

June 14, 2000

STRATEGY SESSION IMPROVING HISPANIC STUDENT ACHIEVEMENT

DATE: THURSDAY, JUNE 15, 2000
TIME: 2:30PM
LOCATION: EAST ROOM
THE WHITE HOUSE
FROM: MARIA ECHAVESTE
MICKEY IBARRA
MARY BETH CAHILL
BRUCE REED
BRIAN BARRETO

I. PURPOSE

You will participate in a strategy session on improving Hispanic student achievement.

II. BACKGROUND

This Strategy Session is a follow-up to the First Lady's convening on Latino youth last August. Prominent educators, researchers, national, state, and local elected officials, and leaders from the private sector and the philanthropic community will be in attendance. The session will highlight your work on behalf of Hispanic Americans including the efforts of your Advisory Commission on Educational Excellence for Hispanic Americans, and will establish five national goals to hold America accountable for addressing these issues (see attached goals).

The opening session will feature Vice President Gore (via satellite), Secretary Riley, California Lieutenant Governor Cruz Bustamonte, and chair of the Congressional Hispanic Caucus, Rep. Roybal-Allard. Secretary Riley will announce and release a Progress Report on Hispanic Education that will be the first installment of an annual measure of the nation's progress toward meeting the five goals. Following the opening, each participant will attend a small discussion session on the major challenges and strategies for addressing one of the five key issue areas: 1) early childhood education, 2) English language acquisition, 3) closing the achievement gap, 4) high school completion, and 5) college completion.

After lunch, you will lead an interactive "roundtable" discussion with fifteen individuals representing the education, nonprofit, business, and policymaking communities, including Secretary Riley, Governor Glendening, Senator Bingaman, Representative Hinojosa, and Guillermo Linares, the chair of your commission on Hispanic Education. The discussion will be attended by the strategy session's other 100 participants. At the conclusion of the session, there will be a small reception in the State Dining Room.

III. BACKGROUND ON NATIONAL GOALS

Goal #1: Improving Access to Quality Early Childhood Education

The major policy issues involved in improving early childhood education for all children include breaking down barriers to access and improving the quality of child-care and early childhood education programs. The importance of improving access to early childhood education is heightened in the Hispanic community due to the fact Hispanic children under age 5 are less likely to be enrolled in early childhood education programs. In 1998, for example, only 20 percent of Hispanic 3 year-olds were enrolled in early childhood programs, compared to 42 percent of whites and 44 percent of blacks. Your Administration has worked hard to include more Hispanic children in Head Start and, as a result, enrollment has increased by nearly 60,000 during the Clinton Administration, with the program now reaching approximately 230,000 Hispanic children. Despite these increases, however, Hispanic children remain under-represented, comprising less than 25 percent of Head Start enrollment compared to nearly 30 percent of all low-income, preschool children in the Nation.

Goal #2: Ensuring that Hispanic Students Achieve English Proficiency

Bilingual education tends to be controversial, more for political, rather than educational reasons. Throughout the country there are good examples of bilingual education programs, dual-language programs, English as a Second Language (ESL) programs, English-immersion programs and other instructional methods that are helping children reach high academic standards while becoming proficient in English. Evidence is mixed on which is most effective. Bilingual education programs use the native-language to provide academic instruction in the content areas, while using ESL strategies to teach English. This is designed to enable limited English proficient (LEP) students to make a transition to all-English instruction, without losing ground in core academic subjects. Bilingual programs should emphasize the development of English-language skills as well as academic achievement, grade promotion and graduation requirements. Likewise, these programs may not be appropriate for all schools or students, depending on the number of students speaking the same language, and the number of bilingual teachers available. Only 2.5% of teachers are certified to teach bilingual education or ESL. The GAO report also found that many school districts with high concentrations of LEP students were not adequately providing bilingual services. Your Administration fought for and won a 35% increase in bilingual and immigrant education in 1997, and won another \$24 million increase in FY 2000.

Goal #3: Eliminating the Achievement Gap

Overall, Hispanic students consistently perform below the national average in the National Assessment of Educational Progress and other academic indicators. Disparities begin as early as kindergarten and by age nine, Hispanic students lag behind their non-Hispanic peers in reading, mathematics and science proficiency. Even as the numbers of Latino high school graduates increase, they are still less likely than white graduates to have completed a college prep curriculum, which includes four years of English and three years of science, social studies, and mathematics (44 percent compared to 54 percent in

1994). 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

Many of the investments in your Hispanic Education Action Plan (HEAP) address these disparities, including increases in Title I funds, bilingual education programs, and migrant education programs.

Goal #4: Increasing the Rate of High School Completion

A significant gap in the rate of high school completion exists between Hispanic students and their peers. 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%. Furthermore, the rate of high school completion among Hispanic youth has fluctuated greatly in recent years. The 1998 number is approximately where rates were in the mid-1980s and represents a 6% decline since 1997.

Many experts correctly point out that the Hispanic rate is a dual story—while US-born Hispanic youth aged 16 through 24 with both parents also born in the US have a dropout rate of 15.8%, immigrant Hispanic youth reflect a 44.4% drop-out rate. However, the fact remains that 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 than the rate for non-Hispanic Blacks.

Goal #5: Increasing the College Completion Rate

Currently 11 percent of Hispanics ages 25 and older have a B.A., compared to a national average of 27 percent. U.S.-born Hispanics earn 21 percent less than non-Hispanic whites, a gap that is largely explained by differences in educational achievement. Key strategies to increase Hispanic American attainment of college degrees include: stronger academic preparation for college, including challenging core courses starting in middle school and high expectations for students and families; (2) strengthening articulation agreements between community and four-year colleges because Hispanic students are disproportionately likely to first enroll in a two-year college; and (3) strengthening Hispanic-Serving Institutions. As you know, your Administration's efforts to broaden college opportunity include (1) creating the GEAR UP initiative and expanding the TRIO programs to provide academic support and mentoring for disadvantaged students from middle school through college; (2) doubling student financial aid to \$60 billion, including the Hope and Lifetime Learning tax credits and the Direct Student Loan program; (3) proposing College Completion Challenge Grants to fund college efforts to strengthen student retention through additional scholarships and summer bridge programs, and (4) providing \$100 million to help develop Hispanic-Serving Institutions.

IV. PARTICIPANTS

Event Participants:

YOU

Secretary Richard Riley

Senator Jeff Bingaman

Representative Ruben Hinojosa

Guillermo Linares, Chair of your commission on Hispanic Education

Governor Paris Glendening

Key leaders from the education, business and Hispanic advocacy communities.

V. SEQUENCE OF EVENTS

2:00 P.M. **YOU** will be briefed in the Red Room.

Pre-Brief Participants

Maria Echaveste

Mickey Ibarra

Bruce Reed

Brian Barreto

Bethany Little

2:20 P.M. **YOU** proceed to the Blue Room.

2:20 P.M. **YOU** will greet the following in the Blue Room:

Blue Room Participants

Secretary Richard Riley

Governor Paris Glendening (D-MD)

Congressman Ruben Hinojosa (D-TX)

Senator Jeff Bingaman (D-NM)

Lieutenant Governor Cruz Bustamante (D-CA)

Mayor Beverly O'Neill (Long Beach, CA)

Chairman Guillermo Linares

2:30 P.M. **PROGRAM (Open Press)**

YOU will be announced to HONORS into the East Room.

YOU make remarks and introduce Governor Paris Glendening.

Governor Paris Glendening makes remarks. **YOU** thank Governor Glendening and introduce Senator Jeff Bingaman.

Senator Jeff Bingaman makes remarks. **YOU** thank Senator Bingaman and introduce Congressman Ruben Hinojosa.

Congressman Ruben Hinojosa makes remarks. **YOU** thank Congressman Hinojosa and introduce Guillermo Linares, Chairman, White House Commission on Educational Excellence for Hispanic Americans.

Guillermo Linares makes remarks. **YOU** thank Guillermo Linares and introduce Secretary Riley.

Secretary Riley makes remarks.

3:03 P.M. The Press is escorted out of the East Room.

3:05 P.M. **STRATEGY SESSION (Closed Press)**

See attached script.

4:30PM Program concludes.

VI. PRESS

Open press for formal remarks at beginning of program.
Press will be escorted out of East Room following formal remarks.

VII. ATTACHMENTS

- National Goals.
- Script for Strategy Session.

National Goals for Strategy Session Improving Hispanic Student Achievement

1. Ensure that Hispanic American children have access to high quality early childhood education and development programs and enter school prepared to succeed by increasing the Hispanic participation rate to the national participation rate in high quality programs by 2010.
2. Respecting the importance of multilingualism, age-specific learning needs, different research-based instructional approaches, and the variety of developmental levels at which limited English proficient (LEP) children enter school, by 2010 all states and school districts will provide appropriate language instruction to ensure that all students graduate from high school having demonstrated proficiency in English.
3. Provide a high quality education with appropriate resources and support to ensure equal opportunity for all students in order to eliminate the achievement gap between Hispanic students and other students on appropriate state assessments and other indicators by 2010.
4. Increase the high school completion rate for Hispanic students to 90 percent by 2010.
5. Double the percentage of Hispanic Americans who earn Associate's and Bachelor's degrees by 2010.

Script for Strategy Session

- **YOU** introduce the other participants at the table, and explain that you are going to ask some of the folks at the table to give an informal report from the morning's breakout sessions.
- **YOU** make brief remarks on Goal 1 (early childhood education) and pose a question to Flo Abel, Executive Director of the Family Resource Agency of Northern Georgia.

"Flo, I know that in Georgia you have been experiencing rapid growth in the Hispanic population. What have you learned there that we as a country should be doing to ensure access and encourage participation of Hispanic families in early childhood programs?"

- **YOU** make brief remarks on Goal 2 (English language proficiency), acknowledging political tensions around this issue, and make a strong statement about the importance of having a goal on English language proficiency. **YOU** then pose a question to Migdania Vega, principal of Coral Way Bilingual Elementary School.

"Migdania, as I understand it, 28 % of your students enroll with limited English proficiency, yet your school has some of the highest academic achievement in the county, including your English language reading scores. Based on your experience, what are some of the strategies we need to use to ensure our students graduate from high school proficient in English?"

