

American man: "I don't like to rent to you people...brown, black, colored, whatever you call yourselves." This filing of federal civil charges against the landlord is part of a nationwide crackdown on housing discrimination that you ordered.

Department of Transportation (DOT)

Race Relations Roundtable. On December 12, RSPA will hold a Race Relations Initiative Roundtable discussion among RSPA senior managers. The roundtable will facilitate discussion on race issues within RSPA and be instrumental in developing internal race initiative program components. The discussion will center on favorable interaction between races and examine the reasons behind the instances when interaction is not favorable. This discussion will be part of an ongoing dialogue regarding race issues.

National Alliance of Black School Educators (NABSE) Conference. On November 18-23, a diverse team of Coast Guard military personnel attended the 25th Annual NABSE Conference in Reno, Nevada. The team distributed Coast Guard literature and promotional material to conference attendees, and arranged to visit numerous schools and NABSE affiliates throughout the U.S. to talk with students and NABSE members about Coast Guard job and career opportunities. The team also laid the initial ground work for collaboration between NABSE and Coast Guard Recruiting to create a more diverse officer and enlisted workforce. NABSE has 140 affiliates, and is one of the premier African-American educator organizations dedicated to the qualitative improvement of education for African-American students.

One America Conversation. Assistant Secretary Charles A. Hunnicutt will conduct a conversation with the members of the Anti-racism Task Force of the National Capital Presbytery, Presbyterian Church (USA) in early January.

Department of Energy (DOE)

One America Conversation. On December 5, Secretary Peña held a "One America Conversation" with college students at San Diego State University's Aztec Center to amplify your message on the importance of bridging racial divides. The discussion was observed by approximately 100 college and high school students.

Department of Education (DOEd)

Florida Higher Education. For the past year and a half, DOEd's Office for Civil Rights (OCR) has been working in partnership with Florida to resolve higher education desegregation concerns. Although there has been significant progress, critical issues remain unresolved, including agreement on the applicable legal standards and the need for affirmative action programs to satisfy "strict scrutiny." On November 19, OCR sent a

Mike/Pulic -
What is this?
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letter to the governor's office indicating that if OCR and the state are unable to resolve these issues within the next few weeks, OCR will initiate a more traditional civil rights investigation of statewide higher education issues.

✎ **Florida Discrimination Complaint.** On December 1, DOEd's OCR received Title VI complaints from nine white families alleging that the Palm Beach County School District, in order to achieve racial balance, is discriminating against their children, on the basis of race, by forcing them to attend a school that has an enrollment of approximately 69 percent black students, instead of allowing them to attend one of two high schools closer to their neighborhood. OCR is currently evaluating the complaint, which has received some media attention.

✎ **Ohio Higher Education.** DOEd's OCR recently wrote to the Ohio Governor's office regarding the long-standing civil rights case involving Ohio's only historically black school, Central State University. Last July, the state legislature passed a bill that addresses many of OCR's concerns, which involve funding disparities between Central State and Ohio's other public universities; OCR's letter indicates that, in light of the legislation and the state's plans to continue addressing OCR's concerns, OCR will not resume investigation until Spring 1998.

✎ **One America Conversations.** On December 11, Secretary Riley hosted a "One America: Conversations that Bring Us Together" event with fifth grade students in Laurel, MD. On December 12, Assistant Secretary for Elementary and Secondary Education Tirozzi is scheduled to host an event at T.C. Williams High School in Alexandria, VA. On December 18, Secretary Riley will host his second "One America Conversation" in a Baltimore elementary school.

Small Business Administration (SBA)

One America Conversations. Several SBA appointees convened One America Conversation events during the Thanksgiving holiday. The Administrator, Deputy Administrator and Chief Advocate are planning to hold roundtable discussions. The Chief of Staff has encouraged all agency appointees to participate in this effort.

Office of Personnel Management

Pittsburgh. On December 14, Director Lachance will host a "One America: Conversations that Bring Us Together" in Pittsburgh, PA at the St. Benedict of the Moor Catholic Church.

