of individual scores for any high-stakes assessment can be put in place until research sorts out the complex issues associated with testing Hispanic students,
- 5) tests can be used for holding systems legally and politically accountable for the educational decisions that adversely impact Hispanic students as demonstrated in differential, negative outcomes,

6) local norms can be developed in order to compare students against students with similar cultural, linguistic, and scholastic experiences, and/or

7) school systems can be supported to provide equitable opportunities-to-learn for Hispanic children across the United States thereby meeting the crucial assumption of tests that all students receive similar educational experiences.

At present, only the first three options are in use. None of these, however, can demonstrate that they are free of significant degrees of bias, unfairness, or denial of substantive due process. The fourth option has been suggested but has received virtually no support or even discussion.

The fifth option has not really been tried in the last decade, but it remains a plausible response to political attacks, such as California's Propositions 227 and 209, that are already inflicting harm and damage to Hispanic children. In Kern county in California, for example, the school board has decreed that Hispanic children must learn English in three months and then receive their education in English. The impact of this decision will be evident in the tests administered in English.

The sixth option may well be the most immediately relevant for both test developers and Hispanic communities in the United States. But there is a great deal of opposition from both political and professional interests. Legitimate norms will provide comparisons among children with generally similar educational experiences and backgrounds in local communities. They may be seen as sources of reverse discrimination. In employment testing, the courts have refused to accept group specific norming because of issues related to reverse discrimination. Ironically, the intellectual community has not been so reluctant. The National Council on Measurement recommended this as a solution to the bias that employment tests affect job applicants with differential opportunities-to-learn. Education, however, has always occupied a different status with the courts with regards to testing. The issue of group norms in all aspects of schooling should be studied and debated.

The seventh is the best option, although in some cases, it may take several generations to accomplish. It is the option that best

explains why tests have become such an obstacle for Hispanic communities. The primary problem with tests is not necessarily the tests alone. It is the educational context in which they are developed, used, and studied. Historical and contemporary data have clearly documented that in the United States public education has not worked very well for Hispanic children. Tests only perpetuate many of the barriers that Hispanic children face in schools.

One important and positive observation that can be made from the review presented in this document is that the testing community is beginning to realize the problems associated with testing Hispanic students are far more complex than ever imagined. While much research and development is needed to resolve the issues related to the availability and use of valid and reliable test instruments, one significant solution to the problems engendered and embodied in current test programs resides in changing the educational experiences of Hispanic children. As greater emphasis is placed on opportunities-to-learn, more Hispanic families will accept the challenge to help their children excel academically.

A compelling example of what this may entail was described by Garcia and Otheguy in 1987. They set out to answer four research questions in a study of "seven private, but low-tuition, non-elite schools in Dade County, Florida." They were "run by and for Cubans." The parents of the children were predominantly from working-class and middle class income levels. They were, in effect, similar to families of Hispanic children in urban school districts. The four research questions were typically those that preoccupy educational researchers about bilingual children in US public schools: Should Spanish be used? How is language dominance measured and used? When do you use English? In which language is reading taught? They were unable to answer these research questions. The following are the reasons for their failure.

"When majority educators look at the education of Hispanic children in the United States, they focus on their linguistic deficits. Discussions about the education of these children begin and end with the issue of the English language, or how they lack it, and how best to give it to them ...However, when Hispanic parents and educators in control of the education of their own children think about the educational process, they ask different questions. They ask questions about the way to educate their children, about pedagogy, instructional

strategies and teaching methods, about curriculum and materials. We asked them about language, they told us about education.. Spanish naturally belongs in ethnic schools that are controlled, staffed and run by the Hispanic community, so there is no need to question its role in public education..

Those of us in public education need to learn from these educators that substantive high expectations do matter; that bilingualism and biliteracy are obtainable if one holds both children and teachers unequivocally responsible for obtaining them; that initial literacy in two languages is possible and doesn't have to be limited to Spanish; that advanced literacy in two languages is possible and doesn't have to be limited to English; that in US society all children acquire English naturally and that therefore English acquisition should not be the main focus of education; that parents and community do matter for education; that when they are in control...the results are ultimately superior; that the context of a child's home culture is essential..; and that continuity with the intellectual and social climate of the home is of paramount importance if the school is to help children develop and foster their intellectual and social growth."

(pg. 99-100)

Until such time as the US educational system achieves a modicum of equity in how it distributes resources, cultural capital, and the application of high standards across all school districts, tests and test scores will continue to show massive technical problems. They will continue to impede the progress of Hispanic communities. Tests will work when the public education of Hispanic children becomes equitable, democratic, and effective.

RECOMMENDATIONS FOR IMMEDIATE ACTION

I. The starting point for the reform of unfair testing of Hispanic students is not the tests alone. It is the instructional context. Until there is equity of standards, curricula and resources throughout schools, districts, and states, tests will be used to continue to promote inequitable educational opportunities in this country. Tests will continue to be used to blame Hispanic students for low test scores and will be used to deny them equal opportunities.

II. The US Department of Education should take a leadership role in supporting research that will provide more than surveys of existing practices. It should seek to find answers to questions that are barriers to the accurate and appropriate assessment of Hispanic students. Such research should include:

(a) research to determine whether Hispanic English Language Learners can be validly and fairly assessed with tests normed on monolingual students,

(b) comprehensive longitudinal research to investigate evidence of bias in tests used on Hispanic students, and

(c) the research agenda by the National Research Council found in its report, "Improving Schooling for Language-Minority Children."

III. The US Office of Civil Rights should investigate the use of tests with Hispanic students, especially English Language Learners.

OCR should determine whether the "disparate treatment" legal analysis under Titles VI and IX applies to Hispanic students with tests and testing and, further, it should investigate the testing practices of the states and the National Assessment of Educational Progress as they affect Hispanic students.

IV. Schools, districts, and states should avoid the following:

(a) using translated versions of tests; there is little evidence that the translated versions of tests have the same technical properties of the original,

(b) using interpreters in the administration of tests to Hispanic students who are English Language Learners; this practice destroys standardization and may lead to invalid inferences and conclusions;

(c) depending on excessive testing in attempting to determine the profile of students where current testing technology is inappropriate and insufficient; and

(d) using diagnostic tests administered to Hispanic students to make high stakes decisions, including high school graduation, promotion, or retention.

V. The NAEP should be modified to make it relevant and useful for Hispanic students, and issues related to cultural factors in achievement testing should be investigated and applied to the NAEP and other large scale testing systems.

VI. Test developers and publishers should be required to provide empirical evidence to support claims of equivalence between English and Spanish versions of tests.

VII. Research should be funded to determine the impact and use of diagnostic personality tests and occupational interest tests on Hispanic students.

VIII. Test scores of Hispanic students should be normed at the school or district level rather than the state or national level in order to ensure relevant interpretations and comparisons.



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Contact: Sheppard Ranbom
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**States and Districts Should Move Carefully in Using High-Stakes Assessments
For Latinos, President's Advisory Commission Warns**

***State Testing Policies Subject to Bias, Unfairness, and Potential for Misuse;
Burden of Accountability Placed on Students, Not Schools, Reports Allege***

***Two Million Latino Students Underrepresented or Absent from State Testing Programs
That Could Lead To Improvements in the Quality of Education for Hispanic Youth***

WASHINGTON, D.C.— September 15, 1999 – At a time when nearly 20 states have established high-stakes tests for students to advance from grade to grade or graduate from high school, the President's Advisory Commission on Educational Excellence for Hispanic Americans warned states and school districts to avoid discriminatory practices in testing that adversely impact students still learning English.

A report prepared for the Commission's Assessment Committee says that states and school districts are pursuing a series of questionable policy options, each of which is subject to "significant degrees of bias, unfairness, or denial of substantive due process." The paper, prepared by Sonia Hernandez, California's deputy state superintendent of education, and Richard A. Figueroa of the University of California at Davis, argues that in their rush to set world-class standards, state leaders "have compromised the future of Hispanic students by making high stakes decisions based on inaccurate data." The test data, the report says, is used to determine student promotion or retention for high school graduation, but rarely for genuine efforts to hold schools accountable. "When it comes to holding schools accountable for the academic achievement of our students, states allow Hispanic youngsters to become transparent inside the very system charged with educating them," the report says.

In a separate briefing document released today, the President's Advisory Commission, established by President Clinton in 1994 to guide federal policy aimed at bolstering Latino success in school and college, lauded the nation's movement to raise standards for students. But the Commission noted that despite its "fervent belief in the promise of meaningful reforms that can benefit all our children, we are greatly concerned—increasingly 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 that they should have had to allow them to succeed."

According to the briefing document, *Educational Standards, Assessment, and Accountability: A New Civil Rights Frontier*, many of the new tests have not been sufficiently "stress tested" with the nation's most vulnerable population. While many Americans are growing concerned about a potential "train wreck" when too many students from middle-class backgrounds fail to meet high standards being established, efforts to introduce high-stakes testing without paying attention to minority and low-income populations are likely to adversely affect the Latino population still struggling to master the English language.

In the early grades, research indicates that the reading and writing skills of students still learning English 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, the White House Initiative says. 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.

According to estimates from the U.S. Department of Education, there are some 3.4 million Latino students still learning English. Most of these students are educated in five states – California, Texas, New York, Florida and Illinois – but English language learners are present in almost half of the 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.

Worrisome Policies

The briefing document summarizes much of the research on how Hispanic students learn language and become literate. Based on practice, policy and available research, the paper prepared for the Commission's Assessment Committee by Figuero and Hernandez identifies several possible options for states, districts, and schools concerning the measurement of Hispanic English language learners.

- 1) Tests can be administered in English which have been normed on student populations unlike the students who are given the test;
- 2) Testers can be given "cultural training" so that they can interpret the tests in ways that appear to be more valid;
- 3) Accommodations in the tests and the testing environments can be provided without regard for possible negative impact on student scores;
- 4) A moratorium on the use of individual scores for any high-stakes assessment can be put in place until research sorts out the complex issues associated with testing Hispanic students;
- 5) Tests can be used for holding systems legally and politically accountable for educational decisions that adversely impact Hispanic students as demonstrated in differential, negative outcomes;
- 6) Local norms can be developed in order to compare students against students with similar cultural, linguistic, and scholastic experiences; and
- 7) School systems can be supported to provide equitable opportunities-to-learn for Hispanic children across the United states thereby meeting the crucial assumption of tests that all students receive similar educational experiences.

Unfortunately, the paper says, only the first three options – the most limited of all – are in use, while the other four options have received no support or discussion or, in the case of crating equitable opportunities to learn, may take several generations to accomplish.

At the news event, Commissioners identified unacceptable practices that harm Latino students and students still learning English. 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.

Promising Practices

The Commission also pointed out promising efforts in states in school districts that use thoughtful assessment programs to propel achievement rather than punish students.

In **Oregon**, for example, state leaders have developed 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. 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.

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.

Basic Questions for Educational Decisionmakers

The Commission has identified 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.

New Areas of Work

In its role as an advisor to the Clinton Administration, the Commission will further explore the effects of standards on students learning English and the impact of federal programs, such as Title I, on the achievement of Latino students. The Commission 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.

Beyond these efforts, three key areas of work 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.

The Commission also challenges researchers, educators, and leaders of the Latino community to "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."

Copies of both documents are available from the White House Initiative on Educational Excellence for Hispanic Americans, 400 Maryland Avenue, SW, Room 5E-110, Washington, D,C, 20202, telephone: (202) 401-1411.

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- P3. Release would violate a Federal statute [(a)(3) of the PRA]
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- P5. Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6. Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Quirina J. Orozco
02/22/2000 06:52:22 PM

Record Type: Record

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

cc:

Subject: 5 goals

Folks,

I apologize for getting this out to you all so late [REDACTED] (b)(6) I took [001]
a preliminary crack at the Department of education's programs with regard to the 5 goals---extracting the majority of information from the Hispanic Education Action Plan and the FY 1998 and 1999 Annual Performance Reports. While there are many other programs and activities the Department is currently implementing that serve Latinos both directly and indirectly, I highlighted what I felt were the most prominent efforts by the Department to improve educational outcomes for Latinos.

I've attached three documents below: 1) ED's efforts to improve Latino educational opportunities and access through HEAP and other programs; 2) the Head Start action plan; and 3) the HEAP table for your review.

The ED document is organized according to the five goals (noted in red), and contains, where information was available, a) Program and description; b) funding levels for FY 2000 and our FY 2001 request; c) ED's objective and strategies to achieve this objective; and d) results to date. To reiterate the obvious, please note that the funding levels were included for our reference and should not imply that these full amounts are dedicated to specifically serve Latinos. This document provides information on nine of the twelve HEAP programs, but excludes information on two HEAP DOL programs and the Adult Education program due to our focus on K-12 Education programs.

As we continue to replicate this exercise for other federal agencies, please note that the White House Initiative web site contains all 27 FY 1998 Annual Performance Reports as mandated by E.O. 12900. The address is: <http://www.ed.gov/offices/OIIA/Hispanic/>. The Initiative staff works hard to compile this federal inventory of agency activities that are designed to close the achievement gap for Latinos and it has proven to be a very valuable resource in this process. The FY 1999 reports with more recent agency program information will be available soon, however, should you have any questions in the meantime, please contact Richard Toscano (401-2147) who is the expert on these reports.

I hope this helps. Please feel free to contact me (5-3895) should you have any questions or concerns.

Quirina,



Department of ED and 5 GoaHEAP 2001 Table.



nextsteps_fin00.do

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DEPARTMENT OF EDUCATION PROGRAMS TO IMPROVE ELEMENTARY AND SECONDARY EDUCATIONAL OUTCOMES FOR LATINOS

GOAL I: ACCESS TO EARLY CHILDHOOD EDUCATION

Even Start: Even Start, authorized under Title I, Part B of the Elementary and Secondary Education Act, is designed to help break the cycle of intergenerational illiteracy by improving the educational opportunities of the nation's low-income families. The program funds family-centered projects to help parents improve their literacy and parenting skills, and assist children (from birth through age seven) in reaching their full potential as learners. The program combines adult education or English language instruction, early childhood education, and parenting education into a unified family literacy program. Thirty-nine percent of families participating in Even Start are Latino.

FY 2000 Enacted level: \$150 million

FY 2001 Request: \$150 million

Results to date:

- In 1999, Even Start also supported the development and distribution of *Building Your Baby's Brain - A Parent's Guide to the First Five Years*, a new and easy to read booklet, packed full of illustrations and helpful charts, that explains what scientists know about brain development. It shows how a few simple things parents do every day can make a big difference. The guide, which is available on the Web, was produced in both English and Spanish (*Como Estimular el Cerebro Infantil* can be found at: <http://www.teachingstrategies.com/titles/bookinfo/100085.pdf>.)

The Department plans to:

- Improve the quality of Even Start family literacy services for Latino families by 1) issuing guidance to states on the development of performance indicators for English language acquisition and to hold local programs accountable for adult and child outcomes; 2) identifying and sharing expertise from several model sites serving high numbers of Latino families; and 3) developing a quality indicator guide for projects serving high numbers of Latino families including quality indicators for English language acquisition and for the development of program materials and activities that are culturally appropriate.

Migrant Even Start: Migrant Even start provide family literacy programs for migratory families integrate early childhood education, adult literacy and adult basic education, and parenting education into a coherent family literacy model. Projects focus on school readiness and are directly funded to serve the migrant, largely Latino, families that are most in need.

FY 2000 Enacted level: \$4.5 million

FY 2001 Request: \$4.5 million

Please see attached Head Start plan.

GOAL II: CLOSING THE ACHIEVEMENT GAP

Title I: (HEAP) Grants to local educational agencies provide supplemental education services for students who have fallen behind in school, particularly those in high poverty communities. About 32 percent, or 3.6 million of the students served by Title I are Latino.

FY 2000 Enacted level: \$7.9 billion

FY 2001 Request: \$8.36 billion

Department Objective: To strengthen the effectiveness of Title I services to help Latino students achieve to high academic standards.

Results to Date: Latino participation has increased by 72% (up from 1.9 million) since 1993-94. This increase appears to be attributable to the expanded number of schoolwide programs, funding increases, and clearer requirements that LEP students must be served under Title I.

The Department has issued final guidance on Title I standards, assessments, and accountability requirements as well as the guidance on the inclusion of LEP students (“in the native language to the extent practicable”) in assessment and accountability systems.

The Department has also increased support for identifying and disseminating models of effective practices for helping Hispanic students learn to read and meet academic standards in other challenging academic subjects. For example, Southwest Educational Development Laboratory, in collaboration with the Comprehensive School Reform Demonstration Program Office, has organized a set of research-based school reform models, including locally developed approaches, with demonstrated effectiveness in serving LEP students. Information on these models is available on the web (<http://www.sedl.org/culture/adapting.html>) to support communities with high concentrations of LEP students in implementing whole school reform approaches.

The Department began production of a videotape for Spanish-speaking families and the schools and organizations that serve them – to provide some basic suggestions about helping children succeed in school. The areas that will be covered include parent involvement in education, ready-to-learn issues, reading and mathematics, and preparing for college. The videotape will be 15 minutes in length and be used as a tool for presentations to groups of Spanish-speaking families that might be provided by schools, colleges, community-based organizations, faith-based organizations, or others. The tape will be packaged with print materials as a kit to be marketed to schools and community-based organizations serving Hispanic Americans. The video package will be ready to distribute in early 2000.

The Department plans to:

- Provide technical assistance to grantees with attention given to communities with new and emerging populations;
- Conduct three workshops on Title I assessment requirements and best practices; and

- Release "Toolkit for Assessment of LEP Students" reports and handbook on large scale testing--in partnership w/ CCSSO.

Strategy 1: Ensure that schools are held accountable for improving the academic performance of Latino students, by enforcing the Title I requirements for implementation of state standards, assessments and accountability systems by school year 2000 – 2001, and ensuring the inclusion of LEP students in those systems.

The Department plans to:

- Produce a report on state policies for including LEP students in assessments;
- Identify states w/ greatest difficulty in complying w/ requirements for the inclusion of LEP students in state assessment and accountability systems and provide appropriate technical assistance and encouragement; and
- Develop follow-up and technical assistance plan for states needing assistance in improving services to and assessment of LEP students as well as ensure appropriate consequences for states that fail to comply w/ Title I assessment requirements.

Strategy 2: Provide Title I schools and districts, particularly those with high and growing concentrations of Latino and LEP students, with high quality resources, including best practices (*Also in line with Goal III: English Language Acquisition*).

The Department plans to:

- Co-sponsor (with CAL) regional workshops on best practices in teaching reading to LEP students (IAS conferences) as well as produce and disseminate a variety of Spanish-language materials to support parent involvement in education and early reading. (Spanish language catalogue of materials, Even Start guide on helping the child's brain develop, etc. have been completed);
- Produce practical research summaries and related materials (including workshop videos) on teaching reading to LEP students and develop an "Idea book" on the education of Latino students (An initial report was developed by NCBE and released in January 1999); and
- Develop plan for ongoing technical assistance and outreach to school districts with large, fast growing, or emerging Latino student populations.

State Agency Migrant Program (HEAP) The Migrant Education program (MEP) provides financial assistance to state educational agencies to establish and improve educational programs for children of migratory workers to enable them to meet the same academic standards as all students. Approximately 85% of migrant children are Latino.

FY 2000 Enacted Level: \$355 million

FY 2001 Request \$380 million

Objective: To help improved academic achievement and school completion of migrant children.

Results to Date: 752,000 migrant children have been identified as being eligible for the migrant education program; 621,000 are currently being served.

In Reading, Elementary & Middle Grades: At least 60% of migrant students scored at or above basic in 6 of the 10 states providing usable data. In Math, Elementary Grade: At least 60% of migrant students scored at or above basic in 4 of the 10 states providing usable data. In Math, Middle Grade: At least 60% of migrant students scored at or above basic in 2 of the 10 states providing usable data.

Strategy 1: Ensure that migrant children are included in state assessments that are linked to high standards.

The Department plans to:

- Conduct a study on level of migrant student participation in state assessment systems;
- Disseminate a report describing state practices on assessing LEP students to State MEP Directors;
- Work with states in Summer Leadership Institute to examine the testing, reporting, and use of state assessment information for migrant students; and
- Provide technical assistance to states on the testing, reporting, and use of state assessment data with the migrant student population.

Strategy 2: Encourage the implementation of comprehensive school reforms (e.g., SWPs & CSRD) that effectively integrate MEP funds and services with other programs so that migrant children benefit more fully.

The Department plans to:

- Disseminate information to MEP State Directors on strategies for states and school districts to work with Title I, Part A, staff in comprehensive school reforms and school-wide programs;
- Monitor for evidence of support for building level attention to the unique needs of migrant children in schoolwide and CSRD programs via state integrated reviews; and
- Implement a revised research agenda for migrant education focusing on graduation rates, secondary school dropout risk factors & levels, student achievement on state standards, and school readiness.

Strategy 3: Ensure that states and local school districts provide education services outside the regular school term to help migrant students achieve high standards.

The Department plans to:

- Conduct workshops at the National Migrant Education Conference on student participation rates and high quality programs; and
- Provide funding incentives for multi-state consortia that will develop and use innovative materials and procedures to ensure education continuity for migrant students;

Strategy 4: Increase the efficiency and effectiveness of services to migrant children through more effective coordination.

The Department plans to:

- Pilot consolidated database to assist in the transfer of migrant student records and coordinate with Mexico's Department of Education on improving educational outcomes for bi-national children; and
- Continue support of incentive grants that promote partnerships with agribusiness and other local organizations to support education services and the work of migrant families and workers.

Other Department efforts to close the achievement gap:

- The OERI funded National Center for Education Statistics (NCES), in coordination with other agencies (Census Bureau and others), is collecting significant demographic information and general performance data via the National Assessment of Educational Progress (NAEP) and the National Assessment of Adult Literacy (NAAL) that describe the educational needs of Latino students;
- The Educational Resources Information Clearinghouse (ERIC) includes numerous studies, reports and analyses on Latino education. The ERIC National Clearinghouse on Reading disseminates a series of booklets in both English and Spanish to help parents provide academic support for their children.

GOAL III: ENGLISH LANGUAGE ACQUISITION

Bilingual Education: (HEAP) The Title VII, Bilingual Education program assists schools to build their capacity to operate high-quality programs designed to help limited-English proficient (LEP) students achieve to the same high academic standards as all students. Approximately 70% of LEP students are Latino. *(May also support Goal II: Closing the achievement gap).*

FY 2000 Enacted Level: \$248 million

FY 2001 Request: \$296 million

Objective: To improve the effectiveness of Title VII grantees in helping linguistically diverse children learn English and achieve to the same challenging academic standards required of all children.

Results to Date:

- In 1999, approximately 1.4 million Latino students were served by Title VII programs. Federal bilingual education projects continue to demonstrate effectiveness in teaching English.
- Recent evaluation reports indicated that for 91% of projects, at least two-thirds of LEP students made gains in oral English proficiency.

- The Department has supported the distribution of a variety of educational resources for teachers of linguistically and culturally diverse students, the majority of whom are Latino. For example, through the National Clearinghouse for Bilingual Education (NCBE), the Department created a series of guides on the preparation of teachers of English language learners (<http://www.ncbe.gwu.edu/ncbepubs/resource/ells>); a report and cases studies on *Transforming Education for Hispanic Youth: Exemplary Practices, Programs, and Schools* grounded in the work of Hispanic Drop-Out project (<http://www.ncbe.gwu.edu/ncbepubs/resource/hispanicyouth/index.htm>); and state-specific data on LEP student enrollments in US schools (<http://www.ncbe.gwu.edu/askncbe/faqs/01leps.htm>).

Strategy 1: Ensure effective project implementation through improved grants management, technical assistance, and identification and dissemination of promising practices.

Strategy 2: Launch an outreach and technical assistance campaign to solicit Professional Development grant proposals from IHE's and other eligible institutions located in and serving areas with a large unmet need for bilingual education and ESL instructors as well as in communities with emerging Latino populations.

The Department plans to:

- Identify and highlight promising practices (in coordination with NCBE and NABE) and work with OESE to improve implementation of all federal programs;
- Support intensive evaluation of programs and individual criteria by developing and providing technical assistance and guidance on and criteria for high quality evaluation;
- Increase outreach to parents and teachers of LEP students (e.g. Produce and disseminate a guide to parents on standards-based reform and the inclusion of LEP students in high quality instruction, assessment, and accountability systems); and
- Analyze its data collection and analysis efforts by developing a profile of data resources related to Latino and limited English proficient students. The Department-wide profile on assessing and improving data collection on Latino and LEP students is being developed through the Clearinghouse on Bilingual Education. The profiles will catalog data collection instruments for each program and principal office in the Department. The final report will describe the data being collected regarding both Latinos and LEP students, identify gaps in data collection, and make recommendations for future data collection and evaluation efforts.

Research Agenda on limited-English proficient (LEP) Students: (HEAP 2001 proposal)

This HEAP 2001 proposal will include joint research with the National Institutes of Health (NIH) on improving the literacy learning of Spanish-speaking students, a systematic program of research responding to the 1997 National Research Council report, *Improving Schooling for Language Minority Children: A Research Agenda* and targeted efforts to build capacity, especially among traditionally underrepresented groups to study these nationally significant issues.

FY 2000 Enacted: \$0
FY 2001 Request: \$10 million

GOAL IV: ADDRESSING THE DROPOUT RATE

High School Equivalency Program (HEP) (HEAP) HEP provides support to migrant students who are not currently enrolled in school to obtain a high school equivalency certificate and/or go on to college or non-migratory employment. Approximately 85% percent of students served by HEP are Latino, an increase of 10% since 1994.

FY 2000 Enacted level: \$15 million
FY 2001 Request: \$20 million

Objective: To assist migrant and seasonal farmworker students, a majority of whom are Latino, to obtain a GED and be prepared to enter institutions of higher education, training programs, or career positions.

Results to Date:

The HEP program currently serves approximately 3,800 students, an increase of approximately 1,300 students since 1994. Seven of the 23 HEP programs are located at Hispanic Serving Institutions.

Strategy 1: Develop a technical assistance plan for the current HEP programs and for new programs to help them achieve these objectives.

The Department plans to:

- Issue and broadly disseminate notice of new competition for HEP programs;
- Provide improved technical assistance to HEP grantees and develop a follow-up monitoring plan for HEP projects needing assistance;
- Improve partnerships with and technical assistance to support coordinated implementation of all federal education programs in a manner that meets the unique needs of migratory students.

21st Century Learning Centers

FY 2000 Enacted Level: \$453.7 million
FY 2001 Request: \$1 billion

Objective: To increase participation of LEP students in 21st Century Learning Center program to 25-30% in the FY 2000 competition.