- **YOU** make remarks on Goal 3 (closing the achievement gap), including a strong comment on the importance of standards, accountability, state assessments and investment in what works. **YOU** then pose a question to school district Superintendent, Hartford School District Anthony Amato.

"Anthony, Hartford has been making some great strides in improving the educational achievement of all students. What are the key strategies that are working in Hartford, that schools and districts across the country should be using to leverage this kind of improvement?"

- **YOU** make remarks on Goal 4 (high school completion rate), then direct a question to David Driscoll, Massachusetts Chief State School Officer.

"When people talk about the high school completion rate for Hispanics, they most often focus on the disproportionately high dropout rate of Hispanic immigrant students or the financial support many Hispanic families need from their children's work. But people who pay attention to this issue say there are many other important factors. What else should schools and communities be doing to ensure more Hispanic students complete high school?"

- **YOU** make remarks on Goal 5 (college completion rate), then pose a question to Juliet Garcia, President, UT-Brownsville.

“Juliet, we have been working hard to open the doors of college to all Americans, and it’s working. 66% of Americans are now going directly to college from after high school graduation. But roughly 1/3 of Hispanic students are dropping out before their second year. What needs to happen to continue to increase the pipeline, but also to ensure more students graduate?”

OR

“Today we are setting a goal to double the college completion rate for Hispanics over the next decade, but we know it took twenty years to double the rate to where it is today. What are we going to have to do to reach such an ambitious goal?”

- **YOU** comment on some of the crosscutting themes from the responses (parental involvement, resource allocation, and expectations) and open the discussion.

(Question to come)

- **YOU** provide closing remarks and ask participants to move to the State Dining room for a reception.

WHITE HOUSE STRATEGY SESSION
IMPROVING HISPANIC STUDENT ACHIEVEMENT

AGENDA

- | | |
|-------------------------|--|
| 8:45 a.m. – 9:15 a.m. | REGISTRATION
<i>Old Executive Office Building 450</i> |
| 9:15 a.m. – 10:30 a.m. | WELCOME
<i>Old Executive Office Building 450</i> <ul style="list-style-type: none">• Maria Echaveste, Deputy Chief of Staff, The White House• Vice President Al Gore (via satellite)• Honorable Cruz Bustamonte, Lieutenant Governor, California• Honorable Lucile Roybal-Allard, Congresswoman, California• Honorable Richard Riley, Secretary of Education |
| 10:45 a.m. – 12:45 p.m. | BREAKOUT SESSIONS: <ul style="list-style-type: none">• Increasing Access to Quality Early Childhood Education
<i>Eisenhower Executive Office Building Room 100 (Red)</i>• Ensuring that Hispanic Students Achieve English Proficiency
<i>Eisenhower Executive Office Building Room 180 (Orange)</i>• Eliminating the Achievement Gap
<i>Vice President's Ceremonial Office Room 274 (Yellow)</i>• Increasing the Rate of High School Completion
<i>Eisenhower Executive Office Building Room 472 (Green)</i>• Increasing the College Completion Rate
<i>Eisenhower Executive Office Building Room 476 (Blue)</i> |
| 1:00 p.m. – 2:00 p.m. | LUNCH
<i>Indian Treaty Room</i> |
| 2:00 p.m. – 2:30 p.m. | MOVE TO EAST ROOM |
| 2:30 p.m. – 4:30 p.m. | WHITE HOUSE STRATEGY SESSION
<i>East Room</i> <ul style="list-style-type: none">• President William Jefferson Clinton• Honorable Paris Glendening, Governor, (MD)• Honorable Jeff Bingaman, Senator (D-NM)• Honorable Ruben Hinojosa, Congressman (D-TX)• Honorable Guillermo Linares, Chairman, White House Commission on Educational Excellence for Hispanic Americans• Secretary Richard Riley, Department of Education• Discussion on Strategies, Commitments and Next Steps |
| 4:30 p.m. – 6:00 p.m. | RECEPTION
<i>State Dining Room</i> |

**White House Strategy Session:
Improving Hispanic Student Achievement
Q&A
June 15, 2000**

Q: Isn't this conference today just about winning favor in the Latino community during an election year?

A: This is a strategy session that focuses on issues which this Administration has a long and well-established record. Since 1994, the President and Vice President have insisted that all students be held to high standards and that we increase investments in education to help students meet those standards. In 1998, the Administration introduced and achieved significant funding increases for the Hispanic Education Action Plan, which focuses on improving Hispanic achievement in eight core areas. And last year, the First Lady held a White House Convening of Latino Youth. To say that we've just come to this issue is baseless. I think it's important to understand this is part of a much larger commitment to improve public education and individual opportunity.

Q: Why set national goals in the final year of the President's term? Why didn't he do this earlier?

A: First, these goals represent the evolution of the Administration's involvement in this issue. Second, the research is getting clearer that improving achievement levels of our fastest growing population will help to both improve individual opportunity and sustain economic growth for all Americans. Finally, the President believes it's important to set goals that stand outside electoral politics. No one should disagree with the agenda of increasing Hispanic student achievement and the President wants to ensure that this nation remains committed to achieving these goals.

Q: What news is in the Council of Economic Advisers' Report?

A: The report contains information about rate of growth of the Hispanic population, the troubling lags in achievement between Hispanic students and their peers, and the increasing returns to education in our economy. It also contains a new case study on the IT (information technology) sector. What the report tells us is that our fastest growing population group is underrepresented in the engine of our new economy: the IT sector. The case study clearly lays out that the failure to offer quality educational opportunity and improve achievement will not only be a problem for individual opportunity, but it is a problem for the strength of our economy.

Q: What is the progress report that Secretary Riley announced and the President mentioned?

A: The progress report will be known as the *Key Indicators of Hispanic Achievement: National Goals and Benchmarks for the Decade*. It will be released on an annual basis up through 2010 as a way to chart our progress toward meeting the five ambitious goals. The goals are meant to serve as leverage for action and accountability in local communities.

White House Strategy Session: Improving Hispanic Student Achievement

National Goals for Improving Hispanic Student Achievement

- GOAL #1: Ensure that Hispanic American children have access to high quality early childhood education and development programs and enter school prepared to succeed by increasing the Hispanic participation rate to the national participation rate in high quality programs by 2010.
- GOAL #2: Respecting the importance of multilingualism, age-specific learning needs, different research-based instructional approaches, and the variety of developmental levels at which limited English proficient (LEP) children enter school, by 2010 all states and school districts will provide appropriate language instruction to ensure that all students graduate from high school having demonstrated proficiency in English.
- GOAL #3: Provide a high quality education with appropriate resources and support to ensure equal opportunity for all students in order to eliminate the achievement gap between Hispanic students and other students on appropriate state assessments and other indicators by 2010.
- GOAL #4: Increase the high school completion rate for Hispanic students to ninety percent by 2010.
- GOAL #5: Double the percentage of Hispanic Americans who earn Associate's and Bachelor's degrees by 2010.

THE WHITE HOUSE STRATEGY SESSION: IMPROVING HISPANIC STUDENT ACHIEVEMENT

June 15, 2000

Today, President Clinton and Vice President Gore will unveil a series of public and private sector commitments for improving Hispanic students' education. Participating in the White House Strategy Session on Improving Hispanic Student Achievement via satellite, Vice President Gore will announce several federal agency programs, as well as a partnership between the National PTA and the Hispanic Radio Network. President Clinton will host an afternoon roundtable where he will announce a new CEA status report and five national goals for improving Hispanic students' achievement over the next decade. He will also unveil private and non-profit sector commitments and challenge other corporations and organizations to help fulfill the five national goals.

The corporate commitments include:

- **Proctor & Gamble**

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

- **HACU**

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

- **Scholastic, Inc., Univision and The National Latino Children's Institute**

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

- **Lightspan, Inc. and The Department of Housing and Urban Development (HUD)**

Lightspan and HUD will team up to provide educational technology resources to HUD's over 600 Neighborhood Networks centers in public and assisted housing communities across the country. To launch this national partnership, Lightspan will provide assistance and customize the on-line content to meet the needs of the residents at 10 Neighborhood Network centers in Hispanic communities. Governor Thomas R. Carper of Delaware is taking the lead in encouraging and facilitating this dynamic partnership in two of the State's HUD Neighborhood Networks.

- **Washington Mutual, Inc.**

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

- **Sears, Roebuck and Co.**

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

- **Discovery Communications, Inc.**

Discovery en Espanol (DEN) will create five public service announcements (PSAs) that will be run on the channel regularly for a year beginning in October, 2000, and distributed through any other available medium. Each PSA will focus on one of the five national Hispanic Education goals announced by the President at the White House Strategy Session on June 15th. Discovery en Espanol, in partnership with cable operators across the country, will create versions of the PSAs to air in local communities. Discovery en Espanol is a digital channel owned and operated by Discovery Communications, Inc.

Non-profit sector commitments include:

- **2010 Alliance**

To close the achievement gap between Latino children and Anglo, African American, and Asian students by 2010, the National Council for Community and Education Partnerships, the National Association for Bilingual Education, the National Council of La Raza, and the National Association for Latino Elected and Appointed Officials will join with leaders from the Ford, Irvine, Kellogg, and Hazen foundations and AT&T, Univision, State Farm Insurance, and General Motors Corporation to convene a summit in Washington, D.C. in October 2000 and commit to a collaborative partnership over the next decade to support the Latino achievement agenda announced by President Clinton at the White House Strategy Session.

- **The Association of Hispanic Advertising Agencies (AHAA)**

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

- **American Library Association (ALA)**

The American Library Association has committed to establish a literary award for children's literature that reflects the Latino culture and to elevate the award's prestige to the level of the Newberry or Caldecott awards by 2010. Additionally, the ALA will offer model programs for libraries on how to provide excellent service to the Hispanic community and initiate an outreach campaign to show other organizations how to create similar model programs.