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B. H. H. H.*

THE WHITE HOUSE
WASHINGTON

January 6, 1998

MEMORANDUM FOR THE PRESIDENT

FROM: THURGOOD MARSHALL, JR. *TM*
JON P. JENNINGS *JPJ*

SUBJECT: HOT ISSUES--NEW YORK, NEW YORK

Joint Service Recruiting Station: Secretary Cohen wrote to Mayor Giuliani on December 16 urging that the city not remove the Armed Forces Recruiting booth in Times Square as part of its improvement plans. The Secretary's letter stresses the historical significance of the recruiting booth and its importance in presenting the many opportunities and benefits military service offers to the young men and women of New York. (DoD)

New York Businessman Arrest: George Cheng, a scrap metal dealer in New York, was arrested on Long Island on January 5 on an indictment out of Portland, Oregon. He was charged with attempting to export military munitions and equipment to the People's Republic of China without a license. Cheng, a Taiwanese Citizen and U.S. Resident Alien, was released on \$500,000 bond and ordered to appear in court in Portland on January 30. (DOJ)

Hospital Merger: On December 31, HUD approved a merger of Columbia Presbyterian and New York Hospitals. This merger involves one billion dollars in mortgage insurance, the largest transaction in FHA history. The merger will provide significant cost savings for both hospitals by combining certain administrative functions, consolidating medical programs and eliminating purchase of expensive equipment. (HUD)

Empowerment Zone: On January 6, the Upper Manhattan Empowerment Zone hosted a ground breaking for Broadway Video's new 8,600 square foot duplication facility. The Upper Manhattan Empowerment Zone and Citibank are providing a loan of \$877,800 to finance this \$1.1 million project. Other major developments have been the announcement of Harlem USA, a major retail complex on 125th Street that has attracted Disney, HVM and other national retailers, and the recent ground breaking for the Pathmark supermarket, the first new supermarket in the community in the last twenty years. (HUD)

World Trade Center Bombing: Ramzi Yousef, one of the World Trade Center bombers, is scheduled to be sentenced January 8. He was convicted on September 5 of conspiring to bomb U.S. airlines, conspiring to murder American citizens, and murdering a Japanese citizen by detonating a bomb on board a Philippine Airlines jet. (DOJ)

THE WHITE HOUSE

WASHINGTON

January 6, 1998

MEMORANDUM FOR THE PRESIDENT

FROM: THURGOOD MARSHALL, JR. *TM*
JON P. JENNINGS *JPJ*

SUBJECT: HOT ISSUES--HOUSTON, TEXAS

WV **Discrimination Suit Settled:** The Houston Independent School District (HISD) in mid-October agreed to settle a federal suit over its use of racial guidelines in the selection of students to participate in the popular Vanguard program for gifted students. Fourteen white and Asian families sued HISD in the spring of 1997 over an HISD policy setting enrollment goals for the program of 65 percent black and Hispanic and 35 percent white students. The HISD trustees in December began reviewing and are expected to approve in January proposed new guidelines that would take into account students' personal hardship and other factors as well as grades and test performance. Some observers suggested in October that such a system could actually result in a larger proportion of African American and Hispanic students being admitted to the program. (DOEd)

Metro: At the request of Mayor Brown's transition team, Houston METRO is updating the projections of its most recent commuter rail study completed six years ago. According to a report in the Houston *Chronicle*, METRO officials cautioned that, even if a consensus were to develop for a rail system or as little as a single rail line, the transit agency is not sure where the money would come from. (DOT)

THE WHITE HOUSE

WASHINGTON

January 6, 1998

MEMORANDUM FOR THE PRESIDENT

FROM: THURGOOD MARSHALL, JR. *TM*
JON P. JENNINGS *JPJ*

SUBJECT: HOT ISSUES--MCALLEN, TEXAS

Federal Court House: There is some controversy regarding the naming of the new Federal Court House in Brownsville. There are two factions that are competing for the naming rights. The names discussed for naming the building are Judge Garza and Judge Vela. Congress usually makes the decision to name buildings. No decision has been made. (GSA and White House Intergovernmental Affairs)