Results to Date:

- The 21st Century Community Learning Center program funds at least one project in 14 of the 20 districts with the highest LEP enrollment.

- Between 18-20% of all students served, more than 48,000, have limited English proficiency.¹
- The Department has revised its FY2000 RFP and application to provide an invitational priority to applicants who will serve communities with significant risk of educational failure, particularly those with high drop out rates and high concentrations of LEP students. It has also added clarifying language in the application to encourage attention to the specific educational needs of LEP students.

The Department plans to:

- Expand outreach and dissemination efforts to ensure representation of Latino communities in the applicant pool; and
- Recruit reviewers with particular understanding of the needs of Latino youth by soliciting recommendations of peer reviewers for the grant review from a variety of organizations. (Clnet National & Community Latino Organizations have provided an initial list.)

GOAL V: SUCCESS IN HIGHER EDUCATION

Hispanic-serving Institutions (HSIs) (HEAP) The Developing Hispanic-serving Institutions program expands and enhances the academic offerings, program quality, and institutional stability of the colleges and universities that are educating the majority of Latino college students. HSIs are defined as institutions that have an enrollment rate of 25% percent or more Latino students, of which at least 50% are low-income.

FY 2000 Enacted Level \$42.25 million

FY 2001 Request \$62.5 million

Objective: To provide financial support and technical assistance to assist eligible Hispanic-serving institutions of higher education to expand their capacity to effectively serve Latino and low-income students.

Results to Date:

Support continues to be provided to help strengthening institutions of higher education that: (1) have an enrollment of undergraduate full-time equivalent students that is at least 25 percent Latino students; and (2) assure that not less than 50 percent of its Latino students are low-income individuals.

FY 1998: 37 continuation grants

FY 1999: 37 continuation grants; 39 new grants

FY 2000: 39 continuation grants; 68 new grants; 13 planning grants

¹ 183 new grants serving 600 schools were announced in November, 1999. Preliminary analysis of these grantees suggests increases in both Hispanic and LEP student participation in funded projects.

The Department plans to:

- Develop a plan for improved data collection and program evaluation to guide the provision of high-quality technical assistance and appropriate program improvements;
- Expand outreach and technical assistance to HSIs to support expanded participation in all federal education programs; and
- Provide technical assistance and outreach to expand grantee applicant pool and award new grants.

TRIO (HEAP) The TRIO programs fund postsecondary education outreach and student support services designed to encourage individuals from disadvantaged backgrounds to enter and complete college and/or pursue their doctoral studies.

FY 2000 Enacted \$645 million

FY 2001 Request \$725 million

Objective: To improve access to and quality of TRIO programs for Latino and LEP students.

Results to Date:

- An estimated 16% of TRIO program participants are Latino. Recent evaluations indicate that while the number of Latino students served is limited, students participating in Upward Bound are positively affected.
- Latinos participating in Upward Bound earn more high school credits, are less likely to drop out of high school, and attend four-year colleges at a higher rate than comparable non-participants.

The Department plans to:

- Improve data collection and program evaluation to better track the participation and achievement of Latinos in TRIO programs;
- Develop a plan to improve dissemination of promising practices and innovative strategies in reaching and serving underserved populations, including Latinos, recent immigrants, those with limited English proficiency, or individuals with disabilities;
- Increase support and technical assistance to existing Upward Bound grantees to expand outreach to and recruitment of underserved/educationally at-risk students, including Latinos, recent immigrants, those with limited English proficiency, or individuals with disabilities; and
- Develop partnerships with Latino advocacy groups and community-based organizations to identify and solicit grant proposal reviewers knowledgeable about the education of Latinos.

College Assistance Migrant Program (HEAP) CAMP provides tutoring and counseling services, as well as stipends, tuition, and room and board, to first-year undergraduate migrant students and assists those students in obtaining financial aid for their remaining undergraduate years. Approximately 86% of CAMP program participants are Latino.

FY 2000 Enacted Level: \$7 million

FY 2001 Request: \$10 million

Objective: To assist migrant and seasonal farmworker students, a majority of whom are Latino, to complete successfully their first academic year of college, and to continue in post-secondary education.

Results to Date:

The CAMP program serves approximately 660 students, an increase of over 50% since 1994. Four of the 12 CAMP projects are located at Hispanic Serving Institutions, an increase of three since 1994.

Strategy 1: Develop a technical assistance plan to ensure that programs provide effective services to Latino students.

The Department plans to:

- Develop and issue notices of new competitions for CAMP program, including outreach to HSI's;
- Provide improved technical assistance to CAMP grantees and develop a follow-up monitoring plan for CAMP projects needing assistance; and
- Improve partnerships with and technical assistance to support implementation of all federal education programs in a manner that meets the unique needs of migratory students.

GEAR UP (HEAP) GEAR UP supports early college preparation and awareness activities at the local and state levels to ensure that low-income elementary and secondary students are prepared for and pursue postsecondary education. *(May also support Goal IV: Addressing the dropout rate).*

FY 2000 Enacted Level: \$200 million

FY 2001 Request: \$325 million

Objective: To maximize participation of Latino youth in awarded projects.

Results to Date:

- Of the 164 partnership grants awarded in August 1999, 31 partnerships involving HSI's were funded. These partnerships received 27% of the funds (\$20 million out of \$75 million); and
- The Department of Education is collecting data on the demographic profile of the students served by all GEAR UP partnerships in order to monitor the participation of Latino students as well as institutions.

The Department plans to:

- Expand outreach to Latino communities and HSI's through mailings, application workshops and technical assistance in communities with large Latino populations; and

- Develop ongoing partnerships with Latino advocacy groups and community-based organizations to identify and solicit grant proposal reviewers knowledgeable about Latino communities and education issues.

Other efforts to support success in higher education:

- The Department has conducted two NCES longitudinal studies, "Beginning Postsecondary Students Survey" and the "Baccalaureate and Beyond Project" that offer data on Latino students' progress towards postsecondary education.
- **Think College Early Campaign:** "Thinking College Early," a public information and outreach campaign, is about learning how to plan for college and how to garner support from the various groups that come into play in a student's life, including the family, schools, community, businesses, religious organizations, government, and local universities. The campaign is designed to help reverse the historic underrepresentation of Latinos in postsecondary education, and responds to research showing that over 80% of Latinos do not participate in "gateway" classes such as algebra and geometry by the eighth grade, classes which are essential for students to prepare academically for college. This campaign is part of the Clinton Administration's overall effort to increase college attendance for disadvantaged students by making college affordable through increased funding for Pell Grants, Work-Study, and new HOPE Scholarship and Lifelong Learning tax credits, and through programs such as GEAR UP and TRIO that provide academic and other needed support to students.
- Among the many resources and outreach activities sponsored by Think College Early is the *Getting Ready for College Early* guidebook, first produced in August 1997. The guide, which helps parents and their children understand the steps they need to take during the middle and junior high school years to get ready for college, is now also available in Spanish (*Preparándose a Tiempo Para la Universidad*) (http://www.ed.gov/pubs/GRFC_Span/grfcspan.html).
- In addition, the Department of Education will hold a special Spanish language satellite conference in spring 2000, to help students and parents in the Latino community learn about the steps necessary to prepare for college. The meeting will emphasize the importance of taking challenging "gateway" and provide information about access to financial aid..

Other General Department Efforts:

Results to date:

- The Department has supported a national public information campaign in coordination with Univision, a national Spanish television network. Univision will produce public service announcements on educational excellence and provide information on the resources available from the Department of Education and local community organizations.
- The America Reads Challenge and America Counts initiative, in partnership with the Office of Educational Research and Improvement, developed a variety of materials (for example, El

Reto: A leer America! A Leer y Escribir ya! - Read*Write*Now Activity Kits, Como Ayudar a Su Hijo a Aprender Matematicas) to encourage Spanish-speaking parents and care-givers to become more actively involved in their children's early learning.

- The Department produced a catalog of publications and resources available in Spanish. The catalog, which highlights the array of materials produced across the Department of Education, is available in Spanish and is being distributed through a variety of venues.
- The Department of Education, under the leadership of the Office of Intergovernmental and Interagency Affairs (OIIA), has developed an Latino information outreach plan to provide high-quality information and resources that encourage family involvement and community partnerships. The outreach plan supports improvements in the educational achievement of Latino students and focuses on reading, math, and college readiness.
- Because more than 300,000 Hispanic students (identified as having learning disabilities, emotional disturbances, or mental retardation) are served by special education programs in public schools, the Department supports a variety of research efforts to improve the education of students with disabilities who are also either Hispanic or limited in their English proficiency. For example, the University of Connecticut is investigating alternative service delivery models for infants, toddlers, and their families who are of Latino heritage, who use Spanish as their primary language, and who are eligible for early intervention services through Part C of IDEA. The University of Colorado is conducting a qualitative study to examine the divergent and complex ways that a family's socio-cultural and linguistic backgrounds influence the early intervention processes of young children with disabilities who are Hispanic and LEP.
- Through support of the Office of Special Education and Rehabilitative Services, the University of Texas at Austin is conducting a study to develop profiles of LEP Latino students with reading-related learning disabilities (LD) and to identify instructional strategies that are effective in developing oral language and reading skills in Spanish and English.
- The Office of Special Education and Rehabilitative Services (OSERS) is also working to create a series of Public Service Announcements to increase Hispanic parents' awareness of their rights and those of their disabled children under the Individuals with Disabilities Education Act. In addition, OSERS has been collaborating with the Mexican Department of Education to exchange information on inclusion of disabled children to support a better understanding of the cultural and linguistic needs of disabled students of Mexican background in the U.S.
- The Department has initiated work on a school reform guide for parents of LEP children. The publication, which will be available in Spanish, will provide parents with valuable information about standards based reform, including assessments, accountability, and ways of ensuring that their children's needs are considered in school improvement efforts.
- In 1998-1999, the Department, through the Office of Intergovernmental and Interagency Affairs (OIIA), initiated an agency-wide plan for outreach to improve Hispanic education.

Implementing the Department's Hispanic Outreach Plan. The Plan's mission is "To improve the educational achievement of Hispanic students through increased family involvement and community partnerships," through the pursuit of three goals:

- ◆ Ensure our customers have access to useful information by having bilingual customer service representatives on our front-line call centers. (Spanish-speaking bilingual staff are now available at all major Department call centers. The Information Resource Center has bilingual staff on hand to answer calls from Spanish-speaking customers who call into the 1-800-USA-LEARN number, as does the Education Publications Center (1-877-4ED-PUBS) and the Federal Student Aid Information Center (1-800-4FED-AID);
 - ◆ Increase awareness among our audience of the Department's priority areas of Reading, Math, College Access, and Parent Involvement through conferences and an information-dissemination campaign; and
 - ◆ Provide customers with useful, high-quality materials that are culturally and linguistically appropriate.
- The Department coordinated, through the White House Initiative on Educational Excellence (housed in OIIA), a series of conferences, "*Excelencia en Educación: The Role of Parents in the Education of their Children*" in an effort to engage parents in a national dialogue on the essential role Latino parents play in supporting the education of their children. Conferences were held in San Antonio, Los Angeles, New York, Chicago, and Miami. The focus of the conferences was developing strategies for schools, teachers, civic leaders, community-based organizations, business, and federal agencies to reach out to parents and fully engage them in their children's education.
 - Began Spanish version simulcasts of monthly "Satellite Town Meetings." The "meetings" bring communities across the country together with national experts, local educators, and community leaders to discuss the most critical and timely issues in education.

Hispanic Education Action Plan 2001

(BA in millions)

Program	FY 00			FY 01			
	Final Enacted	(+/-) FY 99	FY 00 Enacted	FY 01	FY 01 Budget (+/-)	CHC	Budget (+/-)
	Level	Enacted	Adjusted*	Budget	FY 00 Adjusted*	Request ⁽¹⁾	CHC Request
State Agency Migrant Program	354.689	0.000	354.689	380.000	25.311	430.000	(50.000)
Comprehensive School Reform Demonstrations	170.000	50.000	0.000	0.000	0.000	0.000	0.000
High School Equivalency Program (HEP)	15.000	6.000	15.000	20.000	5.000	20.000	0.000
College Assistance Migrant Program (CAMP)	7.000	3.000	7.000	10.000	3.000	10.000	0.000
Bilingual Education	248.000	24.000	248.000	296.000	48.000	320.000	(24.000)
Adult Education	470.000	85.000	470.000	555.500	85.500	635.000	(79.500)
Hispanic-serving Institutions (HSIs)	42.250	14.250	42.250	62.500	20.250	62.500	0.000
Federal TRIO Programs	645.000	45.000	645.000	725.000	80.000	690.000	35.000
Migrant Youth Job Training Program (DOL)	5.000	0.000	5.000	5.000	0.000	5.000	0.000
Migrant and Seasonal Youth Opportunity (DOL)	10.000	0.000	10.000	15.000	5.000	10.000	5.000
Total, HEAP (Net of Title I)	1,966.939	227.250	1,796.939	2,069.000	272.061	2,182.500	(113.500)
Title I, Grants to local educational agencies	7,941.397	208.603	7,941.397	8,357.500	416.103	8,205.000	152.500
Total, HEAP 2000	9,908.336	435.853	9,738.336	10,426.500	688.164	10,387.500	39.000
GEAR UP	200.000	80.000	200.000	325.000	125.000	300.000	25.000
LEP Research	0.000	0.000	0.000	10.000	10.000	10.000	0.000
Total HEAP 2001			9,938.336	10,761.500	823.164	10,697.500	64.000

*The FY 2000 Enacted Adjusted level reflects the FY 2001 composition which includes the GEAR UP and LEP research total. This total does not include Comprehensive School Reform Demonstrations.

(1) The Congressional Hispanic Caucus did not provide a funding request for three programs in the Hispanic Education Agenda: 1) Comprehensive School Reform Demonstrations, 2) the Migrant Youth Job Training Program and 3) the Migrant and Seasonal Youth Opportunity Program. In the absence of a funding level, this table assumes a straightline or the OMB Settlement level, whichever greater, as the CHC request.

The FY 2001 Hispanic Agenda includes two new programs: 1) GEAR UP, and 2) LEP Research. Comprehensive School Reform Demonstrations is no longer included in HEAP in FY 2001.

Monop & Hec
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Adm 1574

Hispanic Education National Meeting

Friday, March 10, 2000

11:00 a.m.

Agenda

I. Developments Since Last Meeting:

A. Efforts of stakeholders -- *Initiative*

B. Outreach plan/efforts -- *Brian* -- *will help w/ early childhood*

- Meeting with Commissioners -- *Rey, Andy*

C. White House Operations involvement -- *Rey*

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

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

II. Next Steps and Action Items

A. Status of Goals -- target date for distribution, Tuesday, March 13, 2000

- Pre-K Goal -- Ann O'Leary, Ruby Shamir
- Reducing Dropout Rate -- J.B. Buxton
- Eliminating the Achievement Gap -- Andy Rotherham/Bethany Little
- English Language Proficiency -- Andy Rotherham/Bethany Little
- Higher Education -- Brian Kennedy, J.B. Buxton

B. Structure and format of event

C. Event date

D. Commitments and Deliverables

E. Status of participant's list (both invitees and presenters) -- *Brian B.*

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

*to general language on paper
then to language document -- then review with
language class*

*- tracking letter
for Hispanic
youth*

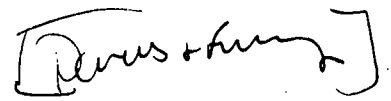
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suicide*

Devy Danner - Hispanic Agenda



EARLY CHILDHOOD EDUCATION AND HISPANICS

BACKGROUND

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 aged 15 years or younger. In fact, the young Hispanic population is expected to demonstrate a 54 percent growth rate between 2000 and 2020, compared to an 18 percent growth rate of that age group in the general population during the same years. [Dr. Hector Cordero-Guzman, New School, 8/99]

Since President Clinton and Vice President Gore took office, Hispanic poverty has dropped from 30.6 percent to 25.6 percent, the lowest level since 1979. The Hispanic child poverty rate has fallen 15.9 percent since 1993. While this marks significant progress, President Clinton will continue to fight for policies that help to raise incomes and reduce poverty. [WH Press paper 3/00]

The following indicators frame the status of many young Hispanic children:

- Among three-year-olds, 40% of whites and 41% of blacks were enrolled in pre-primary programs, compared to 21% of Hispanics. Among four year olds, over 60% of whites, 68.2% of blacks and 49% of Latinos were enrolled in pre-primary programs. At the Kindergarten age, the gap closes. Some reasons include that Hispanics may prefer family-based care, or may not be able to afford the high cost of private day care. [NCLR, 7/98]
- Hispanic Head Start enrollment has increased by nearly 60,000 [58,700] during the Clinton Administration, with the program now reaching approximately 230,000 [229,700] Hispanic children. Despite these increases, however, Hispanic children remain under-represented, comprising less than 25 [24.9] percent of Head Start enrollment (excluding Puerto Rico) compared to 29.8 percent of all low income, pre-school children in the nation.
- Approximately 41 percent of Hispanic children under age 15 are living at or below the poverty level. Another roughly 20 percent live near the poverty line.
- Hispanic children lack health insurance at a rate of 27.7%, which is more than twice the percentage of white children.
- Hispanic children are more likely than black or white children to be in fair or poor health (7.8 percent Hispanic children compared to 4.2 percent of black children and 2.9 percent of white children).
- 27.8 percent of Hispanic mothers don't receive prenatal care, compared to 18.1 percent of mothers in the total population.

GOALS

The primary goal the Administration has set out to accomplish is to increase access to high quality early childhood education and development programs, and make sure that all kids enter school ready to learn.

Goal #1: Access

Despite increased Hispanic participation during the Clinton Administration in early childhood programs such as Head Start, this population of young people is still underserved by the programs.

Making the Child and Dependent Care Tax Credit (CDCTC) Refundable for Nearly Two Million Working Parents. In his FY 2001 budget, the President proposed to make the CDCTC refundable. Under current law, a typical family of four with an income under \$25,000 has no tax liability and therefore is ineligible for relief from their often significant child care costs. Many such families earn too little to claim the credit but too much to get the full benefit of child care subsidies. To help these families, the President proposes to make the CDCTC refundable for the first time -- so that families with no tax liability can receive up to \$2,400 to help offset the cost of child care. For example, a single mother who has one child, earns an annual salary of \$15,000, and spends about \$2,400 per year on child care, will receive a tax credit of \$1,200, an increase of \$817 over current law. This proposal will assist nearly two million families. We can develop an outreach campaign to help Hispanic families take advantage of this tax break.

Child Care and Development Block Grant: The President's budget boosts the Child Care and Development Block Grant by \$817 million in FY 2001, enabling the program to provide child care subsidies to nearly 150,000 more children next year. These new funds, combined with the child care funds provided in welfare reform, will enable the program to serve over 2.2 million children in 2001, an increase of nearly one million since 1997. The block grant is part of the Child Care and Development Fund, the primary federal subsidy program that helps families pay for child care, thereby enabling low-income parents to work. Today, millions of families who are eligible for assistance with their child care costs do not receive any help; in 1998, only about 10 percent of the 15 million low-income children eligible for assistance under federal law received subsidies. We are exploring options to provide information to states on how to reach out to Hispanic families to help them take advantage of CCDBG.

Head Start: The President's budget boosts funding for Head Start by \$1 billion -- the largest funding increase ever proposed for the program -- to provide Head Start and Early Head Start slots to approximately 950,000 children, nearing the President's goal of serving one million children in 2002. Head Start is our nation's premier early childhood development program preparing low-income children for a lifetime of learning and development by providing early, continuous and comprehensive child development and family support services. Early Head Start, created by the Clinton-Gore Administration in 1994, brings Head Start's successful comprehensive services to families with children ages zero to three and to pregnant women, and works to enhance children's overall development and enable parents to be better caregivers of and teachers to their children. Since 1993, this Administration has already boosted funding for Head Start by 90 percent.

- The Administration intends to continue efforts to increase participation by underrepresented groups in specifically targeted areas with recent influxes of immigrants and limited English proficient children, including seasonal farmworkers.
- 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;
- increasing 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 assessments to better target outreach, recruitment and enrollment of under-served populations;

- providing specialized technical assistance to ten communities where changing local demographics have resulted in significant under-served populations.

Engaging the Private Sector: We need to improve outreach and funds for government programs in this area, and we also need to further engage the private and non-profit sectors to focus on this issue. During the First Lady's convening on Hispanic Children and Youth, the Administration secured a pledge by the Charles Stewart Mott Foundation, as part of its ongoing partnership with the Department of Education, to make a new commitment of more than \$300,000 commitment to improve Latino participation in after-school programs. This 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. [We are following up with Mott to see what their progress has been, and will try to report on it.]

Goal #2: Improving Quality

Early Learning Fund: The Administration's child care proposal for FY 2001 includes a number of proposals to improve the quality of early childhood education. To ensure that children have access to early childhood programs that promote their cognitive development, the President's budget includes \$3 billion over five years for the Early Learning Fund to help improve child care quality and early childhood education for children under five years old. The Early Learning Fund will provide community grants for activities that foster cognitive development, improve child care quality and promote readiness for school. Resources could be used to help child care providers get training or certification, facilitate licensing or accreditation of child care centers, and reduce child-to-staff ratios -- factors associated with positive developmental outcomes for young children.

Stay At Home?

Goal #3: Improving Language and Literacy Skills

TBD – after Tuesday meeting.

(13) the term "State", unless otherwise provided, means each of the 50 States, the District of Columbia, the Commonwealth of Puerto Rico, and each of the outlying areas.

(b) TITLES IV, V, VI, VII, VIII, AND IX.—For the purpose of titles IV, V, VI, VII, VIII, and IX—

(1) except as provided in paragraph (3) and unless otherwise provided, the terms used in such titles have the same meanings given such terms in section 14101 of the Elementary and Secondary Education Act of 1965;

(2) the term "Bureau", unless otherwise provided, means the Bureau of Indian Affairs; and

(3) the term "Secretary", unless otherwise provided, means the Secretary of Education.

TITLE I—NATIONAL EDUCATION GOALS

SEC. 101. [20 U.S.C. 5811] PURPOSE.

The purpose of this title is to establish National Education Goals.

SEC. 102. [20 U.S.C. 5812] NATIONAL EDUCATION GOALS.

The Congress declares that the National Education Goals are the following:

(1) SCHOOL READINESS.—(A) By the year 2000, all children in America will start school ready to learn.

(B) The objectives for this goal are that—

(i) all children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school;

(ii) every parent in the United States will be a child's first teacher and devote time each day to helping such parent's preschool child learn, and parents will have access to the training and support parents need; and

(iii) children will receive the nutrition, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

(2) SCHOOL COMPLETION.—(A) By the year 2000, the high school graduation rate will increase to at least 90 percent.

(B) The objectives for this goal are that—

(i) the Nation must dramatically reduce its school dropout rate, and 75 percent of the students who do drop out will successfully complete a high school degree or its equivalent; and

(ii) the gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

(3) STUDENT ACHIEVEMENT AND CITIZENSHIP.—(A) By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and

every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.

(B) The objectives for this goal are that—

(i) the academic performance of all students at the elementary and secondary level will increase significantly in every quartile, and the distribution of minority students in each quartile will more closely reflect the student population as a whole;

(ii) the percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially;

(iii) all students will be involved in activities that promote and demonstrate good citizenship, good health, community service, and personal responsibility;

(iv) all students will have access to physical education and health education to ensure they are healthy and fit;

(v) the percentage of all students who are competent in more than one language will substantially increase; and

(vi) all students will be knowledgeable about the diverse cultural heritage of this Nation and about the world community.

(4) TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT.—

(A) By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

(B) The objectives for this goal are that—

(i) all teachers will have access to preservice teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs;

(ii) all teachers will have continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter and to use emerging new methods, forms of assessment, and technologies;

(iii) States and school districts will create integrated strategies to attract, recruit, prepare, retrain, and support the continued professional development of teachers, administrators, and other educators, so that there is a highly talented work force of professional educators to teach challenging subject matter; and

(iv) partnerships will be established, whenever possible, among local educational agencies, institutions of higher education, parents, and local labor, business, and professional associations to provide and support programs for the professional development of educators.

(5) **MATHEMATICS AND SCIENCE.**—(A) By the year 2000, United States students will be first in the world in mathematics and science achievement.

(B) The objectives for this goal are that—

(i) mathematics and science education, including the metric system of measurement, will be strengthened throughout the system, especially in the early grades;

(ii) the number of teachers with a substantive background in mathematics and science, including the metric system of measurement, will increase by 50 percent; and

(iii) the number of United States undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

(6) **ADULT LITERACY AND LIFELONG LEARNING.**—(A) By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

(B) The objectives for this goal are that—

(i) every major American business will be involved in strengthening the connection between education and work;

(ii) all workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs;

(iii) the number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and midcareer students will increase substantially;

(iv) the proportion of the qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs will increase substantially;

(v) the proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially; and

(vi) schools, in implementing comprehensive parent involvement programs, will offer more adult literacy, parent training and life-long learning opportunities to improve the ties between home and school, and enhance parents' work and home lives.

(7) **SAFE, DISCIPLINED, AND ALCOHOL- AND DRUG-FREE SCHOOLS.**—

(A) By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

(B) The objectives for this goal are that—

(i) every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol;

(ii) parents, businesses, governmental and community organizations will work together to ensure the rights of students to study in a safe and secure environment that is free of drugs and crime, and that schools provide a healthy environment and are a safe haven for all children;

(iii) every local educational agency will develop and implement a policy to ensure that all schools are free of violence and the unauthorized presence of weapons;

(iv) every local educational agency will develop a sequential, comprehensive kindergarten through twelfth grade drug and alcohol prevention education program;

(v) drug and alcohol curriculum should be taught as an integral part of sequential, comprehensive health education;

(vi) community-based teams should be organized to provide students and teachers with needed support; and

(vii) every school should work to eliminate sexual harassment.

(8) **PARENTAL PARTICIPATION.**—

(A) By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

(B) The objectives for this Goal are that—

(i) every State will develop policies to assist local schools and local educational agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities;

(ii) every school will actively engage parents and families in a partnership which supports the academic work of children at home and shared educational decisionmaking at school; and

(iii) parents and families will help to ensure that schools are adequately supported and will hold schools and teachers to high standards of accountability.