- **American Association of Museums (AAM)**

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

- **Reach Out and Read**

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

- **National PTA and the Hispanic Radio Network**

The 6.5 million member National PTA and the Hispanic Radio Network, with 100 affiliate stations in the United States, Puerto Rico and Latin America, announce a new partnership to produce a series of one-minute radio programs that will highlight the positive effects of parental participation on student academic achievement, offer ideas to parents on how to promote safe, effective, community-centered schools, and identify resources targeted to Spanish-speaking parents.

Commitments from federal agencies include:

- **Council of Economic Advisors**

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

- **Department of Agriculture (USDA)**

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

- **Department of Commerce (DOC)**

Faculty Exchange with Hispanic Serving Colleges and Universities:

The Department of Commerce recently entered into agreements with three Hispanic Serving Institutions (HSIs), covering over 36,000 Hispanic students. The agreements will result in professional exchange programs between DOC executives and HSI faculty, make DOC's world-renowned scientists available to the HSIs as guest lecturers, and permit the Department to enhance its efforts to recruit HSI graduates for DOC employment. In September, DOC will sponsor a mini-conference for HSI presidents, leaders of the Hispanic community, and DOC executives to promote communications

among the entities' executives and facilitate progress on the implementation of the MOUs.

Directions 2000 Conference:

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

- **Department of Defense (DOD)**

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

- **Department of Education (DoEd)**

National Goals and Benchmarks for the Next Decade:

The U.S. Department of Education will release "Key Indicators of Hispanic Student Achievement: National Goals and Benchmarks for the Next Decade," which provides national goals to guide federal, state, and local educators, policy makers, and community leaders in improving educational access and quality for Hispanic students. This publication also provides indicators of progress in the following areas for schools, communities and states to follow: early childhood education, learning English, closing achievement gaps and the dropout rate, and increasing college completion.

The "Idea Book":

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

Assisting School Districts with Rapidly Growing Hispanic Populations:

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

New Grants To Support Hispanic Serving Colleges and Universities:

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

Title I Outreach Campaign:

DoEd will launch an expansive outreach effort to provide more and higher quality services to very young Hispanic children through Title I pre-school programs. The Department will write to all local school districts, encouraging them to use Title I funds for preschool, urging schools to reach out to Hispanic families, and explaining the flexibility in Title I schoolwide programs in selecting participants and in providing services to Hispanic children and their parents. In addition, the Department will prepare policy guidance on the use of Title I funds for preschools with examples of high quality programs serving large numbers of Hispanic preschoolers.

Outreach Campaign with the National PTA:

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

- **Department of Energy (DOE)**

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

- **Department of Health and Human Services (HHS)**

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

- **HHS, HUD, and the White House Initiative on Educational Excellence for Hispanic Americans:**

The Department of Housing and Urban Development (HUD), Department of Health and Human Services (HHS) and the White House Initiative on Educational Excellence for Hispanic Americans will work together to provide English and Spanish language materials and educational forums to parents of young children through HUD's Neighborhood Networks and other community-based programs. The parents will receive information on early brain development research, parenting tips, how to access child care subsidies and tax credits, how to choose a child care center, what Head Start has to offer, and other family supports. Starting this summer, this effort will be piloted in six locations across the country serving Latino communities.

WHITE HOUSE HOSTS STRATEGY SESSION: IMPROVING HISPANIC STUDENT ACHIEVEMENT

June 15, 2000

Today, the Clinton-Gore Administration will host a White House Strategy Session on Improving Hispanic Student Achievement, underscoring the need for a national effort to close the achievement gap between Hispanic students and their peers. The session builds upon the Administration's long-standing efforts, led by Vice President Gore, to increase funding for Hispanic education programs, and follows up on the White House Convening of Latino Youth hosted by the First Lady in 1999. Today, the President will: 1) release a report from his Council of Economic Advisers that documents the gaps in educational outcomes between Hispanic students and their peers and the economic imperative of improving the educational opportunities and achievement of all Americans; 2) call for a national commitment to accomplish five major goals to improve Hispanic achievement over the next decade; and 3) announce the formation of the 2010 Alliance, a partnership of corporate, foundation and community leaders that will commit to bring resources and accountability to reach these goals by 2010. The President will meet with educators and leaders from the public, private and non-profit sectors in a roundtable to discuss strategies to achieve these goals. Others participating in the day-long session include: Secretary of Education Richard Riley, Secretary of the Army Louis Caldera, Governor Paris Glendening (D-MD), Lt. Governor Cruz Bustamonte (D-CA), Senator Jeff Bingaman (D-NM), Representatives Roybal-Allard (D-CA) and Hinojosa (D-TX), and other members of the Congressional Hispanic Caucus. The President will also note that progress towards these goals would be threatened by an education spending bill passed in the House yesterday that demands too little from our schools and invests too little in them.

HIGHLIGHTING THE NEED TO BOOST HISPANIC STUDENT ACHIEVEMENT. The President and Vice President have made education a top priority by focusing on high standards for all students, increasing accountability for results, and expanding investment in what works to raise student achievement. Today's strategy session will focus on the importance of raising the academic achievement of our nation's fastest growing population group. Today the President will release a report by his Council of Economic Advisers, *Educational Attainment and Success in the New Economy: An Analysis of Challenges for Improving Hispanic Students' Achievement*, which documents the gaps in educational outcomes between Hispanics and their peers and outlines the increasing importance of education for economic success. Prior research has shown that Hispanics have made gains since 1993 in areas such as early childhood education (Hispanic Head Start enrollment has increased by nearly 60,000), performance on math exams, high school completion, and college entrance and completion. Nonetheless, the CEA report illustrates that despite the fact that the average education level of native-born Latinos has increased over the last several decades, troubling gaps exist between Latino students and their peers at all levels. For example, Hispanics are underrepresented in early childhood programs; while 88% of white and African-American 25-29 year-olds have completed high school, the Hispanic number drops to 63%; and the proportion of Hispanics who graduate from four-year colleges is less than half that of whites. A case study on Hispanic employment in the information technology sector illustrates the importance of educating the most rapidly growing segment of our nation's population in order to support a key sector in our nation's economy. The report will point out the importance of increasing educational attainment for individual benefit, and the benefit of a new economy that requires more well-educated workers.

FUNDING EFFORTS TO ADDRESS THE GAP IN HISPANIC STUDENT ACHIEVEMENT. In 1998, the President and Vice President proposed and achieved funding increases for the Hispanic Education Action Plan (HEAP) in programs that help to improve the educational outcomes of Latinos and limited English proficient students, including: Title I grants to LEAs, Adult Education, Bilingual Education, and TRIO. The FY2000 budget included \$436 million in increases for these programs. The President's FY 2001 budget proposed increases of \$823 million for programs to enhance educational opportunity for Latinos, including: a \$416 million increase for Title I to provide supplemental education services for students who have fallen behind in school, in particular those in high-poverty communities; an increase of \$80 million for TRIO programs to help disadvantaged high school and college students prepare for, attend, and graduate from college; an increase of \$125 million for GEAR UP to help low-income students prepare for college; an increase of \$48 million for the Bilingual Education program to improve the quality of services offered to limited-English proficient (LEP) students and to provide 8,000 bilingual and ESL teachers with the high-quality training they need.

CHALLENGING THE NATION TO REACH KEY GOALS. President Clinton will announce five major goals and challenge the nation to achieve them by 2010. The goals (see attachment) address five areas critical to raising educational attainment:

- Increasing access to quality early childhood education
- Ensuring that Hispanic students achieve English language proficiency
- Eliminating the achievement gap on state assessments
- Increasing the rate of high school completion
- Increasing the rate of college completion.

To open the day, Secretary Riley will release the first of what will become an annual measure of progress toward achieving the President's five goals. The President will announce the formation of the 2010 Alliance, created in response to his national challenge, a partnership to achieve these goals over the next decade. The Alliance includes: Ford, Irvine, Kellogg, and Hazen foundations, AT&T, Univision, State Farm Insurance, General Motors Corporation, the National Council for Community and Education Partnerships, the National Association for Bilingual Education, the National Council of La Raza, and the National Association for Latino Elected Officials.

COMMITTING TO SUPPORT HISPANIC ACHIEVEMENT. Numerous federal agencies, nonprofits, and corporations have come forward to commit to bolstering the President's goals (see attachment) with new and expanded initiatives. These commitments include:

- Internship programs for Latino students with the Departments of Agriculture, Defense and Energy, Sears, Washington Mutual Bank, Inc., and companies in partnership with the Hispanic Association of Colleges and Universities;
- Outreach campaigns from Proctor & Gamble, the Discovery en Espanol channel, partnerships of the PTA and Hispanic Radio Network, Scholastic, Univision and The National Latino Children's Institute, and the White House Initiative on Educational Excellence for Hispanic Americans, HHS and HUD; and
- Innovative efforts such as the American Library Association's creation of an award for children's literature that reflects Latino culture, the Department of Commerce's professional exchange program with HSI faculty, and a partnership between Lightspan and HUD to close the digital divide by providing educational technology resources for the residents in 10 Neighborhood Network Centers in Hispanic communities.

INVESTING IN AMERICA'S PROSPERITY BY INVESTING IN EDUCATION. The President will note that the Clinton-Gore agenda of standards and accountability and investing in what works is producing results. The President's FY 2001 Budget continues its investment in programs that improve the educational achievement of Hispanic Americans, with a \$823 million increase to programs that are part of the Hispanic Education Action Plan. Unfortunately, in this year's appropriations bills the House underfunds this plan by more than \$650 million, and the Senate falls more than \$200 million short of the President's Budget request, including underfunding important programs such as Title I, GEAR UP, Bilingual Education, and Adult Education ESL/Civics. Finally, the President will reiterate his threat to veto the education spending bill passed by the House yesterday, which includes underfunding HEAP, fails to: strengthen accountability and turn around failing schools; reduce class size; fund emergency repairs and renovation of aging schools; sufficiently expand after-school opportunities; help prepare low-income students for college through GEAR UP; fund programs to improve teacher quality; help bridge the digital divide; and adequately fund child care and investments in Head Start.