Mexican Ambassador: Due to the proximity of South Texas to Mexico, there is considerable interest on the naming of the new Ambassador to Mexico. (White House Intergovernmental Affairs)

American Heritage Rivers Initiative: The Rio Grande River was nominated in four separate applications to be selected as one of ten American Heritage Rivers. (DOI)

Lower Rio Grande Valley National Wildlife Refuge: The U.S. Fish and Wildlife Service has received \$900,000 in FY98 Land and Water Conservation Funds for the acquisition of additional wildlife habitat along the Rio Grande River within the boundary of the Lower Rio Grande National Wildlife Refuge. (DOI)

Border Crossings: The Texas-Mexico border is populated by more than 3.4 million people. Heavy tourist and commercial traffic along with increasing pedestrian volume is straining most of the border crossings. Texas believes that the state should not have to fund all the infrastructure needed for the increase in traffic. The State supports creation of a special national fund for border infrastructure. (DOT)

Harlingen Airport: As a part of the FAA Federal Contract Tower Program, air traffic services at Harlingen, about 30 miles from McAllen, will be turned over to contract air traffic controllers during the summer of 1998. This is a national program and Harlingen is one of the last to be contracted. Both airport control towers at McAllen and Brownsville are currently staffed by contract controllers. (DOT)

Intermodal Terminal: McAllen proposes to build an intermodal terminal and is requesting funds from FTA. FTA has advised the recipient that in order to pass this money through there must be an intergovernmental agreement between them and the City and FTA must review this agreement. The City is proceeding with the preliminary design for the terminal without the agreement. In a letter of November 25, FTA informed the recipient that no grant funds may be spent until the agreement is in place. During the last week in December, FTA received a copy of the agreement for review. (DOT)

Rwanda War Crimes: On December 17, a U.S. magistrate in Laredo, Texas, refused to surrender Elizaphan Ntakirutimana to the Rwandan war crimes tribunal. He was released from custody the same day. Ntakirutimana, an ethnic Hutu, is wanted for genocide in connection with his alleged role in the killing of hundreds of Tutsis in 1994. (DOJ)

Education

Draft/February 25, 1998

February 26, 1998

The Honorable John Hope Franklin
208 Pineview Road
Durham, NC 27707-2846

Dear John Hope:

Thank you for your recent letter reporting on the Advisory Board's December 1997 meeting and for your important recommendations on the Board's behalf concerning issues of race in K-12 education. As you know, education remains a top priority with me, and I agree with your statement that we cannot fully become one America unless we eliminate racial disparities in educational opportunity and promote educational excellence for all Americans. Therefore, I am pleased that the Advisory Board has chosen to focus so heavily on education issues.

As you know, I recently announced, in conjunction with my proposed balanced budget for FY 1999, the largest commitment to K-12 education in history -- a comprehensive plan designed to dramatically improve educational opportunity and outcomes for students of all races. ~~The guidance provided by you and the Advisory Board contributed greatly to the development of that plan, and~~ I am pleased to report that many of the proposed policy actions are consistent with the valuable advice contained in your recent letter. I have attached for your information a brief summary of the major education initiatives I have proposed. In addition, I have shared a copy of your letter with Secretary Richard Riley and Bruce Reed and asked that they review your recommendations and explore the possibility of further actions, especially in the areas of teacher preparation and promoting racial understanding through education.

Again, thank you and all of the Advisory Board members for your leadership on these important issues of race in education and for your continued service.