ACCEPT

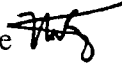
REGRET

PENDING

TO:

Stephanie Streett
Assistant to the President and Director of Scheduling
Lisa Berg
Director of Scheduling and Advance for the Vice President
Patti Solis Doyle
Deputy Assistant to the President and Director of
Scheduling and Advance for the First Lady

FROM:

Maria Echaveste 
Assistant to the President and Deputy Chief of Staff
Bruce Reed
Assistant to the President and
Director of the Domestic Policy Council

REQUEST:

For the President to meet with national leaders regarding narrowing the educational achievement gap for Hispanic Americans. The President has reviewed and approved a memorandum setting forth the conceptual framework for this meeting. A copy of the memorandum is attached to this proposal.

PURPOSE:

The overall goal of this national meeting 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.

BACKGROUND:

Hispanic students are the fastest growing cohort of American students, yet are also less likely to have effective preschool experiences, successful K-12 experiences, and graduate from college than non-Hispanic white students.

At the close of the First Lady's White House Convening on Hispanic Children and Youth on August 2, 1999, the First Lady expressed her hope that the Convening would serve as a catalyst for more significant focus on and treatment of the issue of educational achievement for Hispanics. Specifically, the First Lady called for a national meeting regarding this issue to take place in the Spring of 2000. Subsequent to the convening a small group of foundation and private sector representatives began to meet and work toward this end. This group was joined by members of the

President's Advisory Commission on Educational Excellence for Hispanic Americans as well as representatives from the National Hispanic Leadership Agenda. These efforts were ultimately combined with those from within the White House.

A number of foundation and business leaders have expressed a willingness to support this event. Moreover, this event would be in keeping with the spirit of Executive Order 12900 regarding Educational Excellence for Hispanic Americans.

DATE AND TIME:	First or second week in April of 2000
DURATION:	TBD. The actual format and structure of the meeting is still being developed
LOCATION:	East Room
PARTICIPANTS:	150 representatives of business, education and community organizations interested in and dedicated to narrowing the Hispanic educational achievement gap
OUTLINE OF EVENT:	
PRESS/MEDIA:	Open.
VICE PRESIDENT'S ATTENDANCE:	Desired.
FIRST LADY'S ATTENDANCE:	Desired.
RECOMMENDED BY:	Maria Echaveste Bruce Reed
CONTACT:	Marjorie Tarmey X66456 Reynaldo Anaya Valencia X65506

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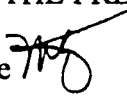
THE WHITE HOUSE
WASHINGTON

THE PRESIDENT HAS SEEN
2-28-00

February 24, 2000

copied
Echaveste
Reed
Podesta

MEMORANDUM FOR THE PRESIDENT

FROM: Maria Echaveste 
Bruce Reed

SUBJECT: NATIONAL MEETING ON HISPANIC EDUCATION ISSUES

As you know Hispanic students face substantial educational challenges. Some of these issues are common to other minorities and some are unique to Hispanic Americans. Your administration has taken steps to address some of these issues and improve educational opportunities for Hispanic students; however, more must be done. Hispanic students are the fastest growing cohort of American students, but are less likely to participate in effective pre-school programs, have successful K through 12 experiences, and graduate from college than non-Hispanic white students. The Hispanic high school drop out rate is more than twice the rate of white and black students and there is a substantial gap in scores on standardized tests between Hispanic students and non-Hispanic white students. This memo proposes that the White House hold a national meeting to focus on educational issues confronting Hispanic Americans, to commit the country to quantifiable goals to improve educational opportunities for Hispanic Americans, and to commit the public, private, and non-profit sectors in a national effort to reach these goals.

Background

In August of 1999, the First Lady hosted a White House Convening on Hispanic Children and Youth. The convening identified challenges, showcased successful programs, and addressed the question of how to replicate "best-practices". In her concluding remarks at the meeting, the First Lady said that the Convening should serve as a catalyst for a more significant focus on educational achievement for Hispanics and called for a follow-up national meeting to take place in 2000.

As a result, a small group of foundation and private sector participants in the Convening began to meet with members of the President's Advisory Commission on Educational Excellence for Hispanic Americans and White House staff, to discuss a follow-up meeting. A number of foundation and business leaders have expressed a willingness to support this event. The First Lady's office, the Vice President's office, the Chief of Staff's office, and the Domestic Policy Council, are involved in these efforts. The First Lady and the Vice President have expressed an interest in attending this follow-up meeting.

Proposed Meeting

While discussions are ongoing as to the exact structure and format of the proposed meeting, we are proceeding with some working assumptions. First, the proposed national meeting should relate to the First Lady's Convening and be seen as a follow up to that meeting. Second, the meeting's substantive focus should be on measurable goals that could serve to focus governmental, private and non-profit resources to ensure real progress over the long term and hold policymakers accountable for progress. The Domestic Policy Council is developing 10-year policy goals in the following areas:

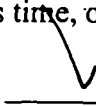
- Access to quality early childhood education;
- Closing the achievement gap on state standards-based assessments;
- English-language acquisition for limited-English proficient students;
- Reducing the dropout rate for Hispanic students; and
- Access to higher education and college completion.

Third, the meeting should seek to portray these issues not as "constituency issues" or as favors to an important constituency in an election year. Rather, the meeting should approach the issue through a lens of, "there is no Hispanic agenda, it is an American agenda" and should highlight the fact that what Hispanic parents want for their children, a good education and an opportunity to enjoy the "American Dream", is no different than what other parents want for their children.

Last, while this meeting will highlight your accomplishments on this issue and the substantial work you have done to help address these issues it will also acknowledge that these issues and the goals we are committing to cannot be realized by government action alone. The meeting will highlight community-based activities, private sector activities, and foundation supported activities that are helping to address these issues and call attention to the necessity of this involvement.

Recommendation

We believe that a national meeting that meets the framework described above would further your efforts to improve education for Hispanics as required by your Executive Order 12900 regarding Educational Excellence for Hispanic Americans. It would also commit the nation to making progress on this issue and focus attention on the challenges faced by Hispanic students. Before proceeding with further planning we need to know whether you agree, do not think we should do this at this time, or would like to discuss it further.

Agree  _____

Disagree _____

Discuss Further _____

Hispanic Education National Meeting

GOALS

**Two and one-half of five goals completed to date.
Please give comments/revisions to person responsible for goal.**

- Pre-K Goal – Ann O’Leary (no draft)
- Reducing Dropout Rate – J.B. Buxton (complete draft)
- Eliminating the Achievement Gap – Andy Rotherham/Bethany Little (complete draft)
- English Language Proficiency – Andy Rotherham/Bethany Little (meeting on goal on March 14, 2000)
- Higher Education – Brian Kennedy (partial draft)

Based on student request

DRAFT

Internal Working Paper on 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	207	216	191	(16)	(25)	9

Writing						
13-year-old Writing	264	271	246	(18)	(25)	7
17-year-old Writing	283	289	269	(14)	(20)	6

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.ⁱ State assessments and other standardized tests indicate similar disparities.

One means of ensuring academic success for LEP students is to use appropriate and valid assessments aligned to state and local standards that take into account language acquisition. This is especially important in locations where "high-stakes" testing (i.e., testing for high school graduation and school accountability) is required by law. Standardized tests should be used as only one of many criteria to determine student competencies. The additional challenge of testing Hispanic Americans is that the test results must reflect an assessment of core content learning, and not reflect solely linguistic or cultural competencies.

In addition to results on assessments, data show that when compared to non-Hispanic students, Hispanic students are:

- less likely than black or white students to have access to a computer at home or in school,
- less likely than white or black students to be enrolled in college preparatory programs,
- less likely than white or black students to be enrolled in gifted and talented programs,
- more likely to be placed in remedial-general education tracks,
- more likely than white students to be enrolled in vocational programs, and
- more often incorrectly assessed as mentally retarded or learning disabled.

A 1998 teacher survey found that among teachers who teach students with limited English proficiency or from diverse cultural backgrounds, almost half felt unprepared to address the needs of these students.

The Secretary of Education's 1998 "Improving Opportunities" report found that:

- "Achievement gaps between Hispanics and whites remains high. At age 9, the gap in reading performance has not changed significantly since the initial assessment [1971-1996]. In math and science proficiency there has been little improvement in the gap between Hispanics and whites in the last 20 years. At age 13, the gap in math proficiency has closed by 10 points; however, the current gap of 25 points still remains. And in reading proficiency, there has been little change in the gap between Hispanics and whites over the past 20 years. At age 17,

the proficiency gaps for reading and math have closed by 11.6 and 12 points respectively; however significant gaps remain.

This achievement gap contributes to the disproportionately high Hispanic dropout rate, and disproportionately low rates of college attendance. The report "Nation on the Fault Line" cites a list of specific factors that affect the educational achievement of Hispanic Americans. The factors most relevant to these students' performance on assessments include:

- inequity in school financing,
- school segregation and poverty,
- underrepresentation of Hispanics among school personnel,
- multicultural training for school personnel,
- lack of bilingual and ESL programs,
- testing and assessment, and
- parental involvement.

Goal for Eliminating the Achievement Gap

This "achievement gap" can be measured in a variety of ways, from the national tests scores cited above (NAEP and SAT), to disaggregated scores on state assessments to a package of indicators like AP exams taken, access to technology, retention in grade, etc.

Option #1 Eliminate the achievement gap for Hispanic students on state assessments within the next decade.

Pros: This goal would continue an emphasis on aligning standards with curricula, using effective assessment practices, and including as many students as possible in state assessments. It is also the measure that will be the measure seen by parents and others on school and district report cards and used to assess the school's performance.

Cons: This would be incredibly difficult to monitor, or even define, and does not show the rate of progress among states. It might also create an incentive for states not to include all kids in assessments, and to use "valid" assessments that may expect different levels of accomplishment. Also, would you be looking at all subjects and all grades? Or just language arts and math at key transition points?

Option #2 Eliminate the achievement gap for Hispanic students on the National Assessment of Educational Progress within the next decade.

Pros: This goal would be easier to monitor, and ensures all kids are being assessed in the same way against the same standard.

Cons: The goal does not support the system of state standards and does not get at problems of curriculum and assessments. Also, NAEP is not given very frequently and actually tests far fewer kids.

Option #3 Eliminate the academic achievement gap for Hispanic Americans.

Pros: This has been expressed by some of the groups as a preferable goal. It also more clearly addresses the issues behind what the assessments illustrate, and not get hung up on problems with the assessments themselves.

Cons: Talk about a researcher's nightmare! Also, this is squishier and might be harder to out in terms of message.

Strategies for Eliminating the Achievement Gap

The federal government, state and local governments, the private sector, and community-based organizations all have a role to play in eliminating the achievement gap among Hispanic and other students. The federal government is committed to help build a foundation for school success by increasing access for Hispanic students to Head Start, Title I, and after-school programs. All of these programs have been shown to bolster literacy and academic achievement. The federal government's enforcement of Title I accountability may be its strongest leverage point on this issue – if the political will exists to do this. More of the Administration's strategies are described in detail below.

Questions to consider in developing our approach to this issue include:

- *What does "to the extent practicable" mean?*
- *How do we determine if an assessment is "valid"?*
- *How do you align classroom practices with assessments?*
- *What is the intersection between assessments and education? (i.e. even if assessments were done perfectly, it is still likely that there would be an achievement gap)*
- *How do we enforce our Title I provisions?*
- *What is the role of teacher training and expectations?*
- *How do access to technology, use of technology and equity of school finance(federal piece might involve more effective targeting) play into this?*

Other general strategies being undertaken by businesses, foundations and non-profit groups to help Hispanic students reach high academic standards include:

- parent involvement
- alignment of standards and curriculum
- teacher training in cultural sensitivity and a focus on expectations
- mentoring, tutoring and individualized instruction
- language mastery assistance

Deliverables by business, nonprofits and others for the conference (discussed below) should be aligned with those strategies that have proven most effective in improving academic achievement for Hispanic students.

Conference Approach

The approach is heavily dependent upon the overall conference length (and format). What follows are two possible approaches for addressing the goal of eliminating the achievement gap between Hispanic and other students.

Three-hour Strategy Meeting with No Breakouts

If the conference is a 3-hour national strategy meeting in the East Room, where attendees stay put, then the meeting can only lend itself to a panel or dialogue of some sorts.

The first option for a panel would be to have an academic- or foundation-type briefly lay out what is understood about why the achievement gap exists. The panel could also include a practitioner who is doing this well (and maybe one who is not), a business champion of standards (like Lou Gerstner), government and nonprofits or foundations (depending on the first speaker) to respond and talk about what has been done and what needs to be done, including the commitments needed to be made. We should allow time for Q&A with a group this small (scheduling request references 150 people).

The second option for a panel would be to focus more explicitly on what has been done, what has been done well and poorly and what needs to be done still. Rather than a group of respondents, we would invite three people to deliver prepared comments on three components of the problem/challenge (components to be developed). A moderator could then handle pose some additional questions and allow Q&A.

Six-hour Strategy Meeting with Breakout Sessions

If the format were expanded beyond the scope of the scheduling request, then we would have some time for a speaker or panel and breakout sessions on component issues. The panel for the whole group could be either option as described above. Breakout sessions would follow and would either be organized along the goals and best practices or the goals and strategy to move forward.

Potential Deliverables

In addition to the continued commitment of the Clinton Administration, commitments could be made by a variety of higher education, private sector and foundation entities. Among the commitments/deliverables we might pursue are the following.

Business could commit to:

- Donating technology and expertise to help close the digital divide
- Implementing policies and advocating for parents to be involved in their children's education
- Getting involved with state and local efforts to implement standards
- Committing employee time for tutoring

It might be interesting to highlight the Gates' recent donation to "reinventing" public schools by having him (an obvious longshot) or the head of his foundation appear on a panel.

Foundations could commit to:

- Funding research on what works to help Hispanic youth learn
- Funding research on effective assessment practices
- Supporting and replicating effective programs

Non-profit organizations could commit to:

- Getting involved with state and local efforts to implement standards
- Communicating with their communities about the importance of education and parental involvement
- A national effort to raise awareness...

Institutions of Higher Education could commit to:

- Educating teachers in cultural sensitivity and best practices for teaching LEP students
- Working with schools to identify best practices for teaching Hispanic students

Federal Government could commit to:

- Deliverable on effective assessment practices?
- If the tape mentioned below has not been sent out yet, it might be a good "deliverable" for the conference.

Administration Strategies

GOAL II: CLOSING THE ACHIEVEMENT GAP

Title I: (HEAP) Grants to local educational agencies provide supplemental education services for students who have fallen behind in school, particularly those in high poverty communities. About 32 percent, or 3.6 million of the students served by Title I are Latino.

FY 2000 Enacted level: \$7.9 billion

FY 2001 Request: \$8.36 billion

Department Objective: To strengthen the effectiveness of Title I services to help Latino students achieve to high academic standards.

Results to Date: Latino participation has increased by 72% (up from 1.9 million) since 1993-94. This increase appears to be attributable to the expanded number of schoolwide programs, funding increases, and clearer requirements that LEP students must be served under Title I.

The Department has issued final guidance on Title I standards, assessments, and accountability requirements as well as the guidance on the inclusion of LEP students ("in the native language to the extent practicable") in assessment and accountability systems.

The Department has also increased support for identifying and disseminating models of effective practices for helping Hispanic students learn to read and meet academic standards in other challenging academic subjects. For example, Southwest Educational Development Laboratory, in collaboration with the Comprehensive School Reform Demonstration Program Office, has organized a set of research-based school reform models, including locally developed approaches, with demonstrated effectiveness in serving LEP students. Information on these models is available on the web (<http://www.sedl.org/culture/adapting.html>) to support communities with high concentrations of LEP students in implementing whole school reform approaches.

The Department began production of a videotape for Spanish-speaking families and the schools and organizations that serve them – to provide some basic suggestions about helping children succeed in school. The areas that will be covered include parent involvement in education, ready-to-learn issues, reading and mathematics, and preparing for college. The videotape will be 15 minutes in length and be used as a tool for presentations to groups of Spanish-speaking families that might be provided by schools, colleges, community-based organizations, faith-based organizations, or others. The tape will be packaged with print materials as a kit to be marketed to schools and community-based organizations serving Hispanic Americans. The video package will be ready to distribute in early 2000.

The Department plans to:

- Provide technical assistance to grantees with attention given to communities with new and emerging populations;
- Conduct three workshops on Title I assessment requirements and best practices; and
- Release "Toolkit for Assessment of LEP Students" reports and handbook on large scale testing--in partnership w/ CCSSO.

Strategy 1: Ensure that schools are held accountable for improving the academic performance of Latino students, by enforcing the Title I requirements for implementation of state standards, assessments and accountability systems by school year 2000 – 2001, and ensuring the inclusion of LEP students in those systems.

The Department plans to:

- Produce a report on state policies for including LEP students in assessments;
- Identify states w/ greatest difficulty in complying w/ requirements for the inclusion of LEP students in state assessment and accountability systems and provide appropriate technical assistance and encouragement; and
- Develop follow-up and technical assistance plan for states needing assistance in improving services to and assessment of LEP students as well as ensure appropriate consequences for states that fail to comply w/ Title I assessment requirements.

Strategy 2: Provide Title I schools and districts, particularly those with high and growing concentrations of Latino and LEP students, with high quality resources, including best practices (*Also in line with Goal III: English Language Acquisition*).

The Department plans to:

- Co-sponsor (with CAL) regional workshops on best practices in teaching reading to LEP students (IAS conferences) as well as produce and disseminate a variety of Spanish-language materials to support parent involvement in education and early reading. (Spanish language catalogue of materials, Even Start guide on helping the child's brain develop, etc. have been completed);
- Produce practical research summaries and related materials (including workshop videos) on teaching reading to LEP students and develop an "Idea book" on the education of Latino students (An initial report was developed by NCBE and released in January 1999); and
- Develop plan for ongoing technical assistance and outreach to school districts with large, fast growing, or emerging Latino student populations.

State Agency Migrant Program (HEAP) The Migrant Education program (MEP) provides financial assistance to state educational agencies to establish and improve educational programs for children of migratory workers to enable them to meet the same academic standards as all students. Approximately 85% of migrant children are Latino.

FY 2000 Enacted Level: \$355 million

FY 2001 Request \$380 million

Objective: To help improved academic achievement and school completion of migrant children.

Results to Date: 752,000 migrant children have been identified as being eligible for the migrant education program; 621,000 are currently being served.

In Reading, Elementary & Middle Grades: At least 60% of migrant students scored at or above basic in 6 of the 10 states providing usable data. In Math, Elementary Grade: At least 60% of migrant students scored at or above basic in 4 of the 10 states providing usable data. In Math, Middle Grade: At least 60% of migrant students scored at or above basic in 2 of the 10 states providing usable data.

Strategy 1: Ensure that migrant children are included in state assessments that are linked to high standards.

The Department plans to:

- Conduct a study on level of migrant student participation in state assessment systems;
- Disseminate a report describing state practices on assessing LEP students to State MEP Directors;
- Work with states in Summer Leadership Institute to examine the testing, reporting, and use of state assessment information for migrant students; and
- Provide technical assistance to states on the testing, reporting, and use of state assessment data with the migrant student population.

Strategy 2: Encourage the implementation of comprehensive school reforms (e.g., SWPs & CSRD) that effectively integrate MEP funds and services with other programs so that migrant children benefit more fully.

The Department plans to:

- Disseminate information to MEP State Directors on strategies for states and school districts to work with Title I, Part A, staff in comprehensive school reforms and school-wide programs;
- Monitor for evidence of support for building level attention to the unique needs of migrant children in schoolwide and CSRD programs via state integrated reviews; and
- Implement a revised research agenda for migrant education focusing on graduation rates, secondary school dropout risk factors & levels, student achievement on state standards, and school readiness.

Strategy 3: Ensure that states and local school districts provide education services outside the regular school term to help migrant students achieve high standards.

The Department plans to:

- Conduct workshops at the National Migrant Education Conference on student participation rates and high quality programs; and
- Provide funding incentives for multi-state consortia that will develop and use innovative materials and procedures to ensure education continuity for migrant students;

Strategy 4: Increase the efficiency and effectiveness of services to migrant children through more effective coordination.

The Department plans to:

- Pilot consolidated database to assist in the transfer of migrant student records and coordinate with Mexico's Department of Education on improving educational outcomes for bi-national children; and
- Continue support of incentive grants that promote partnerships with agribusiness and other local organizations to support education services and the work of migrant families and workers.

Other Department efforts to close the achievement gap:

- The OERI funded National Center for Education Statistics (NCES), in coordination with other agencies (Census Bureau and others), is collecting significant demographic information and general performance data via the National Assessment of Educational Progress (NAEP) and the National Assessment of Adult Literacy (NAAL) that describe the educational needs of Latino students;

- The Educational Resources Information Clearinghouse (ERIC) includes numerous studies, reports and analyses on Latino education. The ERIC National Clearinghouse on Reading disseminates a series of booklets in both English and Spanish to help parents provide academic support for their children.

GOAL III: ENGLISH LANGUAGE ACQUISITION

Bilingual Education: (HEAP) The Title VII, Bilingual Education program assists schools to build their capacity to operate high-quality programs designed to help limited-English proficient (LEP) students achieve to the same high academic standards as all students. Approximately 70% of LEP students are Latino. *(May also support Goal II: Closing the achievement gap).*

FY 2000 Enacted Level: \$248 million

FY 2001 Request: \$296 million

Objective: To improve the effectiveness of Title VII grantees in helping linguistically diverse children learn English and achieve to the same challenging academic standards required of all children.

Results to Date:

- In 1999, approximately 1.4 million Latino students were served by Title VII programs. Federal bilingual education projects continue to demonstrate effectiveness in teaching English.
- Recent evaluation reports indicated that for 91% of projects, at least two-thirds of LEP students made gains in oral English proficiency.
- The Department has supported the distribution of a variety of educational resources for teachers of linguistically and culturally diverse students, the majority of whom are Latino. For example, through the National Clearinghouse for Bilingual Education (NCBE), the Department created a series of guides on the preparation of teachers of English language learners (<http://www.ncbe.gwu.edu/ncbepubs/resource/ells>); a report and cases studies on *Transforming Education for Hispanic Youth: Exemplary Practices, Programs, and Schools* grounded in the work of Hispanic Drop-Out project (<http://www.ncbe.gwu.edu/ncbepubs/resource/hispanicyouth/index.htm>); and state-specific data on LEP student enrollments in US schools (<http://www.ncbe.gwu.edu/askncbe/faqs/01leps.htm>).

Strategy 1: Ensure effective project implementation through improved grants management, technical assistance, and identification and dissemination of promising practices.

Strategy 2: Launch an outreach and technical assistance campaign to solicit Professional Development grant proposals from IHE's and other eligible institutions located in and serving areas with a large unmet need for bilingual education and ESL instructors as well as in communities with emerging Latino populations.

The Department plans to:

- Identify and highlight promising practices (in coordination with NCBE and NABE) and work with OESE to improve implementation of all federal programs;
- Support intensive evaluation of programs and individual criteria by developing and providing technical assistance and guidance on and criteria for high quality evaluation;
- Increase outreach to parents and teachers of LEP students (e.g. Produce and disseminate a guide to parents on standards-based reform and the inclusion of LEP students in high quality instruction, assessment, and accountability systems); and
- Analyze its data collection and analysis efforts by developing a profile of data resources related to Latino and limited English proficient students. The Department-wide profile on assessing and improving data collection on Latino and LEP students is being developed through the Clearinghouse on Bilingual Education. The profiles will catalog data collection instruments for each program and principal office in the Department. The final report will describe the data being collected regarding both Latinos and LEP students, identify gaps in data collection, and make recommendations for future data collection and evaluation efforts.

Research Agenda on limited-English proficient (LEP) Students: (HEAP 2001 proposal)

This HEAP 2001 proposal will include joint research with the National Institutes of Health (NIH) on improving the literacy learning of Spanish-speaking students, a systematic program of research responding to the 1997 National Research Council report, *Improving Schooling for Language Minority Children: A Research Agenda* and targeted efforts to build capacity, especially among traditionally underrepresented groups to study these nationally significant issues.

FY 2000 Enacted: \$0

FY 2001 Request: \$10 million

Ensure that Hispanic Students Achieve English Language Proficiency

Lack of Bilingual and ESL Programs. One of the most controversial issues in the education of Hispanic children is language. The reason for this controversy is primarily political, rather than educational, and reflect a public misunderstanding that bilingual and English-as-a-Second-Language education methods are somehow a threat to American culture and values. In fact, the General Accounting Office (GAO) indicated in 1994 that "the bilingual method" is the most effective for non-English speaking children.

The fastest and most effective way for bilingual students to acquire both a command of English and a command of classroom subject matter is through well-designed and fully implemented bilingual programs. Unfortunately, many states and districts fail to provide full bilingual instruction

in academic subjects. In 1994, for example, the GAO found that many school districts with high concentrations of Limited English Proficient (LEP) students were not adequately providing bilingual services. In one district with 21,000 identified LEP students, only 3 percent of the LEP students were being served.⁵⁰

Today, two primary strategies for instructing LEP students are English as a Second Language (ESL) and bilingual education. ESL is a teaching method in which instruction is almost exclusively in English. In fact, it may be based upon a curriculum that incorporates little or no use of the native language, and is taught only in specific school periods, after which students are placed under regular instruction for the rest of the school day.⁶⁰

According to Professor Josué Gonzalez of Columbia University Teachers' College:

Bilingual education is the use of two languages, one of which is English, as a means of instruction. It is an educational tool primarily used with children of limited English proficiency to provide them both English language instruction and access to other content areas of the curriculum. . . The native language of the child is used in bilingual programs to the extent necessary to teach basic skills and insure that children do not fall behind their peers in other subjects while they learn English.⁶¹

Bilingual education programs develop native-language proficiency in order to enable LEP students to make a transition to all-English instruction, while receiving academic subject instruction in their native language. These programs emphasize the development of English-language skills as well as grade promotion and graduation requirements.⁶²

In *Lau v. Nichols* (1974),⁴⁷ the Supreme Court ruled that students who are not fluent in English have a right to comprehensible instruction as a means of ensuring equal access to a public education. Failure to provide supplemental language instruction, then, violates Title VI of the Civil Rights Act. From 1984 to 1994, the number of limited English proficient (LEP) students increased by almost 70 percent, yet, the corresponding numbers of qualified bilingual teachers did not increase. Currently, more than 2.3 million LEP students, representing different linguistic and cultural backgrounds, attend public elementary and secondary schools — and three-fourths of them are Spanish speakers.