**WHITE HOUSE STRATEGY SESSION:
ANNOUNCING COMMITMENTS TO SUPPORT THE PRESIDENT'S GOALS
TO IMPROVE HISPANIC STUDENT ACHIEVEMENT**

June 15, 2000

President Clinton unveiled the following commitments by the private and public sectors towards fulfillment of the five national goals for improving Hispanic student achievement and educational attainment over the next decade:

NON-PROFIT COMMITMENTS

2010 Alliance. To close the achievement gap between Latino children and Anglo, African American, and Asian students by 2010, the National Council for Community and Education Partnerships, the National Association for Bilingual Education, the National Council of La Raza, and the National Association for Latino Elected and Appointed Officials will join with leaders from the Ford, Irvine, Kellogg, and Hazen foundations and AT&T, Univision, State Farm Insurance, and General Motors Corporation to convene a summit in Washington, D.C. in October 2000 and commit to a collaborative partnership over the next decade to support the Latino achievement agenda announced by President Clinton at the White House Strategy Session.

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

American Library Association (ALA). The American Library Association has committed to establish a literary award for children's literature that reflects the Latino culture and to elevate the award's prestige to the level of the Newberry or Caldecott awards by 2010. Additionally, the ALA will offer model programs for libraries on how to provide excellent service to the Hispanic community and initiate an outreach campaign to show other organizations how to create similar model programs.

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

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

National PTA and the Hispanic Radio Network. The 6.5 million member National PTA and the Hispanic Radio Network, with 100 affiliate stations in the United States, Puerto Rico and Latin America, announce a new partnership to produce a series of one-minute radio programs that will highlight the

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

CORPORATE COMMITMENTS

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

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

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

Lightspan, Inc. and The Department of Housing and Urban Development (HUD). Lightspan and HUD will team up to provide educational technology resources to HUD's over 600 Neighborhood Networks centers in public and assisted housing communities across the country. To launch this national partnership, Lightspan will provide assistance and customize the on-line content to meet the needs of the residents at 10 Neighborhood Network centers in Hispanic communities. Governor Thomas R. Carper of Delaware is taking the lead in encouraging and facilitating this dynamic partnership in two of the State's HUD Neighborhood Networks.

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

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

Discovery Communications, Inc. Discovery en Espanol (DEN) will create five public service announcements (PSAs) that will be run on the channel regularly for a year beginning in October, 2000,

and distributed through any other available medium. Each PSA will focus on one of the five national Hispanic Education goals announced by the President at the White House Strategy Session on June 15th. Discovery en Espanol, in partnership with cable operators across the country, will create versions of the PSAs to air in local communities. Discovery en Espanol is a digital channel owned and operated by Discovery Communications, Inc.

FEDERAL AGENCY ANNOUNCEMENTS

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

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

Department of Commerce (DOC)

- **Faculty Exchange with Hispanic Serving Colleges and Universities.** The Department of Commerce recently entered into agreements with three Hispanic Serving Institutions (HSIs), covering 49,000 Hispanic students. The agreements will result in professional exchange programs between DOC executives and HSI faculty, make DOC's world-renowned scientists available to the HSIs as guest lecturers, and permit the Department to enhance its efforts to recruit HSI graduates for DOC employment. In September, DOC will sponsor a mini-conference for HSI presidents, leaders of the Hispanic community, and DOC executives to promote communications among the entities' executives and facilitate progress on the implementation of the MOUs.
- **Directions 2000 Conference.** On September 21-22, 2000, the Department of Commerce will sponsor a conference for Minority Serving Institutions (MSIs) to promote minority participation in DOC grants and other financial assistance programs. Over 190 Minority Serving Institutions of higher learning, including a substantial number of HSIs, will be invited to participate in the conference.

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

Department of Education (DoEd)

- **National Goals and Benchmarks for the Next Decade.** The U.S. Department of Education will release "Key Indicators of Hispanic Student Achievement: National Goals and Benchmarks for the Next Decade," which provides national goals to guide federal, state, and local educators, policy makers, and community leaders in improving educational access and quality for Hispanic students. This publication also provides indicators of progress in the following areas for schools, communities and states to follow: early childhood education, learning English, closing achievement gaps and the dropout rate, and increasing college completion.
- **The "Idea Book".** DoEd is releasing "**Helping Hispanic Students Reach High Academic Standards: An Idea Book,**" which highlights promising strategies used by schools and communities to help Hispanic students succeed in learning, gaining productive employment, and becoming responsible citizens. The "Idea Book" was developed by the U.S. Department of Education as a guide to support schools and communities in designing successful programs that promote high academic achievement among Hispanic students, including using federal funds. The Department will send the Idea Book to the top 100 school districts with the fastest growing Hispanic student populations.
- **Assisting School Districts with Rapidly Growing Hispanic Populations.** DoEd, in partnership with the National Association of Bilingual Education, will launch a series of workshops for school districts on strategies for training teachers to address linguistic and cultural diversity in the classroom, effective bilingual education programs, teaching reading to English language learners, and using community-wide resources to meet the needs of new students and their families. The Department will also provide technical assistance for school superintendents and principals, who work in communities that have recently experienced a large increase in Hispanic students, on building partnerships to improve academic performance and increase high school completion rates.
- **New Grants To Support Hispanic Serving Colleges and Universities.** DoEd's Hispanic-Serving Institutions Program will provide \$25.8 million for 76 new development grants to enable eligible Hispanic-serving institutions of higher education expand their capacity to serve Hispanic students and other low-income individuals. The HSI's may use the funds for faculty development, administrative management, and improvement of academic programs, facilities and student services. Hispanic Serving Institutions enroll the majority of all Hispanic students nationally and also provide access for a large number of other disadvantaged students.
- **Title I Outreach Campaign.** DoEd will launch an expansive outreach effort to provide more and higher quality services to very young Hispanic children through Title I pre-school programs. The Department will write to all local school districts, encouraging them to use Title I funds for preschool, urging schools to reach out to Hispanic families, and explaining the flexibility in Title I schoolwide programs in selecting participants and in providing services to Hispanic children and their parents. In addition, the Department will prepare policy guidance on the use of Title I funds for preschools with examples of high quality programs serving large numbers of Hispanic preschoolers.
- **Outreach Campaign with the National PTA.** Hispanic families, like all others, want their children to achieve to high standards and be successful in school. In partnership, the Department of Education and the National PTA will distribute "Vamos Juntos a la Escuela" (Let's Go to School Together), a videotape for Spanish-speaking families and the schools and organizations that serve them. The tape, which will go to PTAs nationwide serving schools with significant

populations of Hispanic students, provides basic suggestions about helping children succeed in school, covering subjects such as parent involvement in education, early childhood, reading and mathematics, and preparing young people for college.

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

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

HHS, HUD, and the White House Initiative on Educational Excellence for Hispanic Americans. The Department of Housing and Urban Development (HUD), Department of Health and Human Services (HHS) and the White House Initiative on Educational Excellence for Hispanic Americans will work together to provide English and Spanish language materials and educational forums to parents of young children through HUD's Neighborhood Networks and other community-based programs. The parents will receive information on early brain development research, parenting tips, how to access child care subsidies and tax credits, how to choose a child care center, what Head Start has to offer, and other family supports. Starting this summer, this effort will be piloted in six locations across the country serving Latino communities.

**Educational Attainment and Success in the New Economy: An Analysis
of Challenges for Improving Hispanic Students' Achievement**

June 2000

**A Report by
The Council of Economic Advisers**

EXECUTIVE SUMMARY

This report focuses on education and the rewards to education among Hispanics in the United States. It documents the gaps in educational outcomes for Hispanics relative to non-Hispanic whites. The study also provides evidence about the increasing importance of education to the economic success of Hispanics in the new economy, focusing particularly on a high-paying, rapidly expanding sector, information technology (IT). Among the significant findings in the report are:

- *The Hispanic population is a rapidly growing, increasingly important segment of the U.S. population.* In 20 years about 1 in 6 U.S. residents will be of Hispanic origin, and by the middle of this century—when today's young children are middle aged—this ratio will increase to about 1 in 4. The future productivity of the U.S. labor force hinges to a considerable degree on our nation's ability to provide high quality education for Hispanic young people who will play a vital role in the labor market of the future.
- *Despite tangible evidence of improvements for some groups, there are troubling lags in the educational attainment of Hispanics.* Over recent decades the average education of Hispanics born in the United States has increased substantially, and the educational gap between U.S.-born Hispanics and non-Hispanic whites has narrowed. Nonetheless, the high school completion rate among all young Hispanic adults is only 63 percent—compared with 88 percent for whites and African Americans. And the proportion of Hispanics who graduate from 4-year colleges is less than half that of whites. While these differences are partially attributable to the low education levels of immigrant Hispanics, U.S.-born Hispanics also have relatively low educational attainment.
- *The economic rewards of education are on the rise.* The importance of improving educational outcomes for Hispanics is underscored by the increasing value of education in the labor market. Two decades ago, a male Hispanic college graduate earned 67 percent more than a Hispanic male with no high school education, an earnings premium that has increased to 146 percent today. Similar increases in the earnings premium are observed for all employed males.
- *Currently, the relatively low levels of Hispanic earnings are explained in large measure by lower levels of educational attainment. Earnings premiums associated with higher education are much the same for Hispanics as for non-Hispanics.* Hispanics have much lower earnings than non-Hispanic whites; median hourly earnings are 21 percent less for U.S.-born Hispanics. After accounting for differences in age and gender, U.S.-born Hispanics earned 15 percent less, and after controlling also for education, the gap narrows to 6 percent (with the remaining “unexplained” gap due to other factors not directly examined in the study, such as quality of education, geographic variation, and discriminatory employment practices). Educational differences also explain much of the wage gap for foreign-born Hispanics.
- *Hispanics are greatly underrepresented in the high-paying IT sector, but in general those in IT occupations are successful.* While Hispanics are 11 percent of employed workers, they are only 4 percent of workers in 5 IT occupations. This Hispanic “digital divide” exists because the relatively low educational level of many Hispanics hinders entry into the IT labor market. This under-representation contributes to the economy-wide Hispanic pay gap because these IT jobs pay considerably more than other jobs. Non-Hispanic whites earn 62 percent more in IT than non-Hispanic whites in other occupations, and Hispanics earn twice as much in IT as

in non-IT occupations. Hispanics who are in IT occupations earn only marginally less (about 6 to 8 percent) than non-Hispanic whites after adjusting for differences in age, gender, and education.