Sincerely,

Bill Clinton

P.S.: Thanks, too, for your insight on the upcoming Summit of the Americas. I have shared your ideas with Mack McLarty.

cc: The Honorable Richard Riley
Sylvia Mathews
Bruce Reed
Judith Winston

Letter
Jan. 23rd



ONE AMERICA IN THE 21ST CENTURY

The President's Initiative on Race

*The New Executive Office Building
Washington, DC 20505
202-395-7070*

January 23, 1998

President William J. Clinton
The White House
Washington, D.C. 20503

Dear Mr. President:

I am writing on behalf of your Advisory Board on Race to report on our December 17, 1997, meeting, which was held at Annandale High School in Fairfax County, Virginia, and which focused on issues of race in primary and secondary education. The meeting was designed both to follow up on your suggestion that we study Fairfax County as a microcosm of America's burgeoning diversity and to continue our focus on education as the key to creating One America. The meeting consisted mainly of two lively and fruitful discussions concerning racial disparities in educational opportunity and the challenges associated with increasing student diversity. We also discussed strategies that can overcome racial disparities and make diversity an asset in education. These discussions built on numerous articles and studies that Board members have reviewed in the last several months concerning issues of race in education.

While there is much more that your Advisory Board needs to know and discuss about issues of race in primary and secondary education, there are several areas upon which the Board would like to provide preliminary feedback to you at this time. According to Dr. Harold Hodgkinson, Director of the Center for Demographic Policy at the Institute for Educational Leadership, who presented at our December 17 meeting, the next thirty years will see a substantial increase in minority students in our schools -- from 33 percent today to over 50 percent by 2025. At the same time, the data indicate that racial disparities in education persist. For example, in terms of educational opportunity, students of color are more likely than white students to be educated in schools with poor facilities, less challenging curricula, less qualified teachers, and fewer computers. Furthermore, in terms of educational achievement, while achievement scores have increased for all groups, black, Hispanic, and Native American students continue to perform below white students, and high school dropout rates for Hispanic and Native American youth remain unacceptably high. Whether these racial disparities are due to higher poverty rates in minority communities or to more directly race-based causes such as low expectations for minority youth, it is clear that we cannot fully become One America unless we eliminate these inequities in education.

We know that you have made excellence in education a hallmark of your presidency and that you have successfully promoted many impressive policies to improve education for all Americans. In addition, several initiatives that you have recently proposed, including your Initiative to Attract and Prepare Tomorrow's Teachers, which would provide \$350 million to attract 35,000 new teachers to high-poverty schools, and your Economic Opportunity Zones Initiative, which would provide challenge grants to high poverty schools with comprehensive, effective reform programs, have the potential to address some central issues of racial disparities in education. Furthermore, several initiatives that we understand are presently in development, including a package of efforts aimed primarily at improving educational outcomes for Hispanic youth (including reducing Hispanic dropout rates) and a proposal to address the problem of crumbling school infrastructure, also have the potential to address key issues of race in primary and secondary education.

In addition to these initiatives, based on our readings and on conversations with education leaders with diverse perspectives on educational issues, we recommend that you examine closely and consider promoting some additional action in the following areas. Because we are not all education policy experts, we have chosen to make our recommendations in broad terms:

- Teacher equity and preparation: There seems to be substantial agreement that high-quality teachers are our most valuable educational resource. However, the data show that lesser-qualified teachers are overrepresented in high-poverty, high-minority communities. In addition, teachers are often ill-prepared to promote high expectations for students of all races, to create settings in which students of all races can learn effectively, and to teach in increasingly diverse environments. We recommend that you look at ways that the federal government can help bridge racial disparities in student access to quality teachers and support the professional development of teachers to serve minority students better.

On the latter point of the professional development of teachers, the Board was particularly impressed with the comments and work of Dr. James Comer, Professor of Child Psychiatry at Yale University, who participated in our December 17 meeting. It is our understanding that Dr. Comer has developed and implemented educational programs that have overcome racial disparities in student achievement by training teachers to understand and promote child development on all levels -- social-interactive, psycho-emotional, moral, linguistic, and intellectual-cognitive. According to Dr. Comer, colleges and universities do not presently train teachers in child development to any significant degree, and such training is critical to the success of minority students, particularly those in high-poverty schools. We urge you to examine this issue further. Perhaps child development can be promoted through your Initiative to Attract and Prepare Tomorrow's Teachers, by rewarding schools that teach child development in preparing teachers to serve in high-poverty, high-minority communities.