A panel of experts was convened in Washington, D.C., in November of 1995, to address the issues affecting bilingual education. (A list of panelists can be found in Appendix E.) They agreed that without effective bilingual education, a pattern of failure develops:

Students receiving no special language training inevitably fall behind in other subject matter while they struggle to learn English;
Students may, over time, become fluent in oral English, but are not promoted with their peers, because they have missed several years of instruction in content areas; and

Students are rarely able to overcome this and are, consequently, more likely to leave school before high school graduation. The National Education Goals Report 1992 found that LEP students have one of the highest dropout rates in the country.

Goal: TBD[*Within 3 years of entering public school*] or [*before graduating from High School.*] [*We need to get a better feel for where the community is on this issue through Brian's outreach meetings before proceeding much further on this issue.*] (Bethany Little/Andy Rotherham)

ⁱ College Entrance Examination Board, *National Report on College Bound Seniors*, 1997.

Internal Working Paper on the Reducing the Hispanic Dropout Rate

Background

Since the 1970s, the United States has witnessed increasing completion rate and a reduction in the dropout rate for high school students across the country. In 1998, 85% of all the 18 through 24 year-olds had completed high schools, 11.8% of all 16 through 24 year-olds had dropped out of school, and 4.8% percent of 15 through 24 year-olds had dropped out during the 1997-98 school year. These reflects an improvement, albeit slight, over where we were thirty years ago.

Those improvements, however, belie the reality of the completion and dropout rates among Hispanic high school students. According to the Census Bureau, among 18 through 24 year-olds, 90.2% of non-Hispanic whites and 81.4% of non-Hispanic Blacks had completed high school in 1998. For Hispanic youth, the figure stands at only 62.8%. During the 1997-98 school year, Hispanic students aged 15 though 24 dropped out of school (the “event” dropout rate) at two and a half times the rate of non-Hispanic whites (3.9% v. 9.4%) and nearly twice the rate of non-Hispanic Blacks. Among 16 through 24 year-olds, while 7.7% of non-Hispanic Whites and 13.8% of non-Hispanic Blacks are not in school and have not earned a high school credential (the “status” dropout rate), the rate for Hispanic students is 29.5%.

There is an underlying complexity to the Hispanic dropout issue. Essentially, the dropout rate is told by two stories. The first story is that of US-born Hispanic youth. For Hispanic youth aged 16 through 24 with both parents also born in the US, the dropout rate is 15.8%. The figure rises to 20.5% for youth born in the US with at least one parent born outside the US. The other story is of Hispanic youth, aged 16 through 24, born outside the 50 states or the District of Columbia of whom 44.4% have dropped out. Data from 1995 shows that of the dropouts born outside the US, half never enrolled in a US school and 80% were reported as limited English proficient.

What these two stories reveal is that Hispanic dropout rate are partly attributable to the relatively higher dropout rates among Hispanic immigrants. That said, the lowest dropout rate for Hispanic youth (that of US born with US born parents) is still twice that of their non-Hispanic White peers and greater still than the rate for non-Hispanic Blacks.

In today’s economy, dropping out of high school is a passport to a low-wage future. Over the last twenty years, a large gap has opened between those with education beyond high school and those with less education. For those who fail to complete their high school education, opportunities in the workforce diminish greatly and access to high wage jobs is virtually shut off. As the dropout rate for Hispanic youth reaches crisis proportions, it is imperative to develop a goal and strategy for reducing the dropout rate and improving educational outcomes and opportunities for Hispanic youth.

Goal for Reducing the Hispanic Dropout Rate

The following represents four options for a goal for the National Strategy Meeting in April. The first three are concerned with the measure we use to count dropouts; the fourth suggests turning the goal on its head and establishing a goal for increasing high school completion rates rather than a goal of decreasing dropout rates.

OPTION #1 Eliminate the gap in the event dropout rate between Hispanics and the national average by 2010.

This measures the share of students aged 15 through 24 who drop out of grades 10-12 in any given year. The goal would be to reduce the Hispanic dropout rate to the national average. Alternatively, we could calculate a non-Hispanic average and attempt to reduce the rate to that figure. The event dropout rate in 1998 was 4.8% for the nation and 9.4% for Hispanic youth.

Pro: This goal would focus on putting in place a strategy to keep enrolled students in school. It would be unburdened by the fact that many young adults counted as a part of the status dropout data (16 through 24 year-olds) are past school age or immigrate to the country past the age when they can enter school.

Con: It focuses somewhat narrowly on kids who dropped out of grades 10-12. In focusing on keeping kids in school, it would not also focus on bringing former dropouts back in, which is an important goal and better measured by the status dropout rate.

OPTION #2 Eliminate the gap in the status dropout rate between Hispanics and the national average by 2010.

This measures the percentage share of students aged 16 through 24 that is not in school and has not received a high school credential. The current status rate is 11.8% for the nation and 29.5% for Hispanic youth.

Pro: This goal recognizes that efforts must be made to keep people from dropping out, bring people back into school, and help them earn high school diplomas or credentials. It deals with the entirety of Hispanic youth, not just those of school age.

Con: It is a much larger gap to close and deals with Hispanic youth who are past school age. It lumps together what are essentially two distinct groups within the Hispanic dropout subgroup: US born and immigrant Hispanic youth.

OPTION #3 Eliminate the gap in the status dropout rate between the national average and US-born Hispanic youth and cut in half the dropout rate for immigrant Hispanic youth.

This goal would have us reduce the status dropout rate for US born Hispanic youth aged 16 through 24 (with parents either US- or outside-the-US-born) from the current 20.5%

rate to the national average of 11.8%. The dropout rate for immigrant Hispanic youth is 44.4%. However, the status dropout rate for non-Hispanic immigrant youth is only 7.2%.

Pro: Provides a dual focus on US born and immigrant Hispanic youth and recognizes that these groups require some different strategies. Commits us to a doable goal with the first group (US born) and a still ambitious goal of cutting the rate in half for immigrant Hispanic youth.

Con: This approach looks like we are tucking our tail in the face of a tough problem with immigrant Hispanic youth. Furthermore, given that in 1998, non-Hispanic immigrants had a lower dropout rate than the rate for non-Hispanic Whites, it might be a tough argument to make that we need to establish dual goals.

OPTION #4 Eliminate the high school completion gap between Hispanic students and the national average.

This figure measures the share of 18 through 24 year-olds who have completed a high school diploma or received an equivalent credential. For 1998, 85% of all 18 through 24 year-olds not enrolled in high school had completed high school. For Hispanic young adults the completion rate is 62.8%.

Pro: A high school completion goal would be a positively-oriented goal for Hispanic youth: "complete high school" versus "don't drop out." In addition to a primary focus on keeping kids in high school to earn their diploma, this goal would also focus on getting those youth past HS age credentialed (GED, etc).

Con: The dropout rate is an issue with currency in the education and Hispanic communities and this might redirect too much. Could lead to a perception that we aren't addressing the dropout issue (though we would be).

General Strategy for Reducing the Dropout Rate/Increasing High School Completion to the National Average

The federal government, state and local governments, the private sector, and community-based organizations all have a role to play in reducing the Hispanic dropout rate/increasing the Hispanic high school completion rate.

The federal government is committed to help build a foundation for school success by increasing access for Hispanic students to Head Start, Title I, and after-school programs. All of these programs have been shown to bolster literacy and research shows that reading difficulties are a key indicator for dropping out of school. The federal government will also expand access for Hispanics to mentoring activities such as the Gear-UP program and the TRIO programs. 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.

Across the Administration, executive branch agencies are also engaged in ongoing efforts to address the dropout rate and high school completion. In addition, Departments such as Education and Health and Human Services have identified action steps to be taken to improve the access to and effectiveness of programs for Hispanic youth that support this goal. These will be acknowledged in some form at the conference.

Other general strategies being undertaken by businesses, foundations and non-profit groups to reduce the dropout rate among Hispanic youth focus on the following issues:

- parent involvement
- standards and curricular reform
- school-to-work and other career awareness efforts
- counseling needs and social service access
- teacher training with a focus on expectations
- mentoring, tutoring and individualized instruction
- language mastery assistance

Deliverables by business, nonprofits and others for the conference (discussed below) should be aligned with those strategies that have proven most effective in retaining Hispanic youth in high school and encouraging high school completion.

Conference Approach

The approach is heavily dependent upon the overall conference length (and format). What follows are two possible approaches for addressing the goal of reducing the dropout rate for Hispanic Youth contingent upon conference length.

Three-hour Strategy Meeting with No Breakouts

If the conference is a 3-hour national strategy meeting in the East Room, where attendees stay put, then the meeting can only lend itself to a panel or dialogue of some sorts.

The first option for a panel would be to have an academic- or foundation-type briefly lay out what is understood about what contributes to the high Hispanic dropout rate. The panel would also include a representative from schools, business, government and nonprofits or foundations (depending on the first speaker) to respond and talk about what has been done and what needs to be done, including the commitments needed to be made. We should allow time for Q&A with a group this small (scheduling request references 150 people).

The second option for a panel would be to focus more explicitly on what has been done, what has been done well and poorly and what needs to be done still. Rather than a group of respondents, we would invite three people to deliver prepared comments on three components of the problem/challenge (components to be developed). A moderator could then handle pose some additional questions and allow Q&A.

Six-hour Strategy Meeting with Breakout Sessions

If the format were expanded beyond the scope of the scheduling request, then we would have some time for a speaker or panel and breakout sessions on component issues. The panel for the whole group could be either option as described above. Breakout sessions would follow and would either be organized along the goals and best practices or the goals and strategy to move forward. For the dropout issue, there might be three concurrent panels focusing on major issues such as language barriers, workforce preparation, and school and community partnerships.

Potential Deliverables

In addition to the continued commitment of the Clinton Administration, commitments could be made by a variety of higher education, private sector and foundation entities. Among the commitments/deliverables we might pursue are the following.

Business could commit to:

- Mentoring by employees (by hours or people)
- Establishing high school internships and school-to-work apprenticeships
- Funding a campaign on the importance of high school completion/not dropping out
- Implementing policies and advocating for parents to be involved in their children's education

Foundations could commit to:

- Funding commitment to grants initiatives that target dropout reduction/high school completion
- Funding R&D around this goal or a dissemination of best practices effort

Non-profit organizations could commit to:

- Partnerships between schools and communities to address the goal
- Commitments for mentoring/tutoring
- Focus on the language aspect of this issue (deliverable?)

Institutions of Higher Education could commit to:

- Implementing programs that develop college awareness among Hispanic youth and provide incentives for finishing school.

Federal Government could commit to:

- Continuing its HEAP expanding access and funding efforts
- Addressing needs through programs development or modifications in relevant agencies.

HIGHER EDUCATION GOAL

Improve Hispanic College Completion Rates

Background:

In 1977, only 6.7% of Hispanic Americans aged 25 to 29 (compared to 25.3% of White Americans and 12.6% of African Americans) had completed four or more years of college. Twenty years later in 1997, the rate for Hispanic Americans had improved to 11%, while the rate for White Americans rose to 28.9% and the rate for African Americans increased to 14%. The 1997 rate for all races was 27.8%. While there has been steady improvement in the Hispanic College Completion rate, the rate is still unacceptably low.

What You Earn = What You Learn:

- In 1998, median weekly earnings of full-time workers with a high school diploma were \$479, compared with \$753 for those with a bachelor's degree, and \$956 for those with an advanced degree. Thus, a bachelor's degree provided an earnings premium of 57 percent and an advanced degree increased earnings 100 percent over a high school diploma. *Current Population Survey*, Bureau of Labor Statistics, (February 3, 1999)

GOAL

Increase the College Completion rate of Hispanic Americans to the national average for all races. (As noted above, the 1997 rate for Hispanic Americans was 11% compared to the national average rate of 27.8%)

Federal Government Efforts to Address the Issue:

- Increased funding for Pell Grants and other financial aid programs
- Increased support for the GEAR UP early intervention college preparation program
- Increased support for the TRIO college support service programs
- The new College Completion Challenge Grants Program: which provides increased grant aid, summer programs and support services to students at risk of dropping out.

Private Sector Efforts

Business Community, Foundations, Non-profit organizations ...

ACCESS TO COLLEGE

THE CLINTON/GORE RECORD ON STUDENT AID

January __, 2000

Since 1993, President Clinton has been dedicated to expanding access to education and training beyond high school. New and expanded programs provide over \$50 billion in student aid annually — compared to \$22 billion when he took office — and an additional \$7 billion is available through two college tax credits. Students have saved an estimated \$8.7 billion on loans over the last five years while taxpayers have saved over \$5 billion through managerial improvements. And program management has been strengthened and customer service has improved. In his 2001 budget request, President Clinton will seek to build upon these significant investments in American higher education.

President Clinton's will build his effort of expanding access to education by creating more affordable student loans. Students who borrowed student loans since 1993 will save \$100 annually for each \$10,000 in outstanding loans — and a total of \$5 billion — due to a lower interest rate formula. Today's formula is 1.55 percentage points lower than the 1993 formula during school and 0.95 percentage points lower during repayment. The Administration also championed the lower maximum rate paid by students, reduced from 10 percent to 8.25 percent, to protect them against interest rate hikes.

In 1993, the Administration reduced loan origination fees from a maximum of 7 percent of principal to a maximum of 4 percent, saving students nearly \$3.7 billion to date. In 1999, in recognition of widespread discounts available on guaranteed student loans, the Administration reduced direct loan fees to 3 percent.

Since 1993, borrowers have more flexibility in managing their student loan debt. Repayment flexibility allows graduates to pursue jobs that pay lower salaries even though they may require an expensive education. The income-contingent repayment plan allows direct loan borrowers to repay their loans based upon their income; after 25 years, any remaining loan balance is discharged.

EXPANDED STUDENT AID OPPORTUNITIES

Throughout the years, student aid has increasingly enabled students to attend and graduate from affordable accredited academic institutions around the country. President Clinton plans on continuing this achievement by expanding student aid opportunities to help a larger number of students receive higher education experiences. When President Clinton took office in 1993, the Pell Grant maximum award was \$2,300, the same as it was when President Bush took office in 1989. The maximum award has since increased by 56 percent to \$3,300. In 1995, the maximum Pell Grant paid for 86 percent of tuition and fees at a four-year public school; today, it pays for 92 percent.

March 3, 2000

In 1999, approximately 13 million American taxpayers are eligible for the Hope and Lifetime Learning tax credits for postsecondary training and education, totaling \$7 billion in aid. In addition, the restored tax deduction for student loan interest costs during the first five years of repayment — eliminated by the Reagan-Bush Administrations — will save borrowers \$245 million.

The Clinton Administration plans on increasing the number low-income students who graduate from college by utilizing early intervention programs to help these students succeed in college. Based on an Administration proposal, the new GEAR UP program funds partnerships between colleges and high-poverty middle schools. This years proposed budget of \$325 million would fund mentoring, tutoring, and college scholarships to an estimated 1.4 million low-income students. This is a 62.5% increase from FY 2000, and will provide services to 1.4 million students.

Work-study opportunities are incentives for students to earn money toward their education. Spending for Federal Work-Study increased by 41 percent from 1993 to 1999. The President has requested a \$77 million increase in fiscal 2000 to allow one million students to work their way through college.

AmeriCorps is one final program that provides students with valuable educational experiences through community service projects. Since 1994, over 150,000 AmeriCorps volunteers have earned up to \$4,725 for college while serving local communities.

STRENGTHENED STUDENT AID PROGRAMS

Students Aid programs are a necessity for millions of students who depend on this funding to help them receive their college diploma. In order to expand access to higher education and training, these programs need to be stronger. A first step in this process is to create the Direct Loan program. Under the Direct Loan program, students receive loans directly from the Education Department rather than through government-guaranteed lenders. Because the Direct Loan program is substantially less expensive for taxpayers than the guaranteed loan program, taxpayers have saved over \$4 billion over the past five years. The program has pioneered the use of new technology, streamlined loan processing and disbursement, and improved customer service in both programs through competition.

Strengthening the guaranteed loan program is a second step to improvement. Federal subsidies for banks and guaranty agencies have been pared down, saving taxpayers \$1.6 billion over the past five years. Improved financial management of the student loan programs helped the Department receive an unqualified opinion from its auditors on its fiscal 1997 financial statement, its first since the Department was founded in 1980. Further improvements were made for the FY 1998 audit, in which remaining student loan-related cost issues were resolved.

Reducing loan defaults is a priority of straightening the student aid programs. The national cohort default rate has been reduced from 22.4 percent five years ago to a record-low 8.8 percent. At the same time, collections on defaulted loans have more than doubled, from \$1 billion in fiscal 1993 to \$2.2 billion in fiscal 1998.

March 3, 2000

The Administration also plans on using technology to simplify aid. Students can now apply for student aid through the Department's web site and sign just one "master" promissory note for their loans, rather than submitting a new note for each loan.

March 3, 2000

Good : Enjoy not begin

August 1, 1999

WHITE HOUSE CONVENING ON HISPANIC CHILDREN AND YOUTH

Date: Monday, August 2, 1999
Time: 9:30 AM – 11:40 AM
Location: The East Room
The White House
From: Nicole Rabner and Ruby Shamir

I. PURPOSE

To examine the many challenges and opportunities facing Hispanic young people in the areas of early childhood development, educational attainment, and adolescence, and to issue a call to action to all sectors of society to address the needs of this vital population; to highlight the Administration's Hispanic Education Action Plan (HEAP) and urge continued investment in critical education programs for our nation's children; and to promote a number of the Administration's efforts to address the needs of Hispanic children and announce new commitments to reach out to this population.

II. BACKGROUND

The convening will consist of a speaking program and a discussion with the audience. Moderated by Sarita Brown, Executive Director of the White House Initiative on Educational Excellence for Hispanic Americans, the discussion will focus on three areas: (1) early childhood development; (2) educational attainment; and (3) youth and communities. Representatives of various community-based programs have been asked to share their insights and experience in these areas. See attached script for convening details.

Federal and Private Sector Commitments

At the convening, you will unveil (in a general way in your opening remarks) new Administration and private sector efforts to address the challenges of Hispanic children and youth.

(1) **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, however, 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;

- increasing 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 assessments to better target outreach, recruitment and enrollment of under-served populations;
- providing specialized technical assistance to ten communities where changing local demographics have resulted in significant under-served populations.

(2) *Implementation of 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 increased 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 participation 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.

(3) *The White House Initiative on Educational Excellence for Hispanic Americans.* The White House Initiative on Educational Excellence for Hispanic American is releasing "What Works for Latino Youth" a new directory of programs throughout the country that have helped improve the lives of young Hispanics. The White House Initiative will continue to solicit recommendations for the next several months and will produce an updated directory by the end of the year. Additionally, the White House Initiative is committing to organize a national meeting on Latino Educational Excellence in 2000 to follow-up on your White House convening and develop new strategies to bolster education from early childhood through graduate school.

(4) *Promoting Science and Technology Training for Hispanic Students.* The Department of Energy (DOE) is forming a new, 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.

(5) *Ensuring Diversity of Americorps.* Americorps is making a new commitment to bolster its recruitment strategy by featuring Latinos in ads, translating recruitment materials into Spanish, and forming partnerships with Hispanic-serving universities and organizations.

(6) *Helping to Prepare Hispanic Youth for College.* The Department of Education is releasing “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 what they need to prepare for college.

(7) *Supporting Hispanic Access to After-school Programs.* The Charles Stewart Mott Foundation, as part of its ongoing partnership with the Department of Education, is making a new commitment of more than a \$300,000 commitment to improve Latino participation in after-school programs. This 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.

(8) *Media Organizations.* The White House convening -- 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. They have committed to a variety of activities including the development and airing of PSAs, radio programs, talk shows, newspaper supplements and magazine features -- all directed at improving the lives of Hispanic youth. The leaders (many of whom will be present at the convening) spearheading these activities are: Cristina Saralegui, CEO, Cristina Saralegui Enterprises and Host, “The Cristina Show”; Lisa Quiroz, Publisher, People En Español; Monica Lozano, Associate Publisher, La Opinión; Joaquin Blaya, Chairman and CEO, Radio Unica; Patricia Fili-Krushel, President, ABC Television Network; Daisy Exposito, President, The Bravo Group; Consuelo Luz, President, Hispanic RadioNetwork; James McNamara, President and CEO, Telemundo Network.

(9) *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 later this month 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.

(10) AT&T: Closing the Technology Gap. Building on its long history of enhancing educational opportunities for Hispanics, AT&T today is committing 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.

Background on the White House Initiative on Educational Excellence for Hispanic Americans and the Hispanic Education Action Plan

In 1994, by Executive Order, the President established the White House Initiative on Educational Excellence for Hispanic Americans. It is advised by a commission comprised of national education leaders.

In 1996, the Commission submitted to the President its report, *Our Nation on the Fault Line: Hispanic American Education* (enclosed) which lays out key challenges in Latino educational attainment from pre-K through graduate and professional education. It also includes an action plan for federal, state and local levels. In response to the report's recommendations, Vice President Gore, in February of 1998, announced the development of the Administration's Hispanic Education Action Plan, which is designed to help Latino youngsters master the basics of reading and math; help them learn English, stay in school, prepare for college, and succeed in college.

In FY 1999, the Administration proposed and won nearly \$500 million in funding increases for programs in the Hispanic Education Agenda. For FY 2000, the President has proposed increased funds – over \$650 million – 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 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.

According to Administration estimates of the long-term impact of the Republican tax and budget plans, funding for programs in the President's Hispanic Education Agenda could be cut by over

\$6 billion in the tenth year alone of the Republican tax plan. This estimate assumes defense funding at the President's requested level and pay down of the debt by as much as Republicans promise.

Background on Hispanic Children and Youth

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 aged 15 years or younger. Between 1993 and 2000, the Hispanic population aged 0-24 is expected to experience a 19.1 percent growth – more than twice the rate of growth of the total under 24 U.S. population. By the year 2000, the number of Hispanics 24 years or younger is expected to reach 15 million (or 15 percent) of a total youth population of 98 million. Population growth projections beyond are even more pronounced -- with an expected 54 percent growth rate between 2000 and 2020 for the young Hispanic population, compared to an 18 percent growth rate of that age group in the general population during the same years.

Below, please find a sampling of indicators in the areas of early childhood development, educational attainment, and youth and communities which will be addressed at the convening by the experts on the panel.

Hispanic Early Childhood Development Indicators

- Approximately 41 percent of Hispanic children under age 15 are living at or below the poverty level. Another roughly 20 percent live near the poverty line.
- Hispanic children lack health insurance at a rate of 27.7%, which is more than twice the percentage of white children.
- Hispanic children are more likely than black or white children to be in fair or poor health (7.8 percent Hispanic children compared to 4.2 percent of black children and 2.9 percent of white children).
- ✍ • 27.8 percent of Hispanic mothers don't receive prenatal care, compared to 18.1 percent of mothers in the total population.

Hispanic Educational Attainment Indicators

- Roughly 25 percent of Hispanic students aged 16 to 24 drop out of school, compared to 7.7 percent of white students.
- ✍ • In 1993, 17 percent of Hispanic 3 and 4 year olds were in preschool programs, compared to 38 percent of white children.
- Hispanic children are the fastest growing ethnic group in public schools. Enrollment of Hispanic students increased from less than 6 percent of total public enrollment in 1973 to nearly 12 percent in 1993. In the K-12 system, on average, among all the children, Hispanic students continue to lag about two years or more behind mainstream white students in reading, mathematics, and science.
- 20 percent (3.6 million) of Hispanic Americans have less than 7 years of elementary schooling.
- Only 27 percent (4.8 million) of Hispanic Americans have graduated from high school.
- Only 6 percent (1.06 million) of Hispanic Americans have earned a Bachelor's degree. Only

about 1 percent or less of Hispanics have earned Master's, professional or doctoral degrees. 1.4 percent of Hispanics hold a Master's degree, 0.4 percent hold a professional degree, and 0.29 percent have earned a doctoral degree. There are entire fields in which Hispanics have never obtained a doctoral degree.

Hispanic Youth and Community Indicators

- Since 1994, Latina teens have had the highest teen birth rate among the major racial/ethnic groups in the United States. In 1997, the birth rate for Latina 15- to 19-year-olds was 97.4 per 1,000, nearly double the national rate of 52.3 per 1,000. Approximately one-quarter of the births in 1997 to teens aged 15 to 19 were to Latinas.
- The birth rate for Latina teens is decreasing, but not as much as the birth rate for all teens. Between 1991 and 1997, the overall birth rate for 15- to 19-year-old girls dropped 15.8 percent; the rate for Latinas aged 15 to 19 dropped 8.7 percent.
- AIDS incidence among Hispanics is 48.4 per 100,000 population, almost twice the figure for the total population (27.8 per 100,000 population).
- In 1989, the proportion of Hispanics living in counties exceeding USEPA standards for air quality during the previous year is 43.7 compared to 18.7 in the total population.
- According to a 1997 study, Hispanic high school students (23.1 percent) were significantly more likely than white and black students (19.5% and 16.4 percent, respectively) to have seriously considered attempting suicide. Also, Hispanic students (19.6 percent) were significantly more likely than white and black students (14.3 percent and 12.5 percent, respectively) to have made a suicide plan. And, Hispanic students (10.7 percent) were significantly more likely than white students (6.3 percent) to have attempted suicide. Hispanic female students (14.9%) were significantly more likely than white and black students (10.3% and 9.0%, respectively) to have attempted suicide.

III. PARTICIPANTS

Stage Participants

- The First Lady
- Representative Lucille Roybal-Allard, Chair, Congressional Hispanic Caucus
- Dr. Hector Cordero-Guzman, Assistant Professor at the Milano Graduate School of Management and Urban Policy at the New School University, New York, NY
- Dr. Carlos Rodriguez, Senior Research Scientist at the American Institutes for Research and Associate Professor at American University, College of Education, Washington, DC
- Sarita Brown, Executive Director of the White House Initiative on Educational Excellence for Hispanic Americans

Members of Congress Attending Event

Hon. Lucille Roybal-Allard (D-CA) Speaking

Hon. Xavier Becerra (D-CA)

Hon. Charles Gonzalez (D-TX)

Hon. Rubén Hinojosa (D-TX)

Hon. Grace Napolitano (D-CA)
Hon. Ciro D. Rodriguez (D-TX)
Hon. Loretta Sanchez (D-CA)
Hon. Robert Underwood (D-Guam)

Audience

Approximately 180 representatives of promising local programs from around the country, Members of Congress, Federal agency officials, Hispanic leaders and representatives of community-based organizations, heads of corporations and foundations, and national education organizations.

Satellite Sites

There are over 20 satellite downlink sites for the convening around the country. Some of the downlink sites include: Boston, MA; New York, NY; Philadelphia, PA; Miami, FL; Chicago, IL; El Paso, TX; Edinburg, TX; San Antonio, TX; Dallas, TX; Houston, TX; Oklahoma City, OK; Austin, TX; Corpus Christi, TX; Kansas City, MO; and Fresno, CA.