- *The IT case study illustrates that the consequences of underachievement in education are two-fold: The students' future prosperity is harmed, and the economy at large will have fewer individuals prepared to contribute in "new economy" occupations.* Individuals' economic success in today's economy increasingly depends on being well educated. In turn, the strong performance of the American economy is propelled by the ingenuity and skills of our labor force, exemplified by new economy sectors like IT. Given the rapid growth of the U.S. Hispanic population, the gap in educational achievement between Hispanics and their peers is a matter of critical importance for Hispanic young people and society generally.

1. INTRODUCTION

Hispanics are an extraordinarily vibrant, rapidly growing segment of the American population. The Census Bureau projects that in 20 years, approximately 1 in 6 U.S. residents will be of Hispanic origin, and by the middle of the century, about one quarter of the population will be Hispanic. Clearly, Hispanic Americans will play an increasingly important role in American life. In particular, the success of the American economy over the coming decades depends to a considerable degree on the productivity of a labor force in which Hispanics will play a progressively larger role.

In this light, enhancing the current state of Hispanic education in the United States must be viewed as a public policy priority. While Hispanic student achievement and educational attainment have shown some progress over the past decades, troubling gaps remain. Hispanics lag behind non-Hispanics on a variety of educational measures. A much smaller proportion of the Hispanic population than the non-Hispanic population completes high school. Similarly, college entrance and completion rates are much lower among Hispanics than among non-Hispanic whites.

These educational achievement gaps are especially troubling in a labor market in which the economic rewards of education are large and increasing. Evidence suggests that demand has increased for workers who bring strong problem-solving ability and technical skills to the workplace. Statistics presented below verify that the economic rewards of education are much the same for Hispanics as for non-Hispanics. Those who fall behind in educational achievement will also lag in terms of economic success in the new economy.

To highlight these issues, this report focuses on one rapidly expanding, highly paid sector of the economy—information technology (IT). An examination of labor market data indicates that the generally well-educated Hispanics who attain positions in IT occupations earn twice as much as Hispanics in other occupations. Further, Hispanics in IT earn only slightly less than non-Hispanic whites with similar demographic characteristics and education. However, there is a significant “digital divide” in IT employment stemming from a dramatic underrepresentation of Hispanics in IT occupations. This underrepresentation appears in large measure to be the result of educational differences between Hispanics and non-Hispanics. While Hispanic students who attend college are as likely as other students to major in science and engineering, Hispanics are much less likely than others to attend college.

The IT case study illustrates that the consequences of underachievement in education are two-fold. Underachievement not only hurts the future prosperity of students themselves, but also reduces the number of individuals in the U.S. labor market prepared to contribute in new economy occupations. Individuals’ economic success in the modern economy depends on their being well educated. In turn the performance of the American economy is strong in part because of the ingenuity and skills of our labor force, especially in new economy sectors like IT. In light of the rapid growth of the U.S. Hispanic population, the gap in educational achievement between Hispanics and their peers is a matter of critical importance for Hispanic young people themselves and also to society more generally.

2. A BRIEF OVERVIEW OF TRENDS IN HISPANIC EDUCATION

Over the past 5 decades there has been a marked increase in the educational attainment of young Americans. Recent data indicate that high school completion rates for young adults (aged 25-29) are approximately 88 percent for both whites and African Americans, with the earlier

Chart 1. High School Completion Rates of 25- to 29-Year-Olds by Race and Ethnicity

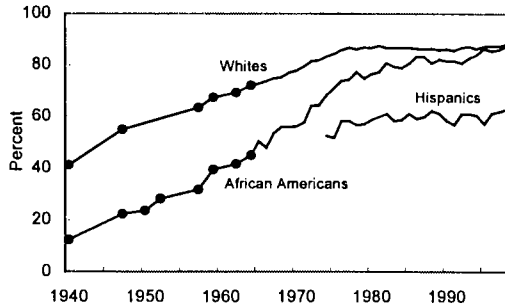
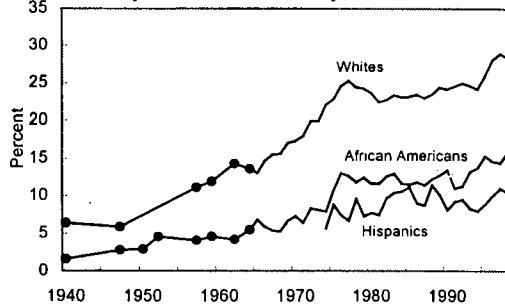


Chart 2. College Completion Rates of 25- to 29-Year-Olds by Race and Ethnicity



pronounced differences between the races disappearing by 1998 (Chart 1).¹ Hispanics, however, have not experienced the same gains. The proportion of those aged 25-29 completing high school remains relatively low—about 63 percent in 1998—and, though data are unavailable for this series on Hispanics prior to 1974, there has been little growth in high school graduation rates since that time.

Similarly, as demonstrated in Chart 2, the college completion rate for Hispanics have lagged behind those of whites and African Americans. For whites the college completion rate—the fraction earning bachelor's degrees—rose significantly, from 6 percent in 1940 to 28 percent in 1998. Despite some progress, racial and ethnic gaps in college graduation rates remain large. Currently, only 10 percent of Hispanic adults aged 25-29 have graduated from college.

One major reason for the lower levels of education for Hispanics relative to non-Hispanics is that new immigrants are much less educated.² If we look only at Hispanics born in the United States (“native-born”), there has been clear growth in educational attainment. Census data from 1970, 1980, and 1990 indicate that among working-age adults, native- and foreign-born Hispanics trail native-born whites in average educational levels (see Table 1 on the next page). However, the education gap between whites and native-born Hispanics has been narrowing. In contrast, the gap in average education between whites and immigrant Hispanics has become wider. Measures of educational achievement for Hispanics such as those given in Charts 1 and 2 combine the relatively less educated immigrant Hispanic group with those born in the United States.³

¹ Charts 1 and 2 are based on Census data, which include both Hispanic and non-Hispanic whites among “whites” and similarly has some Hispanics included in the African American group. The gaps between Hispanics and non-Hispanics are thus even larger than those pictured. Prior to the mid-1960s annual data are not available (the dots in the charts indicate points for which data are available).

² As of 1997, 38 percent of the Hispanic population were foreign-born, compared with 8 percent of whites and 6 percent of African Americans.

³ For additional analysis see Julian R. Betts and Magnus Lofstrom, “The Educational Attainment of Immigrants: Trends and Implications,” National Bureau of Economic Research Working Paper 6757, October 1998.

Table 1. Average Years of Education for Individuals Aged 16-64

	1970	1980	1990
Men			
Native White	11.6	12.7	12.9
Native Hispanic	9.5	10.9	11.4
Immigrant Hispanic	8.8	9.1	8.9
Women			
Native White	11.5	12.4	12.8
Native Hispanic	9.2	10.5	11.3
Immigrant Hispanic	8.4	9.0	9.1

Source: Betts and Lofstrom (1998), based on data from the U.S. Census.

While the educational attainment of U.S.-born Hispanics has been increasing over time, U.S.-born Hispanics continue to have lower school completion rates than do non-Hispanic whites. The average high school completion rate for 25- to 29-year-olds stood at about 80 percent for the 1995-1999 period, compared with a rate of 93 percent for non-Hispanic whites (Chart 3).⁴ In contrast, the completion rate for foreign-born Hispanics averages below 50 percent. Data on dropout rates for those aged 16-24—the fraction of individuals who are neither enrolled in high school nor have completed high school—show similar patterns. The dropout rate (in Chart 4) is especially high for foreign-born Hispanics (“first generation immigrants”) and for native-born Hispanic youth who had at least one parent born outside the United States (“second generation immigrants”).⁵ However, even for Hispanics who were born in the United States and whose parents were also born in the United States (“third generation” or higher), the dropout rate was approximately twice as high for Hispanics as for non-Hispanic whites—15.8 percent vs. 7.7 percent. Clearly the Hispanic education gap is not solely the consequence of relatively low educational attainment among immigrant Hispanics. A central challenge for improving Hispanic educational outcomes, then, lies in improving the educational prospects of both immigrant and native-born Hispanic youth.

Chart 3. High School Completion Rates 1995-1999, Aged 25-29

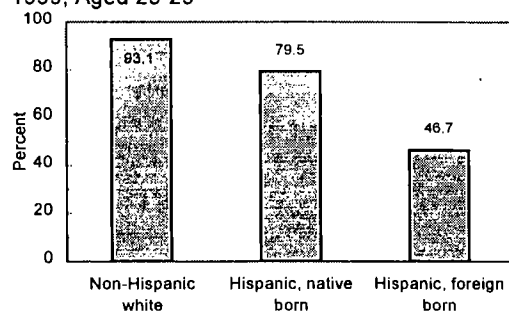
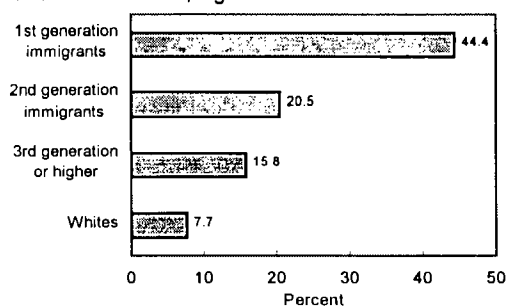


Chart 4. Dropout Rates for Hispanic Immigrants and Whites 1998, Aged 16-24



⁴ This completion rate of 93 percent for non-Hispanic whites is higher than the 88 percent completion rate reported in Chart 1 which is for whites generally (including Hispanic whites). This analysis uses the Current Population Survey (CPS) for 1995 through 1999. Consistent with the definition used by the Census Bureau, this analysis (as well as all other original analysis conducted for this report) defines individuals as “native born” if they were born in the United States or an outlying area of the United States, or were born in a foreign country but had at least one parent born in the United States.