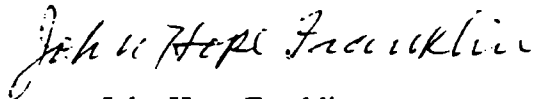
- Pipeline programs: One of the problems that we discussed at length at both our November 19 and December 17 meetings was the problem of limited expectations of and for minority students and the extent to which this problem negatively affects the achievement of minority students and their participation in higher education. It is our understanding that programs that expose students at an early age to future educational opportunities and that provide mentoring, tutoring, and other support for students who aspire to take advantage of those future opportunities have shown positive results in improving educational outcomes for minority youth. We understand that you are presently considering a proposal to expand existing pipeline programs, such as the TRIO programs, and to promote new programs, such as college-school partnerships, to increase expectations, improve achievement, and increase college access for minority students. We want to offer our support for such a proposal.
- Teaching racial understanding: As we saw firsthand during our visit to Annandale High School, many of our schools are rapidly becoming more racially diverse. This diversity can be a great asset in teaching students how to get along with people different than themselves and about how our cultural diversity enriches America. We have had the opportunity to learn about many programs, several of which the Initiative has featured as promising practices, that are working in our schools to teach children the tolerance and understanding necessary for them to function as good citizens in our multicultural, democratic society. Many of these programs, such as The Teaching Tolerance Project and Facing History and Ourselves, offer educational resources and guides designed to promote racial understanding and unity. Other programs are bringing together students from racially isolated schools to work together, often in community service activities, and thereby bridge racial divides. These efforts, which focus on youth and education, go to the very heart of your vision of One America. We must think of creative ways that the federal government can further support primary and secondary schools in their efforts to implement such programs and to promote understanding through diversity.
- Public school choice: At our December 17 meeting, we gave attention to the propriety of supporting charter schools and using vouchers as strategies for overcoming racial disparities in primary and secondary education. While many of us have substantial concerns about using public school money to fund private schools, there seemed to be some consensus among Board members and panel participants on the efficacy of exploring public school choice as one strategy for increasing educational opportunity and overcoming racial disparities in education. I know that you are a strong proponent of public school choice. We wish only to offer our support for your continuing efforts in this regard.

Finally, I am pleased to report that we were joined at our December 17 meeting by Secretary of Education Richard Riley who announced one small but important new effort

designed to help bridge racial divides in education. Secretary Riley announced a partnership between the Department of Education and the President's Initiative on Race to produce, as part of the promising practices effort, several case studies of educational programs that are promoting high expectations and positive outcomes for students of all races and can perhaps be replicated and strengthened across our nation. We also released at the December 17 meeting the first such case study -- a study of Bailey's Elementary School in Fairfax County, Virginia, which is a remarkably diverse magnet school that is overcoming past fears of racial diversity and making diversity an asset in education. A copy of the case study is attached for your information.

Thank you for your consideration. I expect that the Board will address again in subsequent meetings issues of race in primary and secondary education, and I look forward to reporting to you on our further findings and recommendations. I would, of course, be pleased to discuss any of the above thoughts with you. My best wishes.

Yours truly,

A handwritten signature in cursive script that reads "John Hope Franklin". The ink is dark and the signature is fluid, with the first and last names being more prominent than the middle name.

John Hope Franklin
Chair

ONE AMERICA IN THE 21ST CENTURY

The President's Initiative on Race

*The New Executive Office Building
Washington, DC 20503
202/395-1010*

MEMORANDUM

TO: Richard Socarides
Peter Rundlet

FROM: Scott Palmer

SUBJECT: Draft Letter from the President to John Hope Franklin

DATE: February 26, 1998

*Julia.
For your
review.
JPH*

Attached is a draft letter from the President to John Hope Franklin, Chair of the President's Advisory Board on Race, responding to a letter from Dr. Franklin to the President, which is also attached for your reference. The letters concern policy recommendations regarding issues of race in K-12 education, most of which were directly addressed by the President's recent education policy announcements. Please note that the response letter as drafted indicates that a summary of the President's recent education policy actions will be attached. That summary exists in various forms, and I am working to identify which would be most appropriate. Note also that I spoke with Kyle Baker who asked me to include the post script that appears on the letter to respond to a separate note that Dr. Franklin sent to the President.