IV. SEQUENCE OF EVENTS

See Attached Convening Script and Scenario from the Social Office

V. PRESS PLAN

Open Press

VI. REMARKS

Provided by Laura Schiller

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, the 1999 Head Start expansion effort made over \$5 million available last summer to increase enrollment of migrant and seasonal farmworker families by nearly 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 included a \$27 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, provides \$14 million to serve as many as 2500 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.

Hispanic Education Action Plan (HEAP) Strategies and Implementation

DRAFT 1-3-00

Re-print vt

Title I

\$300 million	\$8.0 billion	\$7.9 billion (\$201 million increase)

Objective: Strengthen the effectiveness of Title I services to help Hispanic students achieve to high academic standards.

Performance Indicator:

- Between 1994 and 2002, performance of the lowest achieving students and students in the highest-poverty public schools, including Hispanics--disaggregated by race and ethnicity--will increase substantially in reading and math (1.1).
- By 2002, 32 states with 2 years of assessment data and aligned standards and assessments will report an increase in the percentage of students--including Hispanics--in schools with at least 50% poverty who meet proficient and advanced performance levels in reading and math on their state assessment systems. (Data will be disaggregated by race/ethnicity, LEP status, and migrant status.) (1.2)

Results to Date: Title I currently serves 3.3 million Hispanic students, approximately 30% of all students participating in the program. Hispanic participation has increased by 72% (up from 1.9 million) since 1993-94. This increase appears to be attributable to the expanded number of schoolwide programs, funding increases, and clearer requirements that LEP students must be served under Title I.

Strategy 1:

Ensure that schools are held accountable for improving the academic performance of Hispanic students, by enforcing the Title I requirements for implementation of state standards, assessments and accountability systems by school year 2000 – 2001, and ensuring the inclusion of LEP students in those systems.

Action Steps:

No.	Expected Completion Date	Complete	Action	Responsible Office
1	November 1999		- Issue final guidance on Title I standards, accountability requirements. - Provide technical assistance on the above with attention given to communities with new and emerging populations.	OESE
2	November 1999		- Issue final guidance on the inclusion of LEP students ("to the extent practicable") in assessment and accountability systems. - Provide technical assistance on the above with attention given to communities with new and emerging populations.	OESE
3	October-December 1999		Conduct three workshops on Title I assessment requirements and best practice.	OESE
4	January 2000		Release "Toolkit for Assessment of LEP students--in partnership w/ CCSO.	OESE
5	February 2000	draft completed 11/99	Produce report on state policies for inclusion of LEP students in assessments.	OESE
6	Ongoing		Identify states w/ greatest difficulty in complying with Title I requirements for the inclusion of LEP students in state assessment and accountability systems and provide appropriate technical assistance and encouragement.	OESE
7	Ongoing		Monitor for and provide technical assistance to ensure compliance to Title I requirements by ensuring review of assessment policies and services to LEP students are central to state integrated reviews.	OESE
8	March 2000		Develop follow-up on technical assistance for states needing assistance in improving services to and assessment of LEP students.	OESE
9	October 2000		Ensure appropriate consequences for states that do not comply w/ Title I assessment requirements.	OESE

Strategy 2:

Provide Title I schools and districts, particularly those with high and growing concentrations of Hispanic and LEP students, with high quality resources, including best practices.

Action Steps:

No.	Expected Completion Date	Complete	Action	Responsible Office
1	Ongoing		• Incorporate NASBE and research into all technical assistance and implementation strategies.	OEBE and OBEMLA
2	February 2000		• Synthesize and present (use) of high quality the teaching of reading to students with limited English proficiency.	OEBE (RSEA)
3	October-December 1999		• Co-sponsor (with OEA) regional workshop practices in teaching reading to LEP students (IAS and conferences).	OEA Reads and OBEMLA
4	March 2000		• Produce practical resources and summaries and materials (including workshop videos) on teaching reading to LEP students.	OEA and OBEMLA
5	RFP-November 1999		• Support research on teaching reading to y whose first language is Spanish (ED and NICHD).	OERI
6	January 2000		• Develop an "Idea book" on the education students. (An initial report was developed by NCBE and released in January 1999.)	OES
7	Ongoing		• Produce and disseminate a variety of Spanish materials to support parent involvement in education and early reading. (Spanish language catalogue of materials, Even Start guide on helping the child's brain develop, etc. have been completed.)	OEA and OERI
8	First year report-March 2000	First year data collection complete.	• Evaluate the effectiveness of Title I in serving students through the National Longitudinal Study of Schools (NLSS) (3-year study).	OES
9	February 2000		• Develop plan for ongoing technical assistance outreach to school districts with large, fast growing, or emerging Hispanic student populations.	OEBE and OBEMLA

Bilingual and Immigrant Education

\$25 million	\$259 million (\$25 million for Bilingual Education Professional Development and \$10 million for Instructional Services)	\$248 million (\$24 million increase; \$19.5 million for Professional Development and \$2.5 for Instructional Services)
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Objective: Improve effectiveness of Title VII grantees in helping linguistically diverse children learn English and achieve to the same challenging academic standards required of all children.

Performance Indicator:

- Each year, the number of grantees meeting criteria for model programs--progress in learning English and meeting high academic standards--will increase by 20%. (2.1)
- For LEP students--including Hispanics--who participated in Title VII for at least 3 years, grantees will report achievement, and compare it with that of non-LEP students. The two groups will perform comparably. (1.3)

Results to Date:

- In 1999, approximately 1.4 million Hispanic students were served by Title VII programs. Federal bilingual education projects continue to demonstrate effectiveness in teaching English.
- Recent evaluation reports indicated that for 91% of projects, at least two-thirds of LEP students made gains in oral English proficiency.

Strategy 1: Ensure effective project implementation through improved grants management, technical assistance, and identification and dissemination of promising practices.

Strategy 2: Launch an outreach and technical assistance campaign to solicit Professional Development grant proposals from IHE's and other eligible institutions located in and serving areas with a large unmet need for bilingual education and ESL instructors as well as in communities with emerging Latino populations.

Action Steps:

No.	Expected Completion Date	Complete	Action	Responsible Office
1	Ongoing		Support the development of quality research, instructional materials, and resources to help ensure the effective education of LEP students.	OEMLA and OERI
2	March 2000		Develop a database to improve program monitoring and the provision of technical assistance.	OEMLA
3	Ongoing		Identify and highlight promising practices (e.g. coordination with NCBE and NABE) and work with OESE to improve implementation of all federal programs.	OEMLA
4	October 1999-March 2000	evaluation criteria, TA to be provided	Support intensive evaluation of programs criteria by developing and providing technical assistance and guidance on and criteria for high quality evaluation.	OEMLA
5	Ongoing	1999 data	Identify communities with large and fast-growing populations (and native languages) across the country and by state (through NCBE).	OEMLA
6	March 2000		Increase outreach to parents and teachers (e.g. Produce and disseminate a guide to parents on standards-based reform and the inclusion of LEP students in high quality instruction, assessment, and accountability systems.)	OEMLA

TITLE I, Part C: MIGRANT EDUCATION

\$49 million	\$380 million	\$354.7 million (no increase)
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Objective: Help improved academic achievement and school completion of migrant children.

Performance Indicator:

- Increasing percentages of migrant students will meet or exceed the basic and proficient levels in state and local assessments (where in place).

Results to Date:

- 752,000 migrant children have been identified as being eligible for the migrant education program; 621,000 are currently being served. Approximately 85% of migrant children are Hispanic.
- In Reading, Elementary & Middle Grades: At least 60% of migrant students scored at or above basic in 6 of the 10 states providing usable data.
- In Math, Elementary Grade: At least 60% of migrant students scored at or above basic in 4 of the 10 states providing usable data.
- In Math, Middle Grade: At least 60% of migrant students scored at or above basic in 2 of the 10 states providing usable data.

Strategy 1:

Ensure that migrant children are included in state assessments that are linked to high standards.

Action Steps:

No.	Expected Completion Date	Complete	Action	Responsible Office
1	January 2000		standards, assessments, and accountability requirements (including guidance on the inclusion of LEP students) at 2000 State Directors Meeting.	Disseminate guidance to states about Title I
2	February 2000		participation in state assessment systems.	Conduct study on level of migrant student
3	May 2000		assessing LEP students to State MEP Directors.	Disseminate report describing state practice
4	July 2000		Institute to examine the testing, reporting, and use of state assessment information for migrant students.	Work with states in Summer Leadership
5	Ongoing		testing, reporting, and use of state assessment data with the migrant student population.	Provide technical assistance to states on Title I
6	Ongoing		requirements for the disaggregation and reporting of migrant student assessment data.	Monitor for state compliance on Title I

Strategy 2:

Encourage the implementation of comprehensive school reforms (e.g., SWPs & CSRD) that effectively integrate MEP funds and services with other programs so that migrant children benefit more fully.

Action Steps:

No.	Expected Completion Date	Complete	Action	Responsible Office
1	January 2000		• Promote the design and use of high quality programs and services at the 2000 State Directors Meeting.	OESF
2	Ongoing		• Disseminate information to MEP State Directors on strategies for states and school districts to work with Title I, Part A, staff in comprehensive school reforms and school-wide programs.	OESF
3	Ongoing		• Monitor for evidence of support for build level attention to the unique needs of migrant children in schoolwide and CSRD programs via state integrated reviews.	OESF
4	May 2000		• Implement revised research agenda for migration education focusing on graduation rates, secondary school dropout risk factors & levels, student achievement on state standards, and school readiness.	RES & OESF

Strategy 3: Ensure that states and local school districts provide education services outside the regular school term to help migrant students achieve high standards.

Action Steps:

No.	Expected Completion Date	Complete	Action	Responsible Office
1	October 1999		• Include incentives for the implementation of summer-term and inter-session programs in MEP funding formula as presented within ED's reauthorization proposal.	OESF
2	January 2000		• Promote the design and use of high quality programs and services at the 2000 State Directors Meeting.	OESF
3	March 2000		• Conduct workshops at the National Migration Education Conference on student participation rates and high quality programs.	OESF
4	July 2000		• Provide funding incentives for multi-state consortia that will develop and use innovative materials and procedures to ensure education continuity for migrant students.	OESF
5	May 2000		• Implement revised research agenda for migration education focusing on graduation rates, secondary school dropout risk factors and levels, student achievement on state standards, and school readiness.	RES & OESF

Strategy 4: Increase the efficiency and effectiveness of services to migrant children

through more effective coordination.

Action Steps:

No.	Expected Completion Date	Complete	Action	Responsible Office
1	March 2000		practices that enhance the coordination of education for migrant children.	Present recent ED research on promising
2	October 2000		transfer of migrant student records.	Pilot consolidated database to assist in the
3	On-going		examining innovative ways technology can enhance the education of migrant children.	Continue support for technology grants th
4	On-going		Education on improving educational outcomes for bi-national children.	Coordinate with Mexico's Department of
5	On-going		promote partnerships with agribusiness and other local organizations to support education services and the work of migrant families and workers.	Continue support of incentive grants that

College Assistance Migrant Program

\$4 million	\$7 million	\$ 7 million (\$3 million increase)
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Objective:

Assist migrant and seasonal farmworker students, a majority of whom are Hispanic, to complete successfully their first academic year of college, and to continue in post-secondary education.

Performance Indicator:

- The number of migratory students--including Hispanics--served by CAMP will continue to increase.
- The percentage of CAMP participants--including Hispanics--who complete the program and continue in postsecondary education will increase.

Results to Date:

The CAMP program serves approximately 660 students, an increase of over 50% since 1994. Approximately 86% of program participants are Hispanic. Four of the 12 CAMP projects are located at Hispanic Serving Institutions, an increase of three since 1994.

Strategy 1:

Develop a technical assistance plan to ensure that programs provide effective services to Hispanic students.

Action Steps:

No.	Expected Completion Date	Complete	Action	Responsible Office
1	January 2000		Develop and issue notice of new competitive program, including outreach to HSI's.	OESE
2	Annual mtg- January 2000; National Migrant Ed. Conference- May 2000		Provide improved technical assistance to grantees.	OESE
3	May-June 2000		Award new CAMP grants and host meeting grantees.	OESE
4	May through December 2000		Develop a follow-up monitoring plan for grantees needing assistance.	OESE
5	Ongoing		Improve partnerships with and technical support implementation of all federal education programs in a manner that meets the unique needs of migratory students.	OESE, OBEMLA, and OSERS

High School Equivalency Program (HEP)

\$9 million	\$15 million	\$15 million (\$6 million increase)

Objective: Assist migrant and seasonal farmworker students, a majority of whom are Hispanic, to obtain a GED and be prepared to enter institutions of higher education, training programs, or career positions.

Performance Indicator:

- The percentage of HEP participants--including Hispanics--who complete the program and receive a GED will remain high or increase. (1.1)
- The percentage of HEP participants--including Hispanics--with a GED who enroll in postsecondary programs will either equal or exceed the percentage achieved the previous year. (2.1)

Results to Date:

The HEP program currently serves approximately 3,800 students, an increase of approximately 1,300 students since 1994. Hispanic participation in these programs is approximately 85%, an increase of 10% since 1994. Seven of the 23 HEP programs are located at Hispanic Serving Institutions.

Strategy 1:

Develop a technical assistance plan for the current HEP programs and for new programs to help them achieve these objectives.

Action Steps:

No.	Expected Completion Date	Complete	Action	Responsible Office
1	January 2000		Issue and broadly disseminate notice of new competition for HEP programs.	OESE
2	January -May 2000		Provide improved technical assistance to HEP grantees.	OESE
3	May-June 2000		Award new HEP grants and host meetings for new grantees.	OESE
4	May-December 2000		Develop a follow-up monitoring plan for HEP projects needing assistance.	OESE
5	Ongoing		Improve partnerships with and technical assistance to support coordinated implementation of all federal education programs in a manner that meets the unique needs of migratory students.	OESE, OBEMLA, and OSERS

21st Century Learning Centers

\$200 million	\$600 million (\$400 million increase)	\$ 453.7 million (\$253.7 million increase)

Objective:

Increase participation of LEP students in 21st Century Learning Center program to 25-30% in the FY 2000 competition.

Performance Indicators:

- The proportion of students with limited English proficiency--including Hispanics-- served by 21st Century Community Learning Centers will increase with each competition.
- Beginning in 2000, Centers will report continuous improvement in achievement among students--including Hispanics--participating in reading and mathematics activities (disaggregated by LEP status and race/ethnicity). (1.1)
- Beginning in 2000, Centers will report that more than 75% of students participating in the program for at least 2 years show improvements on measures such as grades, attendance, taking of advanced or challenging courses (e.g., algebra, honors courses, AP courses) and fewer disciplinary actions (disaggregated by LEP status and race/ethnicity). (1.2)

Results to Date:

- The 21st Century Community Learning Center program funds at least one project in 14 of the 20 districts with the highest LEP enrollment.
- Between 18-20% of all students served, more than 48,000, have limited English proficiency.

183 new grants serving 600 schools were announced in November, 1999. Preliminary analysis of these grantees suggests increases in both Hispanic and LEP student participation in funded projects.

Action Steps:

No.	Expected Completion Date	Complete	Action	Responsible Office
1	December 1999		- Revise FY2000 RFP and application to invitational priority to applicants who will serve communities with significant risk of educational failure, particularly those with high drop out rates and high concentrations of LEP students. - Add clarifying language in the application to attention to the specific educational needs of LEP students.	OPSE
2	Ongoing		- Expand outreach and dissemination efforts to representation of Hispanic communities in the applicant pool. - Promote, through the Mott Foundation, partnerships with national and local Hispanic advocacy and service organizations to provide technical assistance to improve the quality and competitiveness of grant applications from districts and CBO's serving high numbers of Hispanic and LEP students. (NABE will help coordinate and design more than 50 outreach and technical assistance workshops targeted to communities with large Hispanic populations.)	OPSE
3	April 2000		Recruit reviewers particular under needs of Hispanic youth by soliciting recommendations of peer reviewers for the grant review from a variety of organizations. (Clnet National & Community Latino Organizations have provided an initial list.)	OPSE

GEAR UP

\$120 million (initial funding)	\$240 million	\$200 million (\$80 million increase)
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Objective:

Maximize participation of Hispanic youth in awarded projects.

Results to Date:

- Of the 164 partnership grants awarded in August 1999, 31 partnerships involving HSI's were funded. These partnerships received 27% of the funds (\$20 million out of \$75 million).
- The Department of Education is collecting data on the demographic profile of the students served by all GEAR UP partnerships in order to monitor the participation of Hispanic students as well as institutions.

Action Steps:

No.	Expected Completion Date	Complete	Action	Responsible Office
1			Track and evaluate participation of Hispanic students in funded projects.	ODE & RES
2			Expand outreach to Hispanic communities through mailings, application workshops and technical assistance in communities with large Hispanic populations.	ODE
3			Develop ongoing partnerships with Hispanic groups and community-based organizations to identify and solicit grant proposal reviewers knowledgeable about Hispanic communities and education issues.	ODE

Adult Education

Adult Education State Grants	\$345 million (\$20 Million Increase)	\$468 million (\$123 Million Increase)	\$450 million (\$85 million increase, \$25 million of which is dedicated to ESL/Civics education)
National Activities	\$14 million (including \$7 million for ESL/Civics demonstration grants)	\$101 million (including \$70 million for ESL/Civics demonstration grants)	\$14 million

Objective:

Help limited English proficient adults, including Hispanics, become literate in English and develop the knowledge and skills necessary to participate effectively in a global economy and exercise the rights and responsibilities of citizenship.

Performance Indicator: In program year 2000-01, 40% of adults--including Hispanics--in beginning English for Speakers of Other Languages programs will complete and achieve basic English literacy.

Results to Date:

- In 1997-98 program year reports of adult participation in State-administered adult education programs, total Hispanic enrollment was approximately 1.6 million, an increase of more than 50% since 1988.
- Hispanics now represent more than 40% of the total adult education enrollment.

Strategy 1:

Increase access to high quality, innovative adult education programs.

Action Steps:

No.	Expected Completion Date	Complete	Action	Responsible Office
1	Ongoing		• Improve customer service to ensure the provision of high quality technical assistance (based on best practice)--workshops, print and online dissemination of best practices and examples of effective programs and partnership efforts--particularly in supporting improved services for Hispanic adults.	Use current study of promising ESL practices OYAE
2	Grant Awards-March 2000	RFP-November 1999	• 25 projects to demonstrate effective strategies for teaching English literacy in the context of the citizenship education. Developed a quality application and plan for outreach and competitive review of proposals.	Make available nearly \$7 million in new grants OYAE

TRIO

\$600 million (\$70 million increase)	\$630 million (\$30 million increase)	\$645 million (\$45 million increase)
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Objective: Improve access to and quality of TRIO programs for Hispanic and LEP students.

Performance Indicator:

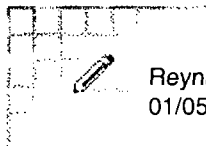
- The proportion of students from underserved groups --including Hispanics--participating in TRIO programs will increase.
- TRIO participants who are English language learners (ELL) will enroll in postsecondary education programs at rates higher than the national average and comparable high school students who did not participate in TRIO. (1.1)
- TRIO participants who are ELL will enroll in postsecondary education programs and will complete them at rates higher than comparable students who do not participate in TRIO.

Results to Date:

- An estimated 16% of TRIO program participants are Hispanic. Recent evaluations indicate that while the number of Latino students served is limited, students participating in Upward Bound are positively affected.
- Hispanics participating in Upward Bound earn more high school credits, are less likely to drop out of high school, and attend four-year colleges at a higher rate than comparable non-participants.

Action Steps:

No.	Expected Completion Date	Complete	Action	Responsible Office
1	Ongoing		Improve data collection and program evaluation by track the participation and achievement of Hispanics in TRIO programs.	CEE/BES
2	February 2000		Develop a plan to improve dissemination practices and innovative strategies in reaching and serving underserved populations, including Hispanics, recent immigrants, those with limited English proficiency, or individuals with disabilities.	CEE
3	March 2000		Target additional support and technical assistance to existing Upward Bound grantees to expand outreach to and recruitment of underserved/educationally at-risk students, including Hispanics, recent immigrants, those with limited English proficiency, or individuals with disabilities.	CEE
4	Ongoing		Develop partnerships with Hispanic adult and community-based organizations to identify and solicit grant proposal reviewers knowledgeable about the education of Latinos.	CEE



Reynaldo Valencia
01/05/2000 07:09:31 PM

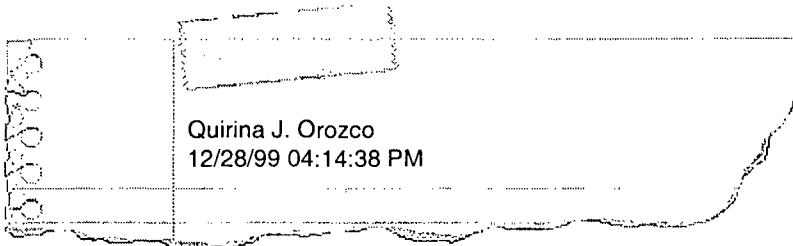
Record Type: Record

To: Ann O'Leary/OPD/EOP@EOP
cc:
Subject: Raul letter

Here's the draft Raul letter.

--Rey

----- Forwarded by Reynaldo Valencia/WHO/EOP on 01/05/2000 07:09 PM -----



Quirina J. Orozco
12/28/99 04:14:38 PM

Record Type: Record

To: Reynaldo Valencia/WHO/EOP@EOP
cc: Jennifer E. McGee/OMB/EOP@EOP, Larry R. Matlack/OMB/EOP@EOP, sarita_brown@ed.gov, Wayne Upshaw/OMB/EOP@EOP
Subject: Raul letter

Rey,

Attached is the latest Raul letter for your review. The draft has changed little since our last revise, with the exception of a one paragraph addition from Sarita on the Excellencia in Educacion conference series.

Please contact me with any suggestions or comments. I will review the updated HEAP plan and provide you with comments shortly.

Quirina



Raul letter4.doc

Dear Mr. Yzaguirre:

As promised by President Clinton in his October 8th letter, we are writing to update you on the implementation of the Hispanic Education Action Plan (HEAP) and recent progress with the Executive Order 12900 Annual Performance Plans. This letter is to discuss the steps the Administration has taken, and plans to take, to ensure the successful implementation of these two central components of our overall strategy for improving educational opportunities and excellence for Latinos. As such, we continue, with your support, to pursue the resources necessary to positively effect change in the lives of the 7.5 million Latino elementary and secondary students, 1.2 million Latino postsecondary students, and 7.9 million Latino adult education students in this Nation.

Before getting into the specifics of HEAP implementation, we would like first to update you on the status of the Executive Order 12900 Annual Performance Plans. As you may know, each of the 27 agencies submitted their FY 1998 reports to the White House Initiative on Educational Excellence for Hispanic Americans last October. Overall, we found that the reports demonstrated several improvements over FY 1995 submissions. For example, the Departments of Energy and Health and Human Services have developed department-wide initiatives with short and long-term strategies to ensure Hispanics participate and benefit from the agencies' education and employment programs. Likewise, several agencies have demonstrated a tremendous commitment to improving the educational outcomes of Latinos through creative and innovative approaches of implementing the Executive Order.

While a difficult task, the process of collecting annual plans has increased each Federal agency's awareness of its responsibility to better meet the educational needs of Latinos. However, because we know more can be done to advance and expand agency efforts, we remain committed to ensuring the agency plans and efforts continue to improve in the upcoming years. The White House Initiative and OMB have already begun efforts to improve the focus of the FY 2000 Annual Performance Plans and continue to meet with the Inter-Departmental Council on Hispanic Educational Improvement to refine this exercise to achieve the best possible outcomes.-

Additionally, the Departments of Agriculture, Education, Energy, Health and Human Services, Housing and Urban Development, Interior, Environmental Protection Agency, and the Small Business Administration have worked throughout this past year with the White House Initiative to focus outreach efforts on Latino parents through the national conference series, *Excelencia en Educación: The Role of Parents in the Education of Their Children*. Collaborating with local partners in San Antonio, Los Angeles, New York, Chicago, and Miami *Excelencia en Educación* brought together over 4,000, parents, educational, business, and civic leaders, community-based organizations, and federal agencies to discuss effective strategies and available resources to assist parent's in their pursuit of a quality education for their children. The White House Initiative also continues to support joint technical assistance workshops to HSIs with several federal agencies, chair a working group on Latinos in higher education, and inform agencies about the condition of

Latinos in education through intra-agency informational sessions and more issue-specific policy seminars.

Even before HEAP was launched, the Department of Education successfully expanded Latino participation in several education programs over the last few years. For example, changes in the 1994 reauthorization of the Elementary and Secondary Education Act, as well as expanded adult education programs and improved student financial aid resources, have provided for increased access to quality education for Hispanic students, particularly those with limited English proficiency.

For the first time, the Improving America's Schools Act of 1994 clearly articulated the responsibility of Title I schools not only to serve students whose first language was not English, but also to provide them with necessary supports to ensure that they achieve to the same high academic standards expected of all children. As you know, this requires grantees to include LEP students in assessment and accountability systems. In addition, the number of Hispanic students served by Title I has increased by 72 percent since 1994, comprising approximately 30 percent of the approximately 3.3 million students served by this \$8 billion program.

Similarly, the 1996-1997 program year reports of adult participation in State-administered adult education programs report Hispanic enrollment at nearly 1.6 million, an increase of more than 50 percent since 1988.

On the student aid front, the Department has made significant improvements to its outreach and delivery systems, including providing a Spanish language version of the Free Application for Federal Student Aid (FAFSA) as well as bilingual toll-free customer service and support lines. In 1997, a record high 65.5% of Hispanic high school graduates enrolled in college, with 45 percent of Hispanic college students receiving Federal student financial aid. Department studies suggest that Hispanic recipients of Pell Grants are more likely to attain a degree than those who do not receive such support.

Most recently, the Department of Education focused Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) outreach and technical assistance on ensuring that the program, designed to help young students in high-poverty communities complete high school and be academically prepared to attend college, sufficiently serves minority students. For the first GEAR UP competition, held in 1999, the Department conducted an aggressive outreach strategy to encourage institutions of higher education, including Hispanic-serving institutions (HSIs), and school systems in local communities with large Latino populations, to apply for GEAR UP awards. This strategy included holding outreach and technical assistance sessions in communities with large Hispanic populations, and selecting high quality reviewers who understand approaches to reducing the Latino dropout rate in and increasing Hispanic college participation. In August, President Clinton announced the award of the first GEAR UP grants, including 164 partnership grants and 21 state grants. This initial group of GEAR UP grantees will help more than a quarter of a million disadvantaged young people prepare for and go on to college. More than 31 partnerships involving HSIs were funded, involving \$20 million (or nearly 27 percent) of the \$75 million for partnership funding.