⁵ Phillip Kaufman, et al., “Dropout Rates in the United States: 1998,” U.S. Department of Education, National Center for Education Statistics, November 1999. Their analysis compares those born in the 50 states and the District of Columbia to those born elsewhere.

3. THE PATH TO HIGHER EDUCATIONAL ATTAINMENT

Early education in the home and at school appears to be critical to successfully following a path towards higher educational attainment. Evidence suggests that the ethnic education gap can arise from learning differences at very young ages. One report using 1999 data indicates that among 3- to 5-year-olds not yet enrolled in kindergarten, Hispanic children were less likely than non-Hispanic children to regularly engage in such "home literacy" activities as being read to, told a story, or taught letters, words, or numbers. These home literacy activities in turn were found generally to be associated with higher levels of "children's emerging literacy." Thus, the Hispanic children in the study were less likely to recognize all letters, count to 20 or higher, write their names, or read or pretend to read storybooks.⁶ Statistics also indicate that Hispanic 3- and 4-year-olds are less likely than their white counterparts to be enrolled in early childhood education programs, and are underrepresented in Head Start enrollment.

At older ages, Hispanics on average trail non-Hispanic whites in reading and mathematics proficiency (at ages 9, 13, and 17, as measured by the National Assessment of Educational Progress).⁷ Not surprisingly then, Hispanics on average also score lower than non-Hispanic whites on college entrance exams. This latter difference can be traced in part to family background. Hispanic students who take the Scholastic Aptitude Test (SAT) are much less likely than non-Hispanic whites to have a parent with a college degree, who might be in a better position to assist a child in the college-preparation process.⁸ Hispanic SAT takers are also less likely than their non-Hispanic counterparts to have taken the Preliminary SAT (PSAT).⁹

Careful research shows that much of the disparity between the educational attainments of Hispanics and non-Hispanic whites stems from large differences in family background and income.¹⁰ One study found that by age 15, 44 percent of Hispanic children had fallen one or two years behind the expected grade level—apparently because these students started school at older ages or were not advanced along with other children in their elementary school classes. Only about half as many non-Hispanic white children (23 percent) had fallen behind their expected grade level. Statistical analysis indicates that much of this educational gap can be explained by differences in family background characteristics, such as household income and parents' education. Furthermore, future prospects of completing high school and going on to college are greatly diminished for children who fall behind by age 15. For students who were 2 years behind the expected grade level, 67 percent of Hispanics and 80 percent of non-Hispanic whites failed to

⁶ See Christine Winquist Nord, et al., "Home Literacy Activities and Signs of Children's Emerging Literacy: 1993 and 1999," U.S. Department of Education, National Center for Education Statistics, 2000.

⁷ From the early 1980s to present there has been improvement on these scores for all age groups of Hispanics, although only slightly for reading.

⁸ About one third of Hispanic SAT takers have a parent with a college education, compared with more than half of non-Hispanic whites. See the National Science Foundation, *Women, Minorities, and Persons with Disabilities in Science and Engineering: 1998, 1999*.

⁹ Statistics also indicate that for Hispanic groups as well as for other racial and ethnic groups, performance on the American College Test (ACT) is clearly correlated with family income. (National Science Foundation, *Women, Minorities, and Persons with Disabilities in Science and Engineering: 1998, 1999*.) These findings are relevant for Hispanic families in particular because family incomes are far lower for Hispanic households than non-Hispanic white households.

¹⁰ The research reported in this paragraph is from Stephen V. Cameron and James J. Heckman, "The Dynamics of Educational Attainment for Blacks, Hispanics, and Whites," National Bureau of Economic Research working paper 7249, July 1999. The authors emphasize the role that economic background plays on children's educational achievement.

complete high school or earn a GED by age 24. Virtually none of these students (1 percent of Hispanics and 2 percent of non-Hispanic whites) had attended college by age 24. Thus, a disparity in educational outcomes appears among young children—long before they reach the ages when they are making decisions about completing high school and continuing on to college.

This evidence indicates that the ethnic disparities in high school completion and college attendance stem in large measure from a lifetime of disadvantage. The existing disparities must be addressed among disadvantaged students well before they reach the ages at which they are most likely to drop out of high school.

While evidence suggests that children from low-income families are less likely to be college-ready (by failing to earn a high school degree or otherwise failing to acquire skills or prepare to attend college), researchers also argue that low family income can be an important direct determinant of college attendance.¹¹ The high cost of college education can pose a serious deterrent. As indicated in Table 2, high-income families are much more likely than low-income families to send their children to college, and they are particularly likely to send them to four-year colleges.¹² The vast majority (90 percent) of students whose parents were in the top quartile of the income distribution were pursuing post-secondary education within 20 months of high school graduation, compared with only 60 percent of students whose parents were in the bottom quartile. And of those lower income students enrolling in post-secondary education, fewer than half enrolled in a 4-year college, compared with almost three-quarters of students from the top income group. Much of these differences in youths' college attendance may arise from the differences in preparedness for college just discussed, rather than from financial barriers. However, even after considering such family background influences, parental income remains an important determinant of college attendance.

Table 2. Percentage of Students from Families in Each Income Quartile Enrolling in Post-Secondary Schools within 20 Months of High School Graduation

Parental Income Quartile	Total	Vocational, Technical	2-Year College	4-Year College
Top	90	5	19	66
Second	79	6	25	48
Third	70	7	25	38
Bottom	60	10	22	28

Source: Kane (1999), based on data from the high school class of 1992.

Young people, their families, and the broader community continue to face the challenge of finding ways to insure that more disadvantaged young people complete high school and have college access. This must include improving educational prospects for disadvantaged children at every level, and insuring that financial barriers do not prove to be an obstacle at the college level.

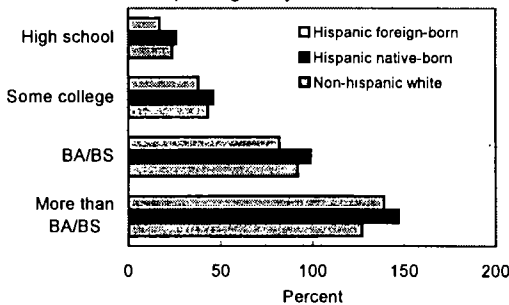
¹¹ As of 1998 median income for Hispanics was \$28,330 compared with \$42,439 for non-Hispanic whites. Data from the 1993 Survey of Income and Program Participation suggest that the median net worth of non-Hispanic white households was over 10 times that of Hispanic households. The 1998 *Economic Report of the President* provides a detailed overview of racial and ethnic disparity in income and assets.

¹² Thomas J. Kane, "Rethinking the Way Americans Pay for College," *The Milken Institute Review*, Third Quarter 1999.

4. THE IMPORTANCE OF EDUCATION FOR ECONOMIC SUCCESS

On average, higher levels of education lead to better labor market outcomes—to higher rates of employment, lower rates of unemployment, and higher wages. And the wage premium associated with education has risen over time. In 1999, Hispanic men with a college degree earned 146 percent more than Hispanic men who had not completed high school. In contrast, in 1979 this same premium was a much smaller 67 percent for college completion. (Over the same period the premium for college education for all men in the work force rose similarly, from 57 percent to 147 percent.) The increasing premium appears to stem from the increasing value that the market places on technology-intensive skills, including computer skills that are used in service sector jobs. The wage premium for completing high school relative to dropping out has also risen over time for Hispanic men, increasing from 33 percent in 1979 to 40 percent in 1999. Recent research suggests that employers seeking to hire high-school educated individuals are looking for those with strong cognitive skills (including mastery of basic reading, math, and problem-solving skills). This preference for cognitive rather than manual skills might account for the rising pay premium for high school education.

Chart 5. Earnings Premium by Education Relative to Completing Only Grade 10 or 11



whites, native-born Hispanics and foreign-born Hispanics.¹⁴ The general relationship between educational attainment and labor market success clearly holds for both Hispanics and non-Hispanics whites.¹⁵

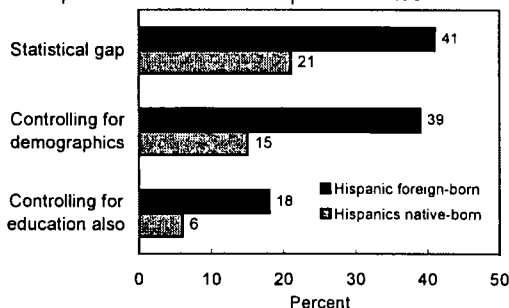
The raw comparisons in wages across education level described above do not take account of any differences in age structure or gender between workers in these groups. Chart 5 demonstrates that after controlling for age and gender, the premium for education is even higher for U.S.-born Hispanics than for non-Hispanic whites.¹³ The earnings premiums, which show the percent increase in earnings for specific educational levels relative to those who drop out of high school after receiving 10 or more years of education, are given separately for non-Hispanic

¹³ Specifically, these results are based on regression models estimated for each ethnic/nativity group using a pooled sample of the 1995 through March 2000 monthly data from the CPS (with respondents in 1995-1998 included only in their last survey months and respondents in 2000 included only in their fourth survey month). The dependent variable is the log of individuals' per hour earnings, and explanatory variables are gender, age (included as indicator variables for 5-year age groupings), and educational category (less than grade 10, an omitted category of grade 10 or more but no high school diploma, high school, some college, BA or BS, graduate education). The analysis focuses on full-time workers aged 20 or older who are not self-employed. Earnings are converted to December 1999 dollars using the monthly CPI-U. Sample sizes are 262,843 non-Hispanic whites and 30,650 Hispanics (just over half of whom are foreign-born). Median regression is used, which allows one safely to ignore earnings top-coding of the CPS data. Coefficients reported in Chart 5 are for educational levels of high school and above. They are transformed to represent percent changes in hourly earnings.