Thank you for your consideration. I am not exactly certain of the process from here, but please let me know if you have any questions, comments, or concerns. I can be reached at x51047.

Attachments

cc: Mike Cohen
Lin Liu
Minyon Moore



**THE WHITE HOUSE
INITIATIVE ON EDUCATIONAL EXCELLENCE
FOR HISPANIC AMERICANS**

Vital Statistics on Hispanic Americans

WHO ARE HISPANIC AMERICANS?

- In 1994, there were 30 million Hispanic Americans living in the Continental United States: 56 percent Mexican American, 22 percent Puerto Ricans, 12 percent Central and South Americans, 4 percent Cuban Americans, 6 percent classified as "other."
- In 1994, 41.1 percent of Hispanic children under 18 lived in poverty.
- Eleven percent of Hispanic Americans are under five years of age, and a third of Hispanic Americans are under age 15. By the year 2030, the U.S. Bureau of the Census projections suggest that Latino students age 5 to 18 will number almost 16 million - 25 percent of the total school population.
- Projections for the year 2050 predict that Hispanic Americans will comprise 25 percent of the total population of this country, and will, therefore, be the largest population group in the nation.

HISPANIC AMERICAN EDUCATIONAL ATTAINMENT

- From 1973 to 1993, pre-school enrollment for Hispanic children, three and four-years-old, remained the same (about 15 percent), while white pre-school enrollment steadily grew from 18 to 35 percent. In 1995, similar percentages of white and black children, ages three and four, were enrolled in nursery, prekindergarten, Head Start, and kindergarten programs, while Hispanic children were less likely to be enrolled.
- By age nine, Hispanic American students lag behind in reading, mathematics, and science proficiency. Although slight gains were noted on the National Assessment of Educational Programs (NAEP) in 1992, Hispanic children continue to score lower than white children in all three subjects.
- At age 13, Hispanic students were, on average, about 2 years behind in math and reading, and about 4 years behind in science in 1992. In fact, 40 percent of 16-24-year-old Hispanic dropouts left school with less than a 9th grade education, compared with 13 percent of white dropouts and 11 percent of black dropouts.
- In October of 1993, the dropout rate for Hispanic 16 -to- 24-year-olds was 28 percent, double the rate for blacks (14 percent) and more than three times the rate for whites (8 percent) in the same group. In the 1994, the Hispanic dropout rate rose to 30%.
- In 1993, an alarming 40 percent of Hispanic dropouts had not completed the 8th grade. Another 18 percent of Latino dropouts completed 9th grade, but left before completing 10th grade. Together, these percentages total over one-half (58 percent) of Hispanic dropouts that have less than a 10th grade education. Only 29 percent of white dropouts and 25 percent of black dropouts leave as early as do Hispanics.
- In 1990, only 23 percent of Latino 10th graders, compared to 34 percent of whites, enrolled in college preparatory or academic programs.