Likewise, the Head Start program has taken significant steps to increase access for the Latino community. To name a few, Head Start has increased by 50 percent 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. Also, Head Start has increased its efforts to work with and monitor programs to ensure full utilization of community assessments to better target outreach, recruitment and enrollment of under-served populations. Head Start expects to become even more informed about serving LEP children through the Research Conference on Early Childhood Bilingual Language and Literacy Development in San Antonio next February.

However, despite these and other examples, we agree with you that there is still much to be done to improve the impact of HEAP and other Federal education programs in effectively targeting and reaching Latino students. To ensure HEAP implementation, we have assigned Barbara Chow, Associate Director of the Office of Management and Budget, and Michael Cohen, Assistant Secretary for Elementary and Secondary Education, to lead this effort. In addition, we have been engaging the expertise of both educators and members of the Latino community in identifying and planning additional steps to be taken. Your staff has been a particularly valuable resource in this effort.

Over the next several months we will further expand these efforts to improve Latino participation in Federal education programs and ensure that such programs effectively serve these students and their unique needs. For example, we will build on our experience with GEAR UP to expand efforts to increase Latino participation in after school activities through the 21st Century Community Learning Centers program. The Office of Elementary and Secondary Education (OESE) will focus on strengthening the enforcement of provisions in current Title I law that require states to hold schools and local school districts accountable for the academic performance of Latino and LEP students. OESE and the Office of Bilingual Education and Minority Language Affairs (OBEMLA) will also continue to identify and disseminate information to schools served by Title I, Title VII, and other federal education programs to implement models of effective practices for helping Latino students learn to read and meet academic challenging standards in other academic subjects. Similarly, we will be working with our higher education programs to track and improve their effectiveness in serving Latino students, as well as adult education programs to ensure access to meaningful learning opportunities. These steps are beginning to pay off. The attached documents include updated implementation strategies for all of the programs in the Hispanic Education Action Plan and the steps we will take in the coming months.

As mentioned previously, we look forward to working with you and your staff, as well as the larger community, as we continue on this significant path.

Sincerely,

Jacob J. Lew
Director, Office of Management and Budget

Richard W. Riley
Secretary of Education

AUGUST 14, 1999 NUMBER 33

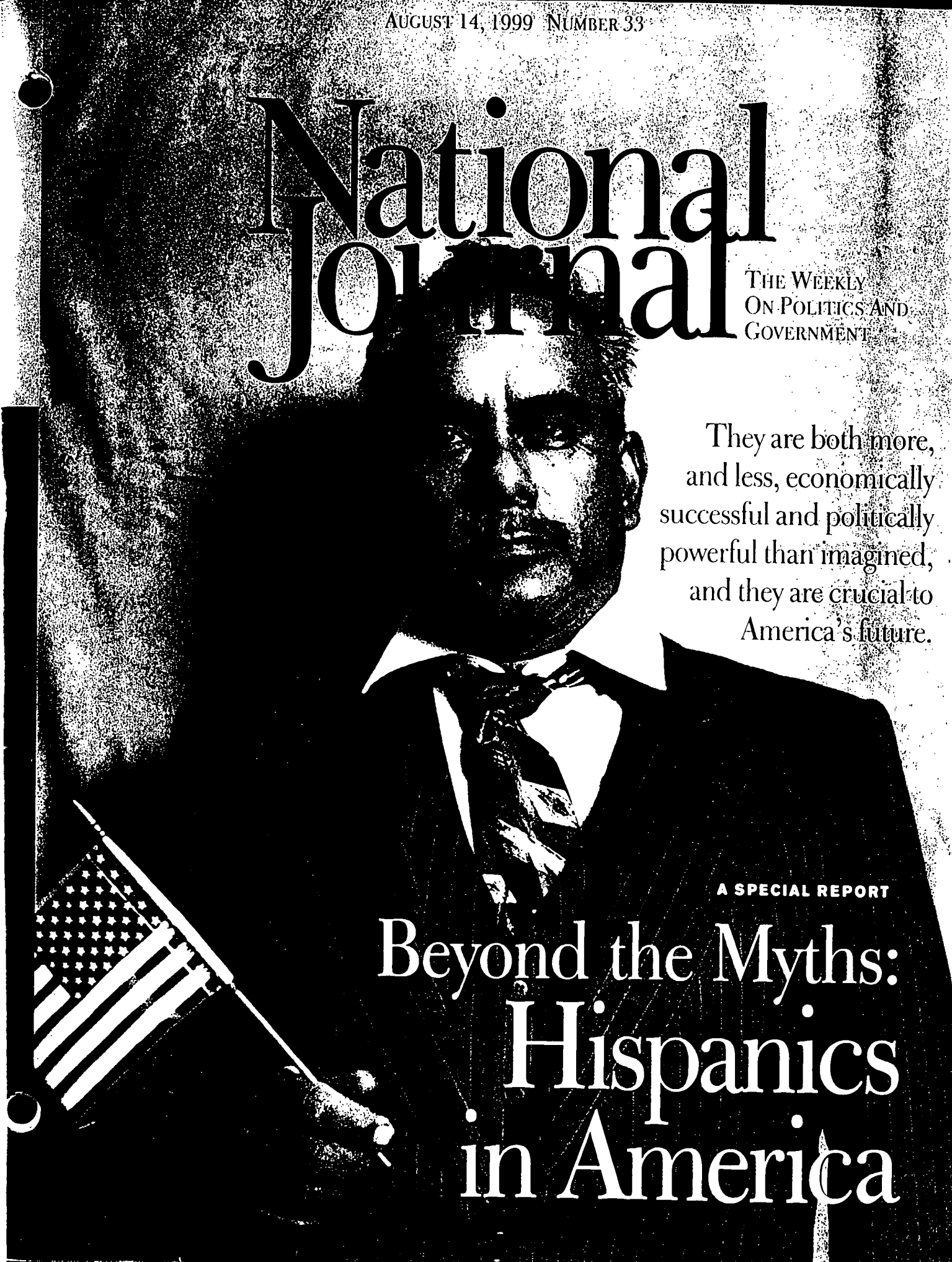
National Journal

THE WEEKLY
ON POLITICS AND
GOVERNMENT

They are both more,
and less, economically
successful and politically
powerful than imagined,
and they are crucial to
America's future.

A SPECIAL REPORT

Beyond the Myths: Hispanics in America





Hispanics: Beyond the Myths

■ BY DICK KIRSCHTEN

The immigrants keep coming, not only to the Southwest but up the eastern seaboard to New York and Boston and west to Chicago and the Midwest, where they meet the long-established Chicanos, the North Americans of Mexican origin, who have been here even longer than the gringos.

—CARLOS FUENTES, *The Fourth Deadly Sin*, 1992

THEY WILL SOON BE
AMERICA'S LARGEST
MINORITY, HOLDING THE
KEYS TO PROGRESS
AND POWER IN THE NEW
CENTURY.

n the eve of the 21st century, Hispanics—people with that most variegated of ethnicities—are emerging with fanfare as America's hot new minority. The faces of Latino singers and movie stars have recently graced the covers of popular magazines, including *Newsweek*, *Rolling Stone*, *People*, and *George*, surrounded by headlines blaring that "Young Hispanics Are Changing America" and "Latino Power Brokers Are Making America Sizzle." At Major League Baseball's All-Star Game in July, seven

of the starting players were Hispanics, whose average salaries exceed \$7 million a year. Presidential aspirants are using Spanish-language sound bites in their stump speeches.

Not only are famous Hispanics getting attention, but so, too, the infamous. The nation's front pages and television screens focused relentlessly this summer on the face of illegal immigrant Raul Resendez-Ramirez, the object of a six-week FBI manhunt, a man thought to be the "railroad killer" responsible for eight brutal slayings since 1997.

Indeed, Hispanics are becoming a larger and more prominent part of the American polyglot. Their numbers have been bolstered by high birth rates and a remarkable shift in immigration patterns since World War II, with Latinos making up more than 11 percent of the U.S. population, a proportion that is projected to grow to one in four by 2050. (The terms "Latino" and "Hispanic" seem to have become virtually interchangeable.) They will outnumber non-Hispanic blacks by 2005, laying claim to the title of America's largest minority group.

Hispanics, however, are not the monolithic minority sometimes portrayed in the media. With origins traceable to more than a score of Spanish-speaking homelands, and complexions that range in hue from white to brown to black, Hispanics are, as Mexican diplomat Carlos Fuentes so aptly noted, "above all mixed, mestizo."

A more accurate portrait of the 31 million Hispanics in the United States would be equally mixed and, indeed, more complex. Most Hispanics are neither highly paid entertainers nor members of an impoverished underclass of illegal aliens.

In reality, the Hispanic community is both more and less successful, and more and less important, than popular opinion or prejudice might suggest. It is a vibrant community to be sure, and many—probably most—members are carving their niche in the nation's middle class, just as other ethnic immigrants did before them. Others, however, are struggling to get into the working class. Poverty is a serious concern for one Latino in four.

Neither are Hispanics a teeming mass of illegal and illiterate aliens. Today's Hispanics are predominantly native-born (56 percent). When those who have been naturalized or are

Puerto Rico natives are included, 70 percent are U.S. citizens. A majority of the remainder reside here legally. Estimates vary, but it appears that no more than 13 percent to 14 percent of Hispanics in the United States are here unlawfully.

Spanish is spoken in many Latino households, but fluency in English is widespread, especially among U.S.-born children exposed to television programming and the U.S. educational system. And bilingual education, although controversial, is, in fact, rare.

Two-thirds of Hispanic children who speak only Spanish receive instruction in U.S. schools where only English is taught.

Though they are voting in larger numbers, the might of the Latino electorate—quadrennially hyped as "a slumbering giant"—has proved illusory. Although one in nine Americans is Hispanic, only about one in every 20 votes is cast by a Hispanic. Nearly a third of Hispanics cannot vote because they are not citizens, and more than 40 percent of those who are citizens are below voting age.

Politicians, however, can ill afford to ignore the Latino community, which in recent years has begun to mature as a political force and to place higher priority on attaining citizenship. Hispanic voters are particularly important because they are concentrated in a half-dozen key electoral states. In California, whose 54 electoral votes are by far the largest

plum in presidential contests, Hispanics make up more than a third of the population and cast upward of 12 percent of the votes in the 1996 election. In Texas, where 32 electoral votes are up for grabs in 2000, Latinos accounted for 17 percent of the 1996 vote.

Hispanic economic power is also maturing. The magazine *Hispanic Business*, which annually lists the 500 largest Latino-owned companies, this year hailed the first such company to post annual revenues in excess of \$1 billion: the Miami-based construction firm MasTec Inc., headed by Jorge Mas Jr., son of a deceased Cuban-exile leader.

But like other immigrant groups before them, Hispanics for the most part are found on the lower rungs of the economic ladder. In today's booming economy, Hispanic men are participating in the labor force at a higher rate than either black or white men. But not all who are working are getting ahead. The median family income for U.S. Hispan-



STRONG FAMILIES:

Hispanic households in the United States are as likely to be headed by married couples as are white households.

ics was \$26,628 in 1997 and has been climbing slowly. It remains well below that of whites (\$38,972) and only slightly higher than that of blacks (\$25,050).

Large numbers of Latinos, both native- and foreign-born, belong to the ranks of America's working poor. More than a third of Hispanic children are being raised in poverty—defined as \$16,700 a year for a family of four—and disturbingly large numbers of them are falling by the educational wayside, dropping out of school and—with increasing frequency—dropping into the criminal justice system.

This more nuanced portrait of Hispanics in America has given rise to a lively debate as to whether Hispanics should be treated as a discriminated against minority entitled to civil rights remedies similar to those afforded blacks, or viewed simply as another immigrant group en route to assimilating into the U.S. mainstream. It's a debate that continues today in such states as California and Texas, where quota-like approaches to affirmative action have been rejected, but other means are used to bolster Latino enrollment in state colleges and universities; one such measure is Texas' program of admitting any student who graduates in the top 10 percent of his or her high school class.

Political scientist Peter Skerry ruffled feathers with his 1993 book, *Mexican Americans: The Ambivalent Minority*, which criticized those who promote the idea that Hispanics are an oppressed minority. "It is the racial minority perspective that has fundamentally shaped Mexican-American politics," he wrote. Such an approach, he argued, may be "emotionally and programmatically gratifying . . . to its elite practitioners, but it offers little help to newcomers struggling to make sense of their new lives."

But other experts warn that if America wants to enjoy continued prosperity and maintain a qualified work force, remedial governmental measures are needed to ensure that today's youthful Hispanic population receives the educational tools—including command of the English language—necessary to compete successfully in a technology-driven economy.

Susan F. Martin, executive director of the congressionally mandated immigration reform commission that completed its work in 1997, says that the federal government should more aggressively address the problems of newcomers using new "immigrant integration" policies that give "particular attention" to health care and English skills. The government, she adds, should also provide aid to communities most affected by immigration. (See sidebar, p. 2357.)

Now at Georgetown University, Martin argues that if a larger proportion of Hispanic immigrants and their children are to prosper as American citizens in the 21st century, they need special services now, including a faster process for obtaining citizenship that would also better educate them about American civic culture.

The elimination of naturalization backlogs is a high priority of Latino advocacy groups and congressional critics of the Immigration and Naturalization Service. Most immigrants must reside in the United States for five years before they can apply for citizenship, but it takes another 15 to 24 months to process their applications, according to Rep. Lamar S. Smith, R-Texas, chairman of the House Judiciary Immigration and Claims Subcommittee, which oversees the INS. Smith notes that the INS has a backlog of 1.8 million naturalization petitions and 800,000 applications for permanent residence. And the pressure will very likely not ease any time soon. About 450,000 Hispanics enter the United States each year, including legal and illegal immigrants.

A COMPLEX HISTORY

The story of U.S. Hispanics—some call them *americanos*—dates back to the Spanish crown's sponsorship of Christopher Columbus' 1492 voyage of discovery. His feat led to the establishment of a Spanish empire in the Western hemisphere in the early 16th century. Its foot soldiers were the conquistadors and missionaries who left their language, their religion, and sometimes their progeny from Florida to California.

Few of today's Latinos trace their roots directly to Spain. Some claim bloodlines here long predating this nation's founding, but most are of more recent vintage and more closely related to the native peoples of this hemisphere who came under the Spaniards' control.

Nearly two-thirds of "Americans" are of Mexican ancestry; 11 percent are Puerto Rican; 4 percent Cuban; and the rest are mostly from Central and South America and other countries of the Caribbean. Mexicans first headed north in large numbers in the 1920s, in a movement that was cut

short by the Depression and World War II, which virtually halted immigration to America. From 1942-64, 4 million to 5 million supposedly temporary farm workers were shuttled in from Mexico under the "bracero," or "strong arms," program. Many stayed illegally and joined the low-wage underground economy. In the 1960s, and again in the 1970s and 1990s, refugees from the Castro revolution in Cuba washed ashore in large numbers in southern Florida.

The doors opened more widely for Hispanics (and Asians) in 1965, when Congress revoked restrictive and discriminatory "country of origin" quotas and anchored U.S. immigration policy on the principle of fostering the reunification of families. Migration from south of the border increased further after the enactment of 1986 legislation granting amnesty to nearly 3 million unlawful immigrants, who later became eligible to send home for their wives and children. Civil warfare in Central America during the 1980s created even more refugees.



MEXICAN HERITAGE:

Our Lady of Guadalupe is tattooed on the back of a Houston resident. Mexicans make up about two-thirds of U.S. Hispanics.

CARLOS RIOS



REACHING MIDDLE CLASS

Although this country's Hispanics did not arrive on trans-Atlantic ships, as their European counterparts did earlier this century, they do resemble the Ellis Island immigrants in their slow but steady generational advancement up the economic and political ladder.

Rep. Lucille Roybal-Allard, D-Calif., represents a downtown Los Angeles district adjacent to the one that her New Mexico-born father, Rep. Edward R. Roybal, served for 30 years before retiring in 1992. In an interview, she stressed the need to paint a balanced and more complex picture of a Latino community that has both serious needs and laudable accomplishments.

"There are lousy schools in the Latino community, and people need better jobs," she said. "But we have to make sure that the public isn't under the impression that every Latino is a poor immigrant or—unfortunately, because of negative publicity—that we are all criminals or drug addicts."

Roybal-Allard noted that "the Hispanic community is very proud that we have more Medal of Honor recipients than any other ethnic group, that we have doctors, lawyers, teachers, and other professionals."

Gregory Rodriguez, a research fellow with the Pepperdine University School of Public Policy in California, has traced the economic progress of Hispanics in five Southern California counties that, according to the 1990 census, were home to more than a fifth of the nation's Latino population. Their progress was conspicuous.

His 1996 survey, "The Emerging Latino Middle Class," found that a third of the area's households headed by foreign-born Hispanics, and slightly more than half of those headed

CITIZENSHIP:

Seventy percent of Hispanics in the United States are citizens. A majority of the rest reside here legally.

by U.S.-born Hispanics, had incomes in excess of \$35,000 or owned their own homes.

In a recent interview, Rodriguez argued that Washington's "dysfunction-oriented" approach to minorities has created a perverse political system that "channels the spoils to the loser." If minorities prove they are victims, they get special help. Such an approach, he maintained, makes little sense at a time when Hispanics are making significant political gains in key states. (California's Lt. Gov. Cruz M. Bustamante and state Assembly Speaker Antonio R. Villaraigosa, for example, are both Latinos.) "It becomes incongruous to use the victimization approach when you're the lieutenant governor," he said.

Rodriguez likens today's Latinos to earlier generations of Irish and Italian immigrants, whose economic progress was "multigenerational, evolving over time from upper-blues-collar to sort of lower-pink-collar." He predicted that the basic Spanish identity will not go away, but politically, Latinos will be co-opted by the mainstream. "When Al Smith first became Governor of New York," he said, "that's when people first started identifying the Irish as Irish-Americans. And that is already happening with Hispanics."

As the author of a recent report, "From Newcomers to New Americans," published by the Washington-based National Immigration Forum, Rodriguez hopes to debunk the stereotype that portrays Hispanics as unwilling to culturally assimilate and adopt English as their language. "We have to take the debate away from the left-wing multiculturalists and the ethnic nationalists, as well as from the right-wing nativists," he said. "To do that, it makes common sense to focus on the upward mobility of these groups."

Rodriguez's research on Southern California shows that, as Latinos move into the middle class, they achieve increasing fluency in English while retaining "some linguistic and cultural continuity" in the home. Significantly, the majority of upwardly mobile Latinos choose to reside in racially integrated middle-income communities where they often constitute a minority, the report states. Nearly a third, he found, marry non-Hispanics.

A third-generation Mexican-American, Rodriguez acknowledges that Hispanics have differed from other immigrant groups in their reluctance, even after living here for decades, to formally sever ties with their homelands by becoming U.S. citizens. "There was a nostalgia for home, an idea that one day they would return to Mexico to retire," he said. But that tendency has changed markedly since former California Gov. Pete Wilson backed a ballot initiative in 1994 to deny public education and other benefits to illegal immigrants, and Congress, two years later, voted to strip legal immigrants of their eligibility for key benefits. The nostalgia for home has diminished, and Hispanics are seeking to naturalize in record numbers.

STRUGGLING FOR A Foothold

Yet while many Hispanics are achieving middle-class status, a sizable portion is not. In her recently published book, *No Shame in My Game: The Working Poor in the Urban City*, sociologist Katherine S. Newman of Harvard University's John F. Kennedy School of Government notes that "the largest group of poor people in the United States are not those on welfare. They are the working poor, whose earnings are so meager that despite their best efforts, they cannot afford decent housing, diets, health care, or child care."

Hispanics are more likely than any other group to be members of the working poor. Newman's study focuses on New York City, where Puerto Ricans and Dominicans are among the

poorest of the poor. The Puerto Ricans, who have the advantage of U.S. citizenship and greater English proficiency, tend to have higher earnings, she reports, while the Dominicans "tend to make up for this disadvantage by increasing the number of people per household who are in the labor market."

Yet even when both parents in a Hispanic family are working, their income often falls short of their needs. "One of the really troubling things," says Sonia Pérez, a deputy vice president of the National Council of La Raza, a Hispanic advocacy group, is that Latino families headed by intact married couples are more likely to live in poverty than similar African-American or white families.

"There is something wrong here," Pérez argued in a recent interview. "You have a mother and a father and someone who is working full time. This is what everybody is supposed to be doing. These are the values we are trying to promote. They are exemplified by this community, but it's not working for them."

Census statistics support Pérez. Hispanic households are almost as likely as white households to be headed by married couples—55 percent, compared with 56 percent for the latter. Only 32 percent of non-Hispanic black households are headed by married couples. Yet more than a fourth of Latino families (27.1 percent) are poor, and slightly more than a third of America's total Hispanic population lives in poverty.

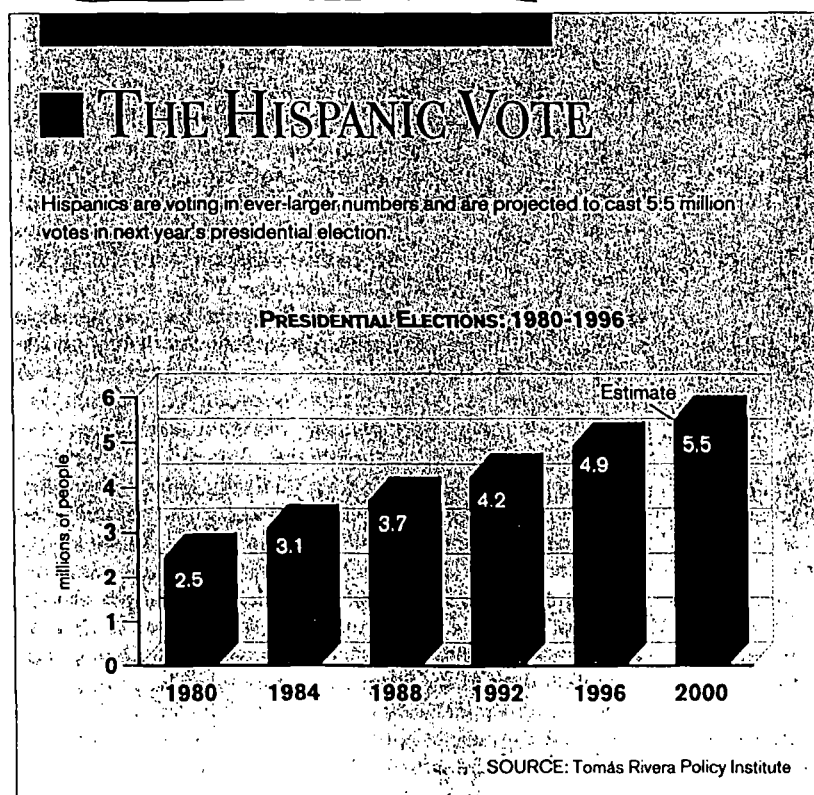
Education Is Key

Pérez and other experts view education as critical to overcoming Latino poverty, particularly for large numbers of children who are growing up in Spanish-speaking homes and whose fluency in English is limited or nonexistent. The Urban Institute, a Washington think tank, notes that the number of school-age children whose parents are immigrants has more than tripled since 1970 and now totals nearly 12 million. Of that number, close to 7 million are Hispanics.

The highly polarized debate over bilingual education has not helped. It has masked the fact that such programs are offered to fewer than a third of immigrant children, and that many language-limited youngsters receive no special help at all. Researchers estimate that more than 3 million public school students, three-fourths of whom are Hispanics, have limited ability to speak and understand English.

The debate over bilingual education has also hidden the need for continuing help with English for Hispanics in the upper grades of elementary school and in middle and high schools.

In an interview, Michael Fix, a senior analyst at the Urban Institute, said "some kind of language instruction" is available to three of four elementary students who need it, but fewer than half of students in higher grades whose English is limited receive such assistance. Hispanic students, he added, are far more likely than whites or blacks to attend schools where a third or more of the enrollment consists of English-deficient students. Such schools, he declared, "are not just ethnically, but linguistically, segregated."



Studies show that "limited English proficiency" students have better attendance rates than other students, but nonetheless perform worse on tests, including those administered in Spanish, and are less likely to graduate from high school. One of every five students with limited English proficiency drops out of school—double the rate for English speakers.

Like other school dropouts, Latino youngsters frequently become involved with gangs and run afoul of the law. Although Hispanics make up only about 11.5 percent of the U.S. population, they account for a larger—and steadily rising—share of the nation's state and federal prison populations. Justice Department estimates indicate that 13.3 percent of all prisoners in 1990 were Hispanic, a figure that rose to 15.8 percent by 1996. A recent National Academy of Sciences report that focused on immigrants found that "noncitizens are more likely to be in prison for drug offenses, especially possession of drugs," than for violent offenses or property crimes.

From the perspective of La Raza's Pérez, America can ill afford to ignore the problems associated with low educational achievement by large numbers of Hispanics. As of 1997, only 54.7 percent of U.S. Latinos had graduated from high school and only 7.4 percent from college.

"These are the workers for the new millennium, and we



HABANA DEL NORTE:

A Cuban Day parade in New York City. Cubans make up 4 percent of U.S. Hispanics.

ALEXIS RODRIGUEZ/QUARTZ

need to make sure that we prepare them for the kinds of jobs that will have high demand," she said. "We don't live in the kind of society any more in which people without a diploma can get a factory job and raise a family."

THE CRITICAL FEW

America's Hispanics are many things—both rising middle class and working poor. But one thing they are not is a monolithic vote.

Florida's Cubans have found a comfortable home in the Republican Party; Puerto Ricans in the big cities of the Northeast and Midwest have found solace in the social safety net programs of the Democratic Party. While the growing electoral strength of Mexican-Americans in California has recently enhanced the prospects of Democrats in the Golden State, Mexican-Americans in Texas have elevated the presidential prospects of their

Spanish-speaking Republican Governor, George W. Bush.

Indeed, the fact that Hispanics have voted in mixed patterns makes them highly sought after by both parties, and explains why Latinos are so much in play for the 2000 elections.