¹⁴ The "earnings premiums" reported in Chart 5 reflect in part the causal effect of education on workers' earnings (e.g., the increased earnings due to the higher productivity of workers in the labor markets). In principle, these numbers may also reflect that on average workers who attain higher education may also have valued unobserved characteristics (such as inherent cognitive ability or personal drive) that differ from those with lower levels of education. Evidence suggests that the premiums reported in ordinary regression analysis are reasonably good measures of the causal effects of education on earnings. (See

Since Hispanics have returns to education that are at least as great as those of non-Hispanic whites, the generally lower wages earned by Hispanics arise in large part from their lower levels of education. Specifically, over the last half of the 1990s, median hourly earnings of Hispanics were one-third less than those of non-Hispanic whites. Native-born Hispanics earned 21 percent less than whites, while foreign-born Hispanics earned 41 percent less (Chart 6). Part of these wage gaps are due to differences in gender and age composition; after adjusting for these demographic factors the gap is 15 percent for native-born Hispanics and 39 percent for foreign-born Hispanics.

Chart 6. Differences in Wages of Hispanic Groups Relative to Non-Hispanic Whites



After controlling for available measures of educational attainment, the gap declines further to 6 percent for native-born Hispanics and 18 percent for foreign-born Hispanics. Part of the remaining “unexplained gaps” may be the consequence of differences in the quality and type of education at measured levels (for example, if non-Hispanic whites typically live in communities with higher quality public high schools than Hispanics, or if immigrants educated abroad received relatively lower quality education). Additionally, these gaps may reflect

differences in language ability, variations in regional labor markets, and any wage differentials arising because of discriminatory employment practices. (Among foreign-born Hispanics the differential might also stem in part from the inclusion of illegal immigrants.) The central conclusion, though, is that for native-born and immigrant Hispanics alike earnings disparities are due in substantial measure to differences in educational attainment.¹⁶

5. EDUCATION AND EARNINGS: A CASE STUDY OF THE IT SECTOR

By most accounts the U.S. economy is experiencing a technological transformation that has changed the nature of work and placed a premium on a new set of skills. While this transformation has affected many jobs in the economy, there is a core set of occupations at the forefront of the revolution—occupations in information technology (IT). In the last 10 years, firms’ expenditure on IT surged to become one of the largest components of investment. And employers appear increasingly to need workers with the problem-solving skills and technical expertise necessary to efficiently utilize these new IT investments.

David Card, “The Causal Effect of Education on Earnings,” in *Handbook of Labor Economics*, volume 3, edited by Orley Ashenfelter and David Card, North-Holland, 1999.)

¹⁵ For all of the analysis using the CPS it is useful to note that some differences between native-born and foreign-born Hispanics may stem from the inclusion in the CPS data of illegal immigrants, many of whom are presumably in a poor position to compete for good jobs in the United States. For a discussion about the presence of illegal immigrants in the CPS data, see Guillermina Jasso, et al., “The New Immigrant Survey Pilot (NIS-P): Overview and New Findings About U.S. Legal Immigrants at Admission,” *Demography*, February 2000.

¹⁶ The results about the importance of education for explaining the ethnic wage gap are consistent with recent research indicating that three-quarters of the wage gap between Mexican Americans and non-Hispanic whites is attributable to Mexican Americans’ relative youth, English language deficiencies, and especially their lower educational attainment (Steven J. Trejo, “Why Do Mexican Americans Earn Low Wages?” *Journal of Political Economy*, 1997).

This section examines the role of Hispanic Americans in IT. The analysis provides a vivid case study of the general problem of low educational attainment for Hispanic Americans, and the importance of closing the educational gap.

Although there is no exact definition of an IT worker, there are a number of occupations that quite clearly fall into the general domain of IT.¹⁷ The analysis in this report considers a number of core IT occupations for which data are available from the Current Population Survey (CPS), a large nationally representative sample with information on workers' weekly earnings, demographic characteristics, and occupation. These core IT occupations are:

- electrical and electronic engineers;
- computer systems analysts and scientists;
- operations and systems researchers and analysts;
- computer programmers; and
- computer operators.

Definitions of these occupations are provided in the Appendix.

IT Occupations: Rapid Growth and High Wages

The combined employment level in these five occupations has grown by almost 81 percent since 1983 (Chart 7), with particularly strong growth in the last 5 years. In contrast, total employment in the overall economy grew by just 32 percent since 1983. Today these IT occupations comprise approximately 3.4 million workers (about 2.6 percent of all employed workers). Employment projections by the Bureau of Labor Statistics suggest that rapid growth for computer-related occupations is expected to continue well into this century.

Chart 7. Workers Employed in IT Occupations

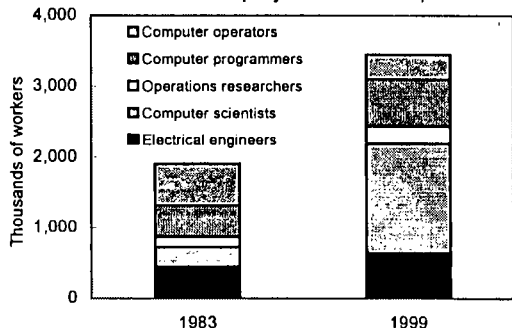
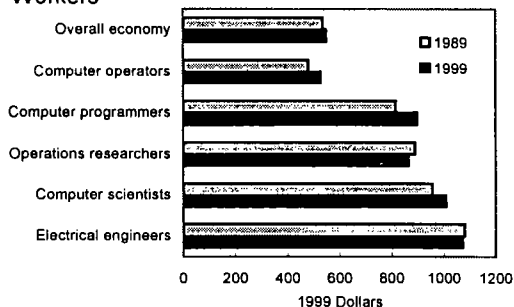


Chart 8. Median Weekly Earnings of Full-Time Workers



Within specific occupations, the most notable feature is the strong and steady growth of computer systems analysts and scientists. In 1983, this occupation had just over a quarter of a million workers, or 14 percent of the total IT workforce. By 1999, there were 1.5 million workers in this occupation, or 45 percent of the total. Also notable is the decline in the number of computer operators, perhaps stemming from changes in computing technology.

In addition to experiencing high employment growth, these occupations are also characterized by high wages (Chart 8). Median weekly earnings for four of the five IT occupations—all but computer operators—easily

¹⁷ For a further discussion of these and related issues see Carol Ann Meares et al., "The Digital Workforce: Building Infotech Skills at the Speed of Innovation," U.S. Department of Commerce, Office of Technology Policy, June 1999.

exceeded median weekly earnings for all workers in 1999 as well as in 1989. The median earnings for the highest-paid IT occupation—electrical and electronic engineers—was almost twice that of all workers (\$1,073 vs. \$549 in 1999).

Hispanics in IT Occupations

As in many other higher-paid occupations, Hispanic Americans are severely underrepresented in IT. There is some indication that this underrepresentation has improved modestly over the last decade.¹⁸ Nonetheless, an examination of data from the CPS shows that over the late 1990s (1995 to the most recent available data, March 2000), Hispanics represented 11 percent of all employed workers, but only 4.1 percent of the workforce in these five IT occupations.

The underrepresentation of Hispanics in IT contributes to the ethnic economic gap because Hispanics and non-Hispanics alike earned far more in IT than in other occupations. Median hourly earnings for non-Hispanic whites in IT were 62 percent higher than for non-Hispanic whites in non-IT occupations, and Hispanics earned twice as much in IT as in other occupations. Moreover, evidence suggests that Hispanics in IT earned only modestly less than similar non-Hispanic whites: In an analysis of earnings that accounts for differences in education, age and gender, native-born Hispanics earn about 6 percent less than non-Hispanic whites. And foreign-born Hispanics earn an additional 2 percentage points less than native-born Hispanics (a difference that is not statistically significant).¹⁹ The “unexplained” pay gap of 6 percent is comparable to the 6 percent gap that emerges in the general labor market for native-born Hispanics when controlling for demographics and education.

The general conclusions about Hispanics in IT—that Hispanics earn only slightly less than non-Hispanics but are greatly underrepresented in IT—are reinforced when a somewhat broader set of science and technology occupations is examined.²⁰ In this expanded sample an analysis that controls for age, gender, and education indicates that native-born Hispanics earn

¹⁸ This conclusion comes from comparing average representation of Hispanics in IT occupations in 1987-89 with 1997-99 (using various issues of *Employment and Earnings* from the Bureau of Labor Statistics). There were increases in Hispanic representation in four of the occupations—computer operators (up 1.1 percentage points to 7.1 percent), computer programmers (up 1.2 percentage points to 4.4 percent), computer scientists (up 1.0 percentage points to 3.6 percent), and electrical engineers (up 1.5 percentage points to 3.9 percent). There was a decline in Hispanic representation for operations researchers (a 0.8 percentage point drop to 3.4 percent).

¹⁹ This is based on a regression model estimated using a pooled sample of the 1995 through March 2000 monthly CPS data, with a dependent variable log of individuals' per hour earnings, and explanatory variables, gender, age category, Hispanic and foreign-born Hispanic indicators, and educational category (less than high school, high school, some college, associate degree, BA or BS, and graduate education). The analysis focuses on full-time workers aged 20 or older who are not self-employed. Earnings are converted to December 1999 dollars using the monthly CPI-U. The sample includes Hispanics and non-Hispanic whites. The sample has 8,469 individuals, including 355 Hispanics. Median regression was used. The coefficient for the “Hispanic” indicator was significantly different from zero (t-statistic of -2.0), and “foreign-born Hispanic” was not (t-statistic of -0.5).

²⁰ This broader set includes the 5 IT occupations and also engineers of all types (aerospace, metallurgical and materials, mining, petroleum, chemical, nuclear, civil, agricultural, industrial, mechanical, marine and naval architects), mathematical scientists (including actuaries and statisticians), natural scientists (physicists and astronomers, chemists, atmospheric and space scientists, geologists and geodesists, physical scientists, agricultural and food scientists, biological and life scientists, forestry and conservation scientists, and medical scientists), and technicians of all sorts (electrical and electronic, industrial engineering, mechanical engineering, engineering, biological, chemical, and science technicians).

about 4 percent less than non-Hispanic whites, while foreign-born Hispanics earn an additional 2 percentage points less than native-born Hispanics (earnings differences that are not statistically significant).²¹ However, a large gap exists in Hispanic employment: Hispanics are 11 percent of all employed workers but only 4.3 percent of workers in these science and technology occupations.