- Long term strategic plans must be developed through collaborative approaches with the public and private sectors at all the local, state, and national level to monitor and to ensure a high standard of educational attainment among Hispanic Americans; and
- Inter-Federal-agency coordination must be strongly promoted to maximize the pooling of resources and delivery of services.
- Direct the U.S. Department of Education, the U.S. Department of Health and Human Services and the U.S. Department of Housing and Urban Development to work closely with community based organization to improve the participation of Latino pre-schoolers and their parents in early childhood programs;
- Ensure that state and local governments equitably allocate the necessary resources in public funding for academic support and capital improvement to schools with large concentrations of Hispanic Americans.
- Broadly disseminate effective model programs and intervention strategies, especially in pre-school education, dropout prevention, bilingual education and student motivation.
- End segregation of Hispanic Americans in public schools.
- Oppose the prevention and termination of educational and related opportunities for immigrant children.
- Focus on substantially decreasing the high rate of dropouts and postsecondary attrition.
- Improve and safeguard quality schools by establishing partnerships between teachers and school administrators at all levels, community-based organizations and leaders, parents, the business community, and local and Federal government agencies.
- Provide pre-school education for all Hispanic American children who qualify.
- Target youth apprenticeship, mentoring, and career pathway opportunities for Hispanic students and adults in workplace literacy and job-training programs; link community-based efforts and businesses, industry, and certain social institutions.
- Train teachers to deal effectively with multi-cultural populations and linguistic minority students.
- Ensure adequate funding and proper implementation of Bilingual Education programs, Title I of the Improving America's Schools Act and Goals 2000.
- Articulate and advocate a national goal of multilingualism for all citizens.
- Increase the pool of Latino students eligible for higher education opportunities, especially in the sciences, health-related professions, mathematics, engineering, and education.
- Increase four-year college access initiatives for Hispanic high school graduates and community college transfer students, especially financial support initiatives.
- Develop a comprehensive plan that specifies short- and long-term outcomes and goals and monitor progress from pre-school through postsecondary learning.
- Ensure Federal interagency coordination to increase the flow of services and the pooling of resources in support of Hispanic initiatives.

***Statistics were taken from the Commission report, *Our Nation on the Fault Line: Hispanic American Education*.

- From 1973 to 1994, the overall number of high school graduates enrolled in a four-year institution doubled, from 16 to 31 percent. The percentages of both whites and blacks enrolled at those institutions also more than doubled within the same period. Black enrollment increased from 13 to 25 percent and white enrollment increased from 16 to 33 percent. College-bound Hispanics in four-year institutions, however, only increased from 13 to 20 percent.
- In 1994, of the 43,261 PhDs awarded nationwide, only 946 went to Hispanic Americans.
- In 1992-1993, Hispanics earned 6 percent of all associate degrees, 4 percent of all bachelors degrees, 3 percent of all masters degrees, and 2 percent of all doctorates awarded for the 1992-1993 school year.
- In 1994, about half of all Hispanic Americans enrolled in postsecondary education were enrolled in two year community colleges.
- Hispanic youth comprised more than 12 percent of the U.S. public school population in 1993-1994. However, Hispanic teachers comprised less than 4 percent of the teaching population; counselors represented only 2 percent; Hispanic public school administrators composed only 4 percent. Only 2 percent of college faculty members were Hispanic; and Hispanics in decision-making positions on school boards counted for 1 percent.
- Hispanic students are:
 - less likely than white or black students to be enrolled in college preparatory programs,
 - less likely than students from other racial or ethnic groups to be enrolled in college preparatory math, even when they score in the top quartile of a standardized math test,
 - 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.
- Specifically, 58 percent of Hispanic students in grades 1 through 8, and 54 percent of those in grades 9 through 12, used computers in school in October 1993. For white students, rates were higher: 74 percent in grades 1 to 8, and 60 percent in grades 9 to 12. Latino students had much less access to computers at home than did white students. Twelve percent of Hispanic students in grades 1 to 8, and 14 percent of those in grades 9 to 12 had a computer at home, in contrast to 40 and 46 percent of white students.
- Hispanic students are more than three times as likely than white students to come from low income families; and more than half of Hispanic undergraduates (53 percent) are financially independent of their parents.
- In 1992-1993, approximately 610,000 migrant students were served by the Migrant Education Program of the Department of Education. This number is estimated to grow by about 40 to 50 thousand students.

RECOMMENDATIONS

- Government, at all levels, in partnership with local Hispanic and non-Hispanic communities, must assure that schools ensure the attainment of quality educational outcomes by Hispanic students.