Republicans next year would love to equal or better the high-water mark set in 1984 when President Reagan received 40 percent of the nationwide Hispanic vote in his re-election sweep. Democrats, on the other hand, crave a

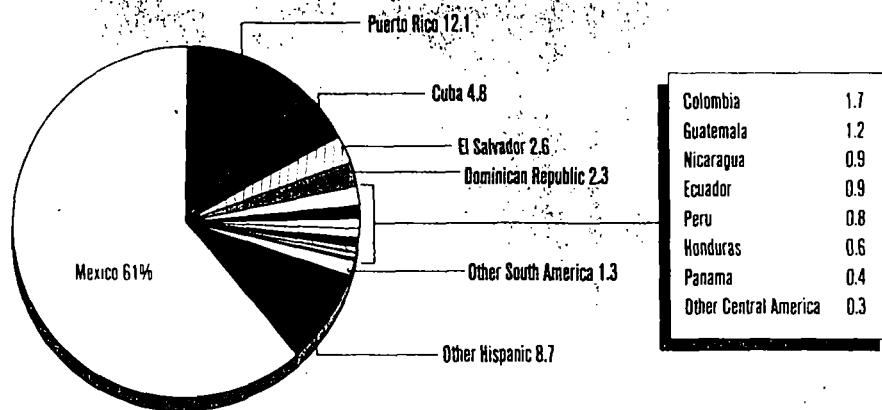
repeat of 1996—when GOP contender Bob Dole won only 21 percent of the Latino vote.

But in seeking Hispanic votes, the approaches of the two parties could not be more different. Bush has chosen Linda Chavez as his leading adviser on immigration issues. She is a controversial and outspoken opponent of affirmative action who was Reagan's appointee to chair the U.S. Commission on Civil Rights. A key adviser to Vice President Al Gore will be Maria Echaveste, currently a deputy White House chief of staff, who made a name for herself at the Labor Department cracking down on sweatshop abuses by the garment industry.

Chavez traces her Latina ancestry through her

■ HISPANICS: COUNTRIES OF ORIGIN

During the 20th century, people from Mexico have made up the largest group of Hispanic immigrants. That is expected to continue in the next century, although the proportion of immigrants coming from other Central American countries is expected to grow.



SOURCE: 1990 census

father's side of the family back to Spain and the 1600s. Her mother was English-Irish. Echaveste, by contrast, is the daughter of Mexican farmworkers who migrated first to Texas, then to California, and now, in retirement, have returned to their native Mexico.

In separate interviews, the two advisers argued that the traditional approaches of their respective political parties will have resonance with Hispanic voters.

Chavez pointed out that the Hispanics who "are most likely to vote" are hard-working entrepreneurs "who are moving into that lower-middle-class niche" despite shortcomings in formal education. For the most part, she said, they operate small businesses, such as restaurants, gardening services, or mom-and-pop groceries.

Republicans should be able to appeal to such voters by addressing their concerns about crime and safety and by condemning government regulation. "These are people who have problems with red tape, problems with government mandates for everything from health care to mandatory parental leave," Chavez said.

Echaveste, by contrast, said Democrats will appeal to Hispanics as consumers of government services that will be in jeopardy if the GOP gains control of the White House. "One of the reasons that Hispanics are caught in low-wage jobs is that they need better command of the language so they can move up," she said. "But the Republican Party has not been a friend of the Department of Education or of programs designed to get resources into poor neighborhoods."

If Gore is the Democratic candidate, Echaveste predicted, Hispanic voters will reward him for the Clinton Administration's recent efforts to restore welfare benefits for legal immigrants and for efforts to block the deportation of Central Americans seeking political asylum here.

Chavez and Echaveste are probably both correct. The political fault lines that divide Hispanic voters are largely economic

and precisely the same as those that divide the rest of the electorate. If that's the case, rising prosperity among Latinos could, over time, boost the GOP's share of their vote.

Political scientist Harry P. Pachon, who heads the California-based Tomás Rivera Policy Institute, says "the roots of partisan attachment are not deep" among Hispanics, who have mostly voted Democratic but are comparatively new to the electoral process. When his institute polled Latinos in three states last year, 55 percent said that "neither party" does a better job than the other.

Roybal-Allard, who chairs the all-Democratic Congressional Hispanic Caucus (three Latino Republicans in the House decline to join), notes that Los Angeles Mayor Richard Riordan, a Republican, "does very well with Hispanic voters because he reached out to the community and supported important educational projects" before running for public office.

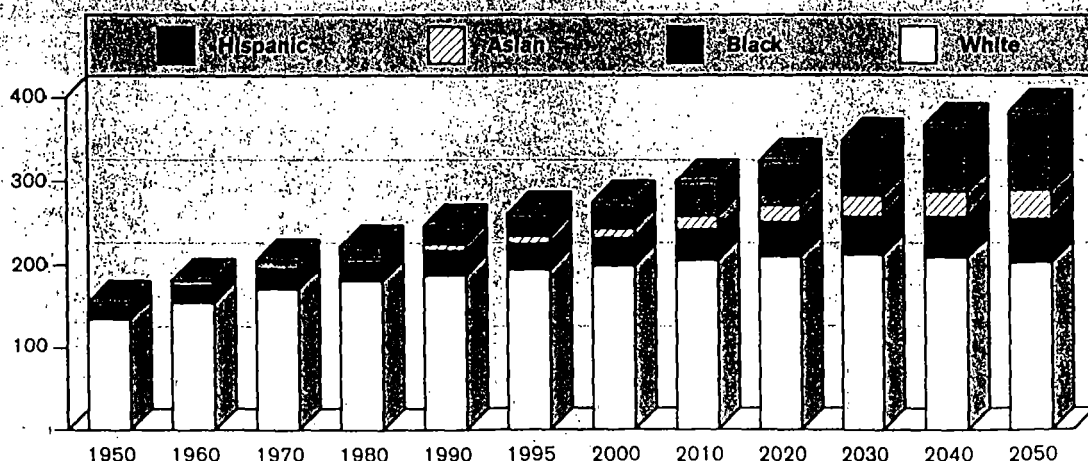
"Traditionally, Latinos are more conservative," Roybal-Allard explained, adding that Democrats will have to overcome "the unfortunate perception that they are anti-business" if they expect to compete for middle-class Hispanic votes.

That competition could be crucial. Although Hispanic voter registration and turnout rates still lag behind those of other groups, they have increased dramatically in recent elections. In the 1996 presidential election, 11.2 million Hispanics were eligible to vote, but only 6.6 million were registered and only 4.3 million actually voted, according to the National Association of Latino Elected Officials. Next year, according to projections by Pachon, the nationwide Hispanic vote may reach 5.5 million.

"It doesn't take many to be called 'the critical few,'" Republican political consultant V. Lance Tarrance Jr. recently observed. He noted that with support for both parties evenly balanced nationwide, it is possible "for the Hispanic vote to become the balance of power for the next decade."

THE CHANGING FACE OF THE U.S.

The U.S. Hispanic population rose from 4 million in 1950 to 27 million in 1995—about one in every 11 Americans. It will rise to 95 million in 2050, or about one in every four Americans.



■ DELAWARE'S HISPANIC PEACE CORPS

GEORGETOWN, DEL.— This sleepy courthouse community dates back to the presidency of George Washington, and has been known for a century as a gateway to southern Delaware's ocean beaches. But change with a heavy Spanish accent has come to this unassuming town of 6,000 souls.

Starting about 1989, Hispanic migrants began showing up to seek work at the half-dozen poultry and food processing plants that lie within a 20-mile radius of town. What started as a trickle soon became a steady stream. Most came from an impoverished rural region of Guatemala long torn by civil war.

For the expanding chicken industry, the development is a godsend. The newly arrived Latinos uncomplainingly perform onerous—and sometimes hazardous—jobs in mostly nonunion processing plants that are unable to recruit sufficient numbers of American-born workers.

William Satterfield, executive director of Delmarva Poultry Industry, a Georgetown-based trade association, says "a lot of positives" came with the addition of the workers from Central America. But, he adds, "The companies are not recruiting in Mexico or Guatemala. It's a word-of-mouth network that is sending workers up here."

For the once preponderantly white community, however, the arrival of the Hispanics—who now comprise 30 percent to 40 percent of Georgetown's population—was a rude shock. The newcomers were, at first, mostly young men who settled in crowded housing in an older neighborhood that became littered with trash. They spoke no English and had little formal schooling in Spanish. Their cash wages became an inviting target for muggers and unscrupulous landlords. When not

working or sleeping, many loitered on street corners drinking beer and whiskey. Those who bought cars were frequently pulled over for traffic violations.

"There was like a civil war here, because the town was accusing the poultry industry of bringing all these problems and there was nobody who could communicate with the Hispanic community because it had no leaders," recalls Gonzalo Martinez, a Chilean-born lawyer who lives in nearby Lewes.

So Martinez eased into the vacuum.

Slowly at first, and then jumping in with both feet, he became a full-time volunteer coordinator between the growing Hispanic community and the town.

Martinez is not unique. He is representative of a phenomenon being seen across the country in cities and towns struggling to integrate poorly educated Latino immigrants from peasant backgrounds into the U.S. middle class. Spanish-speaking

professionals—most immigrants themselves—are stepping forward to bridge the gulf between new arrivals and longtime residents. They form a volunteer army that helps ameliorate Third World kinds of problems in the United States.

CAST OF CHARACTERS

Indeed, in tiny Georgetown, a remarkable cast of helpers from all over the Spanish-speaking world, Delaware, and all walks of life has surfaced to pitch in. Some are U.S. citizens raised near the Mexican border or in Puerto Rico. Others are foreign nationals from Bolivia, Chile, Cuba, the Dominican Republic, and Spain. They include doctors, merchants, teachers, police officers, and clergy. Some were brought in because of their fluency in Spanish; others were already residing in the area. Taken together,

they help perform a variety of tasks that help integrate the Central Americans into their new Delaware home.

Initially, churches and social service agencies were the only ones trying to bridge the gaps between Georgetown's Guatemalans and the rest of the town, but their efforts were piecemeal. Martinez, an official of the Inter-American Development Bank in Washington for 23 years, entered the scene in the early 1990s and emerged as an ambitious problem-solver.

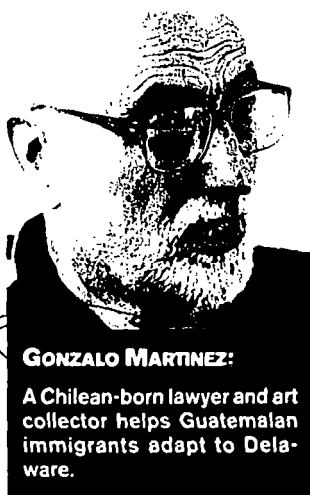
A lawyer by trade, Martinez did not intend to perform good works for the Hispanic poor when he retired to the Delaware Shore. An art collector whose maternal grandmother came from a wealthy Guatemalan family, he moved in 1989 to fashionable Lewes—25 miles north of Georgetown—to remodel a large house and hobnob with Sussex County's affluent artsy set.

He lived in the area several years before becoming aware of the isolated and problem-plagued Hispanic population of Georgetown and surrounding Sussex County, home to an immigrant Hispanic population estimated to exceed 15,000. After assisting with smaller projects sponsored by a local arts council and the county's AIDS committee, Martinez decided to plunge in as a full-time volunteer in chief.

Since then, he has worked closely with a remarkable assortment of Hispanic allies. Early helpers included Antonio Asión, a Cuban-born Delaware state trooper, and Elba Quiles, a former high school principal from San Juan, Puerto Rico, who runs a program of free English-language instruction at the community college.

Quiles, who left Puerto Rico in 1991 to be close to her son, a physician practicing in Lewes, has recently expanded her program to include Spanish classes for local Anglos. "Because of the needs of professionals here, I'm now giving two evening classes for people who work with Hispanics. My students include a radiologist, several nurses, and a couple of social workers," she notes.

Pilar Gomez is another member of Martinez's network of allies. A Spaniard, Gomez moved here after



RICHARD A. BLOOM

GONZALO MARTINEZ:

A Chilean-born lawyer and art collector helps Guatemalan immigrants adapt to Delaware.

her husband took a job in the area. She has since divorced and launched a career as the organizer for the United Food and Commercial Workers International Union.

Gomez initially worked for an area landlord helping Hispanic tenants who were unfamiliar with such basics as the use of modern household appliances. "That drew me to get more involved," she recalls. "I related to them, because when I first arrived in this country, I didn't know any English and nobody was there to help me."

The presence of so many Hispanic immigrants has brought a demand for more Spanish speakers in the private sector as well, and many of them are professionals, who add to the town's mix. Georgetown is home to a large Perdue Farms Inc. processing plant and distribution center, where nearly half the workers are Latinos. The plant's supervisory ranks are dotted with college-educated Hispanics, who have become part of the town's professional middle class.

Even statewide media outlets are beginning to notice what is happening here. The state's largest newspaper, *The News Journal* in Wilmington, has assigned Bolivian-born Patricia Rivera as its Georgetown correspondent. Rivera's husband, a Spaniard, is a superintendent at the Perdue plant. Another Spaniard, José M. Somalo, a Perdue foreman, and his Mexican wife, Rocío Flores, publish a local bilingual monthly newspaper, *Hoy en Delaware*.

SUCCESS STORIES

Out of this synergy between an earlier generation of Spanish-speaking professionals and the later working-class immigrants from Central America is emerging a middle class of Hispanics who are, in turn, helping their more recently arrived colleagues. One of Elba Quiles' prize students, for example, is Maria Mendoza. She and her husband came to

Georgetown 10 years ago as migrant farm laborers. Both decided to stay and take year-round jobs in chicken processing plants. After five years of poultry work, however, Mendoza quit to study English and pursue an associate degree in human resources at Delaware Technical and Community College.

The Mexican-born Mendoza, 32, now works as a Vista Volunteer directing English literacy efforts to the local Hispanic community and, more recently, conducting welfare-to-work seminars for non-English-speaking recipients of government aid. After living for years in a trailer on rented land, she and her husband, who still works for the poultry industry, have purchased their first home in a Georgetown subdivision. "Yes, we're getting a house," Mendoza says with barely concealed glee. "We're so excited."

Julio Herrera, 27, who came here from Guatemala five years ago, is also trying to help the newer arrivals. A quality control supervisor at a poultry plant, Herrera helped found and now heads a Guatemalan self-help association that, among other things, conducts trash collection drives as a gesture of good will toward the larger Georgetown community.

Herrera has something to celebrate, too. He was recently granted permanent legal U.S. residency after a multiyear struggle to petition for political asylum. He had help in his legal battle from Pilar Gomez and Jim Lewis, an Episcopal minister who has a grant from a du Pont family foundation to work with area immigrants.

This is not unusual among Georgetown Hispanics, many of whom fled the Guatemalan civil war earlier this decade because they were persecuted for either opposing the government or declining to take sides. Many, although not all, come here illegally and try for asylum.

In fact, one of the major missions of La Esperanza, one of two community centers set up in Georgetown by Gonzalo Martinez, is to help Georgetown's Guatemalans fight deportation proceedings and seek legal residency. Two full-time experts at La Esperanza help with immigration problems.

GIVING AND GETTING

Not only have the lives of the immigrant Guatemalans been transformed through this community outreach, so too have the lives of the outreachers.

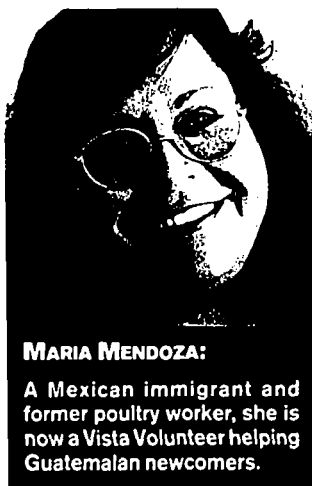
Martinez looked to Delaware for art and leisure and found, instead, a career as community leader. The list of his accomplishments and contributions, brought about through his organizational or fund-raising talents, is impressive: two community service centers, and the role of unpaid director of the first; two state-of-the-art preschool facilities; and the El Centro Cultural, an arts organization that stages Christmas pageants and an annual Georgetown Hispanic Festival.

Martinez's proudest accomplishments, however, are the early childhood development centers—*Primeros Pasos*, opened in 1997 for children up to the age of five, and *Primeros Pasitos*, opened in 1998 for infants and toddlers. Although the centers can serve only a fraction of Georgetown's Hispanic baby boom, they are models for the public school system.

In this process of stumbling onto a second career, Martinez has infiltrated Delaware's power structure. He has been appointed to gubernatorial commissions, speaks frequently with the state's lieutenant governor, and socializes on a first-name basis with heads of area poultry companies.

This arts aficionado turned social worker says he is happy with his new life. As a retiree, he has plenty of time to give, and he refuses any payment for his endeavors. As he sees it, "I'm giving back the money my wealthy Guatemalan grandmother took to Chile."

Research for this story was supported in part by the Urban Institute.



MARIA MENDOZA:

A Mexican immigrant and former poultry worker, she is now a Vista Volunteer helping Guatemalan newcomers.



SAN JOSE MERCURY NEWS/RICHARD KOCI-HERNANDEZ

INCOME DISPARITY:

Since 1980, the earning power of Hispanic workers has dropped 11 percent relative to earnings of all other workers.

PROGRESS, YES, BUT LATINO INCOME STILL LAGS BEHIND THAT OF WHITES AND BLACKS, AND EDUCATION MAKES THE DIFFERENCE.

The Economics of Being Hispanic

■ BY JOHN MAGGS

Are Hispanics the new underclass of a prosperous America? Broad and detailed statistics on the economic status of Hispanics are in short supply, but what numbers there are indicate that Hispanics are increasingly stuck on the lowest rung of the economic ladder. And although this status is partly due

to a steady stream of recent immigrants who lack the basic tools to succeed in an Information Age America, the relative position of Latinos economically seems to be dropping even as native-born Hispanics are making up a larger share of the Hispanic population.

The causes of this disparity are many, but chief among them are lower high school and college graduation rates for Hispanic-Americans, and a changing economy that marginalizes low-skilled, low-education workers. Despite this bad news for Latinos, new research shows that successive genera-

tions of Hispanics can overcome many of the disadvantages faced by their parents and grandparents. And, despite popular suspicions that Hispanic immigrants are taking away jobs, depressing wages, and draining tax dollars, the evidence suggests otherwise.

THE NUMBERS

Over the past two decades, a period of unprecedented Hispanic immigration, the relative economic status of Hispanics in America has been dropping steadily. According to the U.S. Department of Labor, median weekly earnings in 1998

for a full-time worker 16 years of age or older were \$572, or about \$30,000 a year. The median for a Hispanic worker, in contrast, was \$398, or about \$21,000 per year, just 69.5 percent of the median for all workers. This percentage has been falling steadily since 1980. That year, when workers were taking home weekly earnings of \$292, Hispanics were earning \$230, or 78.7 percent of the median. In 1985, when median weekly earnings were up to \$378 for all workers, Hispanic earnings were only \$292, or 77.2 percent of the median. The relative earnings of Hispanic workers have been declining ever since, to last year's 69.5 percent level. (See chart, p. 2360.)

That's an 11 percent drop in the earning power of Hispanics, relative to all Americans, in 18 years. The depth of that decline seems even more dramatic when compared with the relative earning power of another minority group—blacks. Over the same 18-year period, when the relative earning power of Hispanics was falling steadily, the relative earnings of black workers were virtually unchanged, and hardly fluctuated in any year.

In 1980, black workers had median weekly earnings of \$232, amounting to 79.4 percent of the \$292 earned by all workers. Fast-forward to 1998, and the relative amount of black earnings has barely changed, rising slightly to 79.7 percent of that for all workers. Throughout that period, the ratio of black earnings to the national average never changed by more than a few tenths of a percentage point.

But consider how Hispanics did compared with blacks. In 1980, black and Hispanic workers had almost exactly the same median weekly earnings—\$232 for blacks and \$230 for Hispanics. By 1985, a small gap had appeared—blacks earned \$300 and Hispanics earned \$292, or 97.3 percent of black earnings. The gap widened. In 1990, Hispanic earnings were 94 percent of blacks'; in 1998, they were 87 percent. That change, 12 percent over 18 years, is almost exactly the same amount by which Hispanic earnings declined compared with the national average during the same period.

So during a generation of great economic turmoil and growth for the United States, although Hispanics emerged as the ascendant ethnic minority, they also steadily lost ground economically, compared with other Americans and with those previously stuck in that low rank. Americans have prospered in those nearly 20 years, but some more than others. Earnings by all Americans and by blacks nearly doubled in that generation. Hispanic earnings rose too, but 20 percent less than that of whites and blacks

EDUCATION LAGS

There are no easy answers for this phenomenon. It is tempting to conclude that recent waves of immigration, both legal and illegal, are responsible, because recent Hispanic immigrants are mostly poor and take the lowest-paying jobs when they arrive. But against this backdrop of ris-

ing Hispanic immigration in the 1990s has been a much larger increase in the overall population of native-born Hispanics. At current birthrates and levels of legal and illegal immigration, more than three times as many Hispanics are born in the United States each year as are added from immigration. Simply blaming the lagging earnings of Hispanics on the disadvantages of recent immigrants is not enough of an explanation.

A major factor seems to be education, or the lack of it. According to a study in the December 1998 *Population and Development Review*, a New York-based academic journal, the proportion of adult immigrants without a high school education has been rising since

1980; by 1994, they numbered about a third of all immigrants in the United States, or 5.1 million workers. That's a small proportion of the total U.S. work force of well over 100 million people, but immigrants represent 30 percent of all U.S. workers without a high school diploma.

Another factor hurting Hispanic earnings is the changing economy, which demands that workers have more education if they are to get ahead. Although some immigrants are foreign-born doctors or computer programmers bringing their skills to U.S. shores, most new arrivals are part of the low-skilled work force—indeed, they have come to dominate it. Between 1980 and 1994, the number of native-born low-skilled workers dropped from 20 million to 13 million.

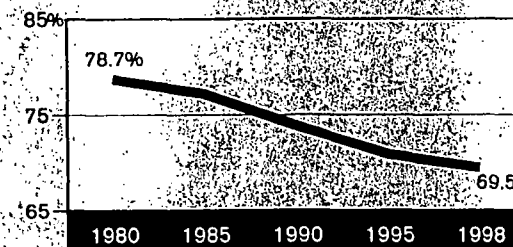
And as improved living standards become more dependent on education and skills in an information-based economy, immigrants (half of them Hispanic) are falling further and further behind. In 1980, the poverty rate for immigrants was 15.6 percent, not much more than the 12.2 percent poverty rate for native-born Americans. By 1994, the poverty rates for immigrants had grown to 22.7 percent compared to 13.9 percent for natives. Here's why: For immigrants without a high school diploma, the poverty rate rocketed from 20 percent in 1980 to 36 percent in 1994. Changes in the U.S. economy have made education and English-language skills more vital than ever. The lack of English proficiency tends to work against low-skilled workers in the Information Age more than it did in previous generations, when manufacturing jobs didn't necessarily require much in the way of language skills. Those immigrants without education and English are more likely to be trapped in poverty.

It is impossible to say exactly how much of the

FALLING BEHIND

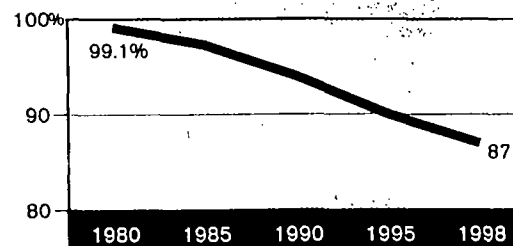
Median weekly earnings for Hispanic workers, although they have risen in nominal terms, have dropped steadily in the past 18 years in relation to median weekly earnings for all American workers. This chart shows, in percentage terms, how median weekly earnings for Hispanics compared with those for all American workers.

HISPANIC EARNINGS COMPARED WITH ALL WORKERS' EARNINGS



Meanwhile, Hispanics also lost ground relative to black workers. This chart shows, in percentage terms, how median weekly earnings for Hispanic workers compared with those of black American workers.

HISPANIC EARNINGS COMPARED WITH BLACK EARNINGS



SOURCE: U.S. Department of Labor

low-skilled work force is made up of recent Hispanic immigrants, but new research by Jeffrey S. Passel of the Urban Institute in Washington indicates that Hispanics are much more likely to lack basic education than the next-largest immigrant ethnic group—Asians.

Passel said that sharp differences between Asian and Hispanic immigrants' earnings are due almost entirely to disparities in educational attainment. Hispanic immigrants earn about two-thirds of what is earned by "third-generation" white workers, whom Passel defines as those whose parents were born in the United States. But Asian immigrants earn much more—95 percent of what whites earn. The source of this disparity is clear: Only 41 percent of Hispanic immigrant workers are high school graduates, vs. 84 percent of Asian immigrants. Among third-generation whites, 92 percent complete high school.

The gulf is even more dramatic among the college-educated. Asian immigrants have an even higher college graduation rate—42 percent—than third-generation whites' 30 percent. Only 5 percent of Hispanic immigrants graduate from college, all but shutting out millions of other Hispanics from the credential and skills that are increasingly the means for escaping poverty in America.

Passel said there is some good news for Hispanics in his research, however. The disadvantages that plague Hispanic immigrants recede sharply for their children and grandchildren. For U.S.-born children of Hispanic immigrants, or for children who were less than 10 years old when they arrived, the benefits of an American education close the wage gap to 90 percent of the earnings of third-generation whites. Unfortunately, third-generation Hispanics don't make further progress, earning the same 90 percent achieved by their parents, he said.

This is again mainly due to the lag in the college graduation rate for Hispanics, which is only 19 percent for second-generation Hispanics and 13 percent for third-generation Hispanics. The wage gap reflects the education gap—third-generation whites are more than

twice as likely to graduate from college, and third-generation Asians three times as likely. This huge difference seems to point to a continued lag and perhaps even a widening of the earnings gap for Hispanics unless more of them can graduate from high school and college. Passel's research will be detailed in a study to be published this fall by the Urban Institute.

THE BIGGER PICTURE

A question separate from how well Hispanics are doing is what impact Hispanic immigrants have on the U.S. economy. Some Americans view immigrants as a pool of cheap and conscientious workers in a tight labor market—one in which arduous or distasteful



BRIGHTER FUTURE:

After only one generation, Hispanics earn about 90 percent of what whites earn.

jobs are especially hard to fill. Others see immigrants taking away jobs from American-born workers, depressing wages, and becoming a burden for federal and local governments.

An influential work on this debate is *The New Americans*, a 1997 study by the government's National Research Council. The study argues that immigration provides clear benefits to the U.S. economy. First, by boosting the supply of labor, immigration adds to U.S. output, providing more wealth for all Americans to share. Also, a larger labor pool allows workers to specialize and be used more productively, the study says. Overall, the actual gain from immigrant labor in an \$8 trillion economy is minuscule—between \$1 billion and \$10 billion a year—but a clear plus.

There are winners and losers from immigrant labor, however. The winners include business owners and higher-skilled workers whose pay is boosted, since low-wage immigrants allow capital to be used more productively. More generally, benefits are extended to all consumers who buy goods and services that are cheaper because of immigrant labor. The losers are less-skilled workers who compete with immigrants for jobs and wages.

However, empirical research indicates that the damage to the losers is very slight, and is overwhelmed by the benefits to others. The NRC study estimates that immigrants depressed the wages of other lower-skilled workers by only 1 percent to 2 percent in the

1980s, while boosting wages for higher-skilled workers and benefiting consumers by a much larger amount.

Even in those areas where large numbers of immigrants compete with other lower-skilled workers—in Los Angeles, for example—research shows little impact on native-born workers. Although some observers have argued that blacks suffer disproportionately from competition with immigrants, this is not true, according to the council's study. In fact, the main victims are earlier waves of immigrants.

Despite suspicions that immigrants are a fiscal burden on government, they are actually a net revenue generator, through the taxes they pay on their income and spending. The revenue produced by immigrants in two immigrant-rich states—New Jersey and California—reduced federal taxes by \$2 to \$4 a year for each American household nationwide, the study found, even allowing for the cost of education and welfare payments.

Gary Burtless, an economist at the Brookings Institution, a think tank in Washington, says he tends to think that the disadvantages Hispanics face—even after several generations in the United States—will diminish over time. The United States, almost alone among developed nations, confers one advantage that tends to reduce the disadvantages faced by immigrant groups—full citizenship for anyone born here. "It is a powerful force," said Burtless.

Boomers, Say Hola

■ BY JULIE KOSTERLITZ

At the same time that America is getting browner, it is also getting grayer. This may not be a happy convergence.

Here's why: The retirement of the baby boomers will leave fewer workers to support the burgeoning costs of public programs for the elderly, such as Social Security and Medicare. At the same time, a growing share of those workers will be

minorities—especially Hispanics—who tend to earn low wages. That's bound to raise questions of fairness and of public priorities.

Some futurists predict that economic and fiscal strains will take on cultural and political overtones, resulting in a war between the generations suffused with racial tensions.

That provocative vision was first articulated by a new breed of Hispanic activist in the mid-1980s. In California, "what we will see from the year 2010 onward is essentially an age-ethnic stratification. Anyone age 65 and older will likely be Anglo, while younger people will likely be non-Anglos," David Hayes-Bautista told the *Los Angeles Times* in 1987. Hayes-Bautista, the director of the Center for the Study of Latino Health, at the University of California (Los Angeles), told *The San Diego Union-Tribune* that "either minorities are going to have to have a greater income level or the elderly are going to have to take smaller pieces of the economic pie."

Fiscal conservatives, libertarians, and young professionals quickly seized on the warning to argue for an overhaul of entitlements for the elderly. "By the second decade of the next century, an unprecedented proportion of the elderly population will lack any blood relation-

ship to younger Americans, and what's more, the generations will be increasingly estranged as well by differences of race and ethnicity," wrote a then-31-year-old political analyst, Phillip Longman, in a dire 1987 book, *Born to Pay: The New Politics of Aging in America*.

Longman argued that Social Security ought to go only to the needy—an approach that has since fallen out of favor among Social Security's critics. But critics today seize on the same demographic facts to argue for "privatizing" Social Security—that is, diverting some or all of payroll taxes into private retirement accounts that can be invested in the stock market, which promises greater returns over the long haul.

In a report issued last year, William W. Beach, director of the Center for Data Analysis at the conservative Heritage Foundation, contended that Social Security is an especially bad deal for Hispanics because the payouts are getting ever more meager relative to taxes paid, and because keeping the system solvent would require either major benefit cuts or a 40 percent tax increase between now and 2050. "The declining rates of return and mounting tax burdens implied by the current system disproportionately affect the comparatively youthful Hispanic population," he

wrote. In 2050, the report noted, the government estimates that Hispanics will comprise almost 25 percent of the 18-to-66-year-old population, but just 17 percent of those age 67 and over.

Privatization ought to hold a special appeal for Hispanics, he argued, not only because it could provide them more money in retirement, but also because it could offer them a vital opportunity to acquire and pass on wealth—and thus join the mainstream of American economic life.

Statistics do tend to show that Hispanics retire with far fewer assets. Hispanic households headed by adults over age 70, for example, have only one-eighth the financial assets of whites (not including the value of a home), says James P. Smith, a senior economist at RAND, a think tank in Santa Monica, Calif. Smith argues that Social Security may in fact play a role in discouraging saving among those with low wages.

Thus far, however, the privatization push has failed to catch fire with either ordinary Hispanics or the major advocacy groups. As relative newcomers, Hispanics tend to be more preoccupied with issues that address their immediate needs and concerns—welfare reform, affirmative action, education, immigration, and civil rights.

**HISPANIC WORKERS
IN THE NEXT CENTURY
WILL BE CRUCIAL TO
PAYING THE
RETIREMENT COSTS
OF BABY BOOMERS.**

NEXT GENERATION:

Hispanic groups are just beginning to focus on their interests in the Social Security reform debate.



RICHARD A. BLOOM

from Social Security. Fernando Torres-Gil, associate dean of the School of Public Policy and Social Research at UCLA, calls Heritage's comparisons between Social Security and privatization "gross oversimplification."

Rodriguez fears that letting individuals invest a share of their own wages will mainly benefit those with high salaries and investment savvy. Hispanics, most of whom know little of Wall Street and whose ranks include many immigrants deeply mistrustful of banks and financial institutions, would, he argues, be left behind. Lacking other assets, he said, they simply can't afford to risk their old-age security in the stock market. "The fact

Indeed, it was a 30-something white guy, Richard Thau, executive director of Third Millennium—the self-styled lobby for Generation X—who convened the first major conference of Hispanic advocacy groups on Social Security reform, just a little more than two years ago.

Although Third Millennium supports sweeping reforms, including partial privatization, Thau says his goal is not to proselytize but to be inclusive. "I'd been attending any number of symposia, and came to the conclusion that those involved in the discussion on aging were almost exclusively Anglo men over the age of 50," he said, adding that Third Millennium held similar conferences with African-American and women's groups, among others.

But as Hispanic advocacy groups begin focusing on the issue, most of them—with the exception of business-oriented groups—say they oppose privatization and want reforms that preserve Social Security's basic structure.

That's because Hispanics as a group rely far more heavily on Social Security for retirement income than does the population as a whole: just 9 percent of all couples age 65 and older rely on the program for all of their income, but nearly a quarter of Hispanic couples do.

And, as a group, Hispanics tend to

get more from Social Security—relative to what they paid in—than either whites or blacks. That's because the program is comparatively more generous to low-wage workers and to those with longer life expectancies. Hispanics, according to government statistics, live longer than other ethnic groups, and thus collect more benefits. Some Hispanic scholars dispute that, however, saying the government's data on Hispanics' life expectancy must be flawed. Hispanics' poverty, hazardous occupations, and poor access to health care all suggest a shorter-than-average life expectancy.

The privatizers' promise of greater riches in retirement does have some appeal to Hispanic groups. Despite Social Security, nearly one in four older Latinos lives in poverty—more than two and a half times the poverty rate for elderly whites, and just below the rate for elderly blacks. The claim by conservatives that the Social Security program is not a good deal "is not completely untrue," said Eric Rodriguez, a senior policy analyst with the National Council of La Raza.

But the Heritage analysis has come under a barrage of criticism from liberal analysts and Social Security's own actuaries for, among other things, overstating the possible returns from individual accounts and understating the returns

that [Social Security] is guaranteed and that it is progressive is very important, because their earnings and incomes are very low."

Still, Hispanic leaders praise conservatives for reaching out to them when others did not. "Though I do not agree with them, Third Millennium and Heritage have put this issue on the agenda, and I appreciate that," said Torres-Gil. These leaders say they are educating their members on the issues and will insist on having more say in the Social Security reform debate.

But Hispanic leaders are also recasting the generational arguments to advance their own priorities, including better health care, education, and job training. In a sense, they're making Hayes-Bautista's original argument all over again.

"If the retired Anglo community will not support education for Hispanic children, why should those Hispanics as workers support generous cost-of-living increases for retirees, asks Harry P. Pachon, president of the Tomás Rivera Policy Institute, a Hispanic-focused think tank with offices in California and Texas.

Indeed, says Pachon, Hispanics' poor job prospects are "a recipe for inter-ethnic tensions just within the work force itself."

The Education Challenge

■ BY SIOBHAN GORMAN

The half-paved road that leads up to Kelly Elementary School is lined with single-bedroom, wood-frame houses that sleep families of six to eight people and lack running water.

Located in the Las Milpas *colonia*—an impoverished

border community—in the city of Pharr, Texas, the neighborhood struggles with gangs, domestic violence, and an unemployment rate exceeding 45 percent. At Kelly, 99 percent of the students are Hispanic; few students enter pre-kindergarten speaking English; and 84 percent come from families with low-enough incomes to qualify for the free or reduced-price lunches offered under a federal program. But despite all their problems, inside the school walls, children are learning.

"It was an oasis compared to everything around it," said Rosalie O'Donoghue, a former educator who was part of a team of evaluators who awarded Kelly a 1997-98 national "distinguished school" award, one of five awarded to schools in Texas by the U.S. Department of Education.

Schools such as Kelly, made up mainly of immigrants' children, usually start miles behind the starting block. Each year, they face unpredictable enrollment numbers and flocks of students who do not speak a word of English at home. In addition, immigrant communities tend to have low incomes and are not a popular destination for teachers, especially good ones.

But Kelly's students are doing well. More than 90 percent of them are passing the Texas Assessment of Academic Skills test. The key seems to be Kelly's energetic yet flexible

emphasis on basic reading skills, frequent diagnostic tests, increased parental involvement, a strong principal, and a school district that has kept teachers' salaries competitive.

But the school's progress is recent. Four years ago only 68 percent of Kelly's students passed the Texas assessment test, a result that prevented the school from achieving the second highest of four academic ratings from the state. The explanation: Many of the kids just couldn't read. With little supervision at home and no after-school options, most Kelly students went home to a television set. They would return to school the next day minus homework and books, but able to summarize the plot of that

afternoon's *novelas*—Spanish soap operas.

Kelly faced other handicaps no different from those of many other schools that serve immigrant families. Annual budgets are based on the number of students enrolled the previous year, so a school with an unpredictable and growing enrollment is perpetually underbudgeted, said Rodolfo O. de la Garza, a University of Texas (Austin) government professor who specializes in Latino issues. At Kelly, which the state regards as a "rapid growth" campus, the student population swelled to 800 last year, finally prompting the school district to move half of the children to another, newly created elementary school.

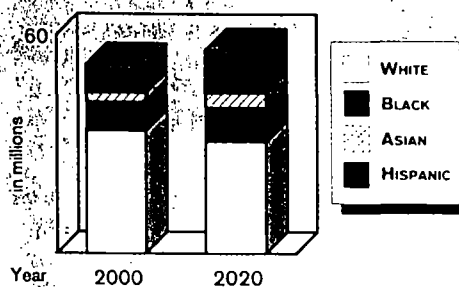
In communities such as Las Milpas, where Spanish is the only language spoken at home, schools need to adapt their curricula and budgets accordingly. They need sets of books and teaching materials in two languages, as well as teachers trained in teaching children English while they're also teaching them math, science, and history. And de la Garza has found that even when schools recruit properly trained bilingual teachers, sometimes those teachers overcompensate for the students' problems by expecting less from them.

With students growing up in a Spanish-speaking community, it also becomes more difficult to com-

ONE TEXAS SCHOOL IS MAKING PROGRESS DESPITE LONG ODDS, BUT HISPANIC CHILDREN CONTINUE TO LAG IN SCHOOL ACHIEVEMENT.

MORE HISPANIC STUDENTS

This chart represents the projected population growth for children ages 5 to 17.



SOURCE: U.S. Census Bureau

vince them that learning English is important. "They speak English here in school, but they go home and it's Spanish all the time," said Trine Barron, the principal of Kelly Elementary. "We have to do a lot of motivating just to get them interested in English."

Attracting good teachers and retaining them are also problems. "The holding power of a low-income school district makes it very difficult to compete," said Oscar M. Cardenas, a senior director in the Texas Education Agency's Office for the Education of Special Populations.

Barron said her school has been blessed with a district superintendent who has made teachers' salaries a priority and has kept them competitive with those of surrounding areas. The starting salary in the Hidalgo Independent School District is \$28,240; teachers also get bonuses every five years.

After climbing for nearly a decade, Kelly students' reading scores plateaued four years ago, and curriculum tinkering, such as adding a computer-based reading program, had not helped much. Barron decided it was time for drastic action. Because reading was the school's weak point, she dedicated two hours of classroom time each day to reading, and started using Reading Recovery, a curriculum that has been successful with many kinds of students across the country. The program, which requires specialized training for teachers, consists of daily intensive 45-minute, one-on-one sessions with students. At Kelly they're usually conducted in Spanish.

Since the adoption of Reading Recovery, the school's passing rate on the Texas assessment test for reading has shot up from 68 percent to 91 percent. Now some of the kids who lagged far behind in reading are among the school's top readers, Barron said.

And two years ago, the Hidalgo School District began requiring schools

TOUGH CLIMB:

Throughout the 1990s, Hispanic students have scored about 10 percent lower than non-Hispanics on national tests.



RICHARD A. BLOOM

to administer diagnostic tests in reading, math, writing, social studies, and science every six weeks. Teachers report back to the district on each student's progress and the areas in which children need help. Students who show deficiencies on the tests attend daily after-school tutoring that targets the concepts that are troubling them.

The other major change at Kelly was an increased emphasis on parents. Kelly parent Norma Dominguez started a parental involvement program four years ago, and it now holds monthly meetings at the school and at parents' homes, in addition to offering field trips and English-language programs.

In the first year, the number of parent volunteers in Dominguez's program at Kelly grew from two to 15. It has leveled off at 25, which is still small for a school that had 800 students. But Dominguez says the program's outreach efforts have made many more parents comfortable with the school. She estimates that 80 percent of them are illegal immigrants who feared the school would contact

immigration officials. A few years ago, parents would set foot on campus only when their children got in trouble, but now, Barron said, "they've become a lot more comfortable coming in. They see us as partners."

Perhaps one of the keys to Kelly's success is the willingness of administrators and teachers to try new things. This school year, which began on Aug. 10, Barron has a new experiment in the works. She has restructured the day to allow students reading at the highest levels to go home an hour early. Barron hopes that the smaller number of students for that last hour will enable teachers to offer more specialized attention to slower readers.

While Kelly Elementary's experience shows that a focused effort can bring low-performing Hispanic children up to speed, it is the exception and not the rule. Throughout the

1990s, Hispanic students in grades 4, 8, and 12 have scored about 10 percent lower than non-Hispanic white students in reading on the National Assessment of Educational Progress test.

And the demographic challenges are considerable. The Hispanic school-age population is growing faster than that of any other ethnic group. Census figures predict the Hispanic school-age population will rise 54 percent between 1995 and 2010, and the white school-age population will decline about 6 percent.

But Hispanic leaders note that immigrants come here not only for jobs but also for the American promise of universal education, and the country would do well to meet that need.

"Education has been the fundamental consistent policy concern of Mexican-Americans since the 19th century," de la Garza said. "Their ability to realize that objective has been limited, and their success at realizing that objective has been limited, but they have always tried to pursue it despite their own lack of education."

**PATRIOTIC GROUP:**

When Army Staff Sgt. Andrew Ramirez was captured in Kosovo, Latinos in East Los Angeles rallied around his family.

Not Enough GI Josés

■ BY SYDNEY J. FREEDBERG JR.

HISPANICS COULD FILL THE MILITARY'S RECRUITMENT GAP, IF THEY COULD FINISH HIGH SCHOOL IN GREATER NUMBERS.

Look at the names on the Wall at the Vietnam Veterans Memorial. Or the names of the three soldiers captured by the Serbs during the Kosovo campaign: Stone, Gonzales, and Ramirez.

By these and many other measures, Hispanics are one of America's more martially inclined ethnic groups. Hispanic leaders point proudly to Hispanics' commitment to military service. In Defense Department surveys, Hispanic youth consistently indicate above-average interest in enlisting. There's just one problem: Hispanics are actually underrepresented in the ranks.

Only the Marine Corps is home to the same percentage of Hispanics as the general working-age population,

just under 12 percent. All of the other services fall short. New classes of recruits coming into the military are somewhat more representative—preliminary figures show the Navy's 1998 recruiting class yielded full representation—but the Army and, especially, the Air Force still lag.

And at a time of large shortfalls in military recruiting, the mystery of the missing Hispanics is no longer just an issue of ethnic equity, but a national security matter as well. The most man-

power-intensive service, the Army, expects to fall more than 7,000 recruits short this year. Said Army Secretary Louis Caldera, himself a Latino: "We'd be OK if we were getting our fair share of the Hispanic-American market."

So what's the problem? Hispanics, after all, were bloodily overrepresented in the Vietnam War, accounting for a quarter of combat casualties. But unlike the massive, mostly drafted force of that era, the modern military recruits almost exclusively among high school graduates and entices many of the best ones with offers of college aid. Today, the Pentagon rejects most high school dropouts out of hand. That means, lamented Rep. Ciro Rodriguez, D-Texas, "that half of Hispanics can't even participate." In Texas public high schools, 54 percent of Hispanics drop out, nationwide, 30 percent do.

The hard fact is that Hispanics are

the worst-educated group in the United States—and today's military is the best-educated in American history. Any serious solution must address that fundamental mismatch.

But how? There is no consensus, even inside the Pentagon. The point man on the issue is Caldera, a West Point graduate and former Army officer who came to the Defense Department after a career in California politics. The controversial centerpiece of his program: recruiting more high school dropouts who possess GED certificates.

JOHNNY GET YOUR GED

The military does not take high school dropouts without credentials. But what it does take, cautiously and in limited numbers—no more than 10 percent of recruits under Pentagon policy—are holders of the General Educational Development certificate. Devised for the military by the American Council on Education in 1942, the GED has become widely accepted in the civilian world as a rough equivalent of a high school diploma. Some 800,000 people take the test every year.

The Army has already increased its intake of GED recruits to the maximum. But Caldera does not want simply to take more GED-holders: He wants to make more. For high school dropouts with no criminal record, no drug problems, and good scores on military entry exams, a pilot Army program will pay for enrollment in GED programs—in return for their enlisting once they pass. The goal, Caldera said, is “to expand the market that we are recruiting from by looking at individuals who today we can't recruit, and turning them into individuals that we can.”

But over the years, the military has had well-founded reasons to limit recruitment of GEDs.

First, experts disagree about the GED's ability to measure academic achievement. The American Council on Education says its test is a good barometer of skills; it boasts it raised standards two years ago so high that a

third of traditional high school graduates can't pass. But critics charge that the test still takes a “lowest-common-denominator” approach.

What really worries the military, however, is not intelligence, but persistence. Many dropouts are bright, but all are proven quitters, the logic goes. If they dropped out of high school, they'll probably drop out of the military as well, wasting recruiters' time and the armed forces' training dollars.

Statistics support this common-sense conclusion. Combining data from all the armed services from 1988-94, the attrition rate for enlistees with high school diplomas—those who flunk basic training, get discharged, or other-

the Hispanic community, many dropouts—far from being slackers—left school to take a full-time job to help support their struggling families. The military can sort out the most motivated by looking at legal records, work history, psychological exams, and aptitude tests. And, under the new program, candidates cannot just cram for the GED exam, because the Army will require them to take remedial courses.

Although examining other criteria shows “some promise,” said Janice H. Laurence, an analyst at the Human Resources Research Organization in Alexandria, Va., “the educational credential has been the single best predictor” of whether a recruit will quit or stick with it. Statistically speaking, she said, everything else is “iffy.”

But answering “what-ifs” is why experiments are conducted in the first place, and Congress is so far letting Caldera proceed. “There are still some pretty rigorous recruiting standards,” said Sen. Wayne Allard, R-Colo., chairman of the Armed Services Personnel Subcommittee. “I approve of this program, [though] we'll have to watch it very closely. For the time being, I'm satisfied.”

Hispanic members of Congress are more than satisfied with Caldera's program. Of the Texas delegation's five Hispanic Democrats, Caldera's program won plaudits from all four interviewed: Rodriguez, Rep. Solomon P. Ortiz, Rep. Silvestre Reyes—all members of the House Armed Services Committee—and Rep. Charles Gonzalez. Hispanic activists also praise Caldera's plan. Said Jess Quintero, national secretary of the Hispanic veterans' group, American GI Forum: “Other leaders have talked about it, but he put a plan into action.”

But is Caldera lowering standards? “Compared to what?” responded Lawrence J. Korb, a former assistant secretary of Defense who is now with the Council on Foreign Relations, a



NEW METHODS:

Army Secretary Louis Caldera and Air Force personnel chief Ruby DeMesme are trying new ways to recruit more Hispanics.

wise quit before their three-year term is up—is 29 percent. For enlistees with GEDs, it's 49 percent.

But Rep. Rodriguez said that “a damn survey” does not tell the whole story and that undoubtedly some GED-holders have the dedication to succeed in the military. Rodriguez should know. A ninth-grade dropout himself, he went on to college, not to mention Congress. “You've got to be able to look at the individual,” he insisted. “We're not asking to lower standards, but we are asking them to look at multiple criteria.”

That is Caldera's strategy. The Secretary believes the Army can pick and choose from among GED-holders. “You can segment that group,” he said, “and take the cream of the crop of the non-high-school graduates.” Especially in

think tank in New York. "Compared to the last couple of years, sure; but compared to the force that won the Cold War and the Persian Gulf War, no." The weaker economy and shrinking military of the early 1990s made recruiting easy, allowing the military to raise its standards to historic highs. Korb argues that during the 1980s, the military accepted more recruits who had not finished high school and more people with lower entrance exam scores. "If you went back to the . . . '80s quality [standards]," said Korb, "you could solve this very, very quickly."

GROUNDING

Not a chance, said Ruby B. DeMesme, the Air Force assistant secretary for manpower. "We are not considering lowering our quality standards."

And those standards have plenty of room to drop. Although the Pentagon lets each service take as many as 10 percent of its recruits from the ranks of GED-holders—as the Army does—the Air Force takes less than 1 percent, a number that upsets Hispanic lawmakers. Complained Rodriguez: "The hardest nut to crack is that Air Force."

Of all the services, the Air Force has the best-educated personnel and the worst underrepresentation of Hispanics: According to the Air Force's latest figures, 5.3 percent of enlisted personnel and just 2.2 percent of officers are Hispanic. Because it depends on temperamental, cutting-edge technology, the service always insisted on high school graduates, and it got them, drawn by the glamour of that same technology. For 20 years, the Air Force flew past every recruiting target.

But that in itself was a problem. The Air Force never developed a strategy to recruit more Hispanics, because it never needed a strategy to recruit anyone. The service did not even advertise on television. The Air Force essentially let Hollywood and word-of-mouth do its work for it and reaped the population that walked in the door. Said DeMesme: "We were actually having to turn away people, so we didn't think it

was necessary to get more people interested."

That has changed. This year, the Air Force might miss its annual quota for the first time in 20 years. Change is in the air. "The Air Force has not traditionally used paid advertising," said DeMesme. "We have begun to, [including] bilingual kinds of messages. . . . We haven't used posters where you see Hispanics flying airplanes a lot; we're going to do more of that."

But "simply advertising more aggressively . . . is not going to be producing the improvement and the turnaround they should be striving for," fretted Norman Heitzman, a Defense Department analyst on loan to the Hispanic advocacy group National Council of La Raza (itself a sign of how seriously the Pentagon takes the issue). To change who comes in, said Heitzman, the military must commit to change itself.

OPPORTUNITY OR EXPLOITATION?

The Marine Corps' success, said Heitzman, begins at the top, with a strong commitment to innovation from senior service leaders. "When I've gone to meetings with the Marine Corps that have focused on this," he said, "You've had [Gen. Charles C. Krulak,] the commandant of the Marines, sitting right there."

While Hispanics' affinity for the Ma-

rine Corps dates at least to Vietnam—"Hispanics want to be macho men, and I don't blame 'em," said Rep. Ortiz—the four-year tenure of Gen. Krulak, which ended June 30, saw a sharp increase.

"The secret," said Krulak in an interview, is "letting the Hispanic population know that we are not, I say again not, going in to take their kids from the educational system." Krulak asserts that parents will not encourage their children to enlist if they see the services as dead-end jobs for dropouts; but if they view a tour of duty as a bright kid's path toward college and a good job, the parents will be on the recruiters' side.

Although Krulak hesitates to criticize the Army, he is "worried" by the plan to target GED-holders: "The signal they're sending is, 'OK, don't worry about getting out of school, because the Army will come along and give you the opportunity.'"

But Hispanic members of Congress say that pursuing Krulak's logic to its extreme would mean not even having a GED for dropouts. In the Hispanic community, those dropouts are already there; opening up opportunities to the nongraduates should hardly encourage more youths to quit school, Rodriguez said. Indeed, both Ortiz—a dropout himself—and Reyes used the Army as their ladder up.

Some critics have said that military recruiting among Hispanics amounts to an exploitive "economic draft" of the underprivileged. "The answer to those that would worry about exploitation," Reyes replied, is, "you get much more out of it than you lose." Reyes and three of his five brothers joined the Army. If he hadn't, he said, "I probably still would be on that farm."

And the military needs Hispanics as much as they need it. "Sometime early in the next century, a quarter of the nation's population is going to be Hispanic," said Caldera. "A quarter of the soldiers, sailors, airmen, Marines, Coast Guardsmen [will] have to come from the Hispanic population. So it's important that we start figuring out how to penetrate that market today."

WANTED: MORE HISPANICS IN UNIFORM

Hispanics make up about 12 percent of the military-age population but a far smaller share of the military force, except for the Marine Corps.

PERCENTAGE OF HISPANICS AMONG:

Civilians 18-44 years old	11.9%
Marine enlisted personnel	11.6
Navy enlisted personnel	8.5
Army enlisted personnel	7.0
All services enlisted personnel	7.0
Air Force enlisted personnel	4.8
Civilians 18-24 years old	14.5
Marine recruits	12.3
Navy recruits	10.2
Army recruits	9.6
Air Force recruits	6.8

SOURCES: Department of Defense, National Council of La Raza, from 1997 data