As detailed in a 1999 Office of Technology Policy report, the lack of Hispanic workers in these high-paid and rapidly-growing occupations stems from disparities in education that exist among young people prior to entering the labor force.²² In particular, the report indicates that as of 1996 Hispanic college students earned bachelor's degrees in science and engineering at the same rate as whites (33 percent of students major in science or engineering). And rates are comparable also in engineering specifically (5.3 percent for Hispanics and 4.9 percent for whites) and computer science (1.8 percent for Hispanics and 1.7 percent for whites). The shortage of Hispanics in new economy jobs is not the consequence of Hispanic college students shying away from technical fields. Instead, the key to increasing Hispanic representation in science and engineering appears to be identifying and implementing strategies to increase the overall pool of Hispanic undergraduates.

6. CONCLUDING REMARKS

In light of the rapid growth of the U.S. Hispanic population, the gap in educational achievement between Hispanics and their peers is a matter of critical policy importance. This report emphasizes a number of salient facts on this issue. First, there is a large gap between the education of Hispanics and non-Hispanic. The ethnic education gap stems in part from the comparatively low levels of education among immigrant Hispanics. However, while there has been improvement in the educational achievement of native-born Hispanics, much of the gap is the consequence of poor educational outcomes among native-born Hispanics. Closing the education gap will require improved educational outcomes for immigrant and non-immigrant Hispanics alike. Second, this ethnic gap in education is a strong contributing factor to a corresponding gap in economic outcomes. Hispanics earn substantially less than non-Hispanic whites, in large measure because of the education gap. As a key example, the education gap contributes to a serious "digital divide" in employment in IT occupations and other science and technology jobs. Hispanics who work in these occupations generally have high earnings—only moderately less (4 to 8 percent) than similar non-Hispanic whites. However, Hispanics are severely underrepresented in these new economy occupations in part because relatively few Hispanics achieve the necessary educational levels. Underachievement in education hurts the future prosperity of the students themselves and also reduces the number of workers in the labor force prepared to contribute in new economy jobs.

Research described in this report suggests that the relatively poor educational outcomes of Hispanic youth often stem from a lifetime of disadvantage. The solution to the education gap lies in finding and implementing initiatives that not only target students at the ages when they are making decisions about completing high school and continuing on to college, but that also focus

²¹ The sample is 718 Hispanics and 16,495 non-Hispanic whites. The coefficient for "Hispanic" is not significant (t-statistic of -1.6) nor is the coefficient for "foreign-born Hispanic" (t-statistic of -0.6).

²² "The Digital Work Force: Building Infotech Skills at the Speed of Innovation," U.S. Department of Commerce, Office of Technology Policy, June 1999. This report also highlights that women generally are underrepresented in IT occupations. In contrast to racial and ethnic minorities, women are underrepresented because they are less likely to choose science and engineering fields when in college.

on children earlier in the educational process. In short, the education gap must be addressed at all age levels. The accompanying box lists some of the ways in which the federal government is seeking to improve educational outcomes for U.S. youth—programs that indeed focus on all educational levels. If the ethnic education gap is to be narrowed substantially and rapidly, major efforts will be required from families and communities, and from the private and public sectors at all levels.

Examples of Federal Government Efforts to Improve Educational Opportunity.

Research indicates that the early preschool years, when human ability and motivation are being shaped, are critical to skill formation. Developmental programs that intervene early in life have been shown to be more cost-effective than later attempts at remediation. One such program is the federally funded Head Start program, which, since 1965, has provided comprehensive developmental services for low-income preschool children as well as social services for their families. This program has been shown to have large positive effects on test scores and schooling attainment for Hispanic children specifically. (See Janet Currie and Duncan Thomas, "Does Head Start Help Hispanic Children?" National Bureau of Economic Research, working paper 5805, 1996.) The success of Head Start has prompted the Administration to nearly double funding for the program since 1993 and to seek a \$1 billion (19 percent) increase in funding for the program as part of the fiscal 2001 budget.

As part of their agenda to improve public education, President Clinton and Vice President Gore have insisted on high standards for all students, demanded accountability for results, and expanded investment in strategies aimed at raising student achievement. The Clinton-Gore education agenda has focused on reducing class size in the early grades, expanding after-school and summer-school opportunities, ensuring access to educational technology, improving teacher quality, and expanding public school choice. (The 2000 *Economic Report of the President* details federal initiatives targeting each of these agenda items.) As part of the Hispanic Education Action Plan, the Administration has requested funding in the fiscal 2001 budget for programs that will improve the education of Hispanic students, including Title I grants to local educational agencies, bilingual education, migrant education, an adult English literacy initiative, and programs to help students prepare for and complete college.

Finally, the federal government has a number of programs to aid students in preparing for post-secondary education and to help make college affordable. GEAR UP partnerships of middle schools, colleges, and community organizations provide low-income students with mentoring, tutoring, and information on financial aid, starting no later than 7th grade. Another example is the TRIO programs—educational outreach programs designed to motivate and support students from low-income families. Other examples include programs that provide financially needy students with assistance, most prominently the \$4.9 billion Hope Scholarship, \$2.4 billion Lifelong Learning tax credits, and \$7.6 billion provided in the 2000 budget for Pell grants.

APPENDIX. DESCRIPTIONS OF IT OCCUPATIONS STUDIED IN THIS REPORT

Electrical and Electronic Engineers design, develop, test, and supervise the manufacturing of electrical and electronic equipment. These engineers specialize in different areas such as power generation, transmission, and distribution; communications; computer electronics; and electrical equipment manufacturing — or a subdivision of these areas. They design new products, write performance requirements, and develop maintenance schedules. They also test equipment, solve operating problems, and estimate the time and cost of engineering projects.

Computer Systems Analysts, Engineers, and Scientists is a category which includes a wide range of computer-related occupations. Systems analysts solve computer problems and enable computer technology to meet the individual needs of an organization. Computer engineers work with hardware and software aspects of systems design and development. Computer scientists include a wide range of computer professionals who design computers and the software that runs them, develop information technologies, and develop and adapt principles for applying computers to new uses.

Operations Researchers and Analysts conduct research and perform analyses to support management in increasing the performance of an organization. Managers begin the process by presenting the symptoms of an operations-related problem to the analyst, who then formally defines the problem and selects the most appropriate analytical technique to examine it. Upon completion of the analysis, the analyst presents management with recommendations based on the results of the analysis.

Computer Programmers write, test, and maintain the detailed instructions, called programs or software, that computers must follow to perform their functions. In many larger organizations, programmers follow descriptions that have been prepared by software engineers or systems analysts. The transition from mainframe to personal computers has blurred the once rigid distinction between the programmer and the user. Increasingly, adept users are taking over many of the tasks previously performed by programmers, such as writing simple programs to assess data or perform calculations.

Computer Operators oversee the operation of computer hardware systems to ensure that they are being used most efficiently. These systems include mainframes, minicomputers, or networks of personal computers. Computer operators must anticipate problems and take preventative action, as well as solve problems that occur during operations. Increased automation and other technological advances are shifting the responsibilities of many computer operators to areas such as network operations, user support, and database maintenance.

Source: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2000-01 Edition*, 2000.

TO: Committee
FROM: Jackie and Julie
DATE: June 13, 2000
RE: Deliverables for Hispanic Ed Strategy Session

I. Deliverables by Placement in Conference:

A. POTUS Remarks

- (1) 5 National Goals
- (2) 2010 Alliance
- (3) CEA Report
- (4) Lightspan's partnership with HUD
- (5) Discovery Channel's PSAs reflecting our national goals
- (6) American Library Association's new literary award (possible)

B. Others' Remarks

- (1) DoEd's Report Card -- Secretary Riley
- (2) American Library Association's new literary award (possible)
- (3) VP may announce PTA's partnership with Hispanic Radio Network
- (4) VP (or Riley) may announce HEAP deliverables (DoEd's: Title I Outreach, partnership with HUD for Headstart Outreach, announcement with HHS of \$1 million in new grants, Technical Assistance Program, HSI grant announcements)
- (5) DOC, DOD and DOE's internship programs
- (6) DoEd's "Idea Book" (possibly)
- (7) FuturaMente

C. Small Press Release

- (1) Whatever is in POTUS' and OTHERS' Remarks
- (2) Internships (Sears, HACU, Dept. of Agriculture, Washington Mutual Bank, DOC, DOD, DOE's internships)
- (3) College Board's \$100,000 to train AP teachers
- (4) Scholastic Inc. (possible)
- (5) DoEd's "Idea Book" (possible)

D. Comprehensive Press Release

- (1) Anything in POTUS' Remarks, Others' Remarks, and Small Press Release
- (2) American Associations of Museums
- (3) Reach Out & Read
- (4) Proctor & Gamble's "parent tool kit"
- (5) DoEd's "Title I Outreach Campaign"

II. Deliverables by Category

A. Unique

- (1) 2010 Alliance
- (2) DoEd's Report Card
- (3) CEA Report
- (4) College Board's AP teacher training

B. Social Marketing/Outreach

- (1) American Library Association
- (2) American Association of Museums
- (3) Reach Out and Read
- (4) PTA's partnership with Hispanic Radio Network
- (5) Proctor & Gamble's "parent tool kit"
- (6) Scholastic, Inc.
- (7) Discovery Channel's PSAs
- (8) HHS's "Soy Unica! Soy Latina! Campaign
- (9) FuturaMente

C. Internships

- (1) HACU
- (2) Washington Mutual Bank
- (3) Sears
- (4) Dept. of Agriculture
- (5) Dept. of Energy
- (6) Dept of Commerce
- (7) Dept. of Education
- (8) Dept. of Defense student teacher internship

E. Technology

- (1) Lightspan/ HUD

F. HEAP

- (1) DoEd's Title I Outreach
- (2) DoEd's HSI grants
- (3) DoEd's Technical Assistance
- (4) DoEd's "Idea Book"
- (5) DoEd, HHS, HUD, White House Initiatives' partnership on Head Start

DELIVERABLES FOR
THE WHITE HOUSE STRATEGY SESSION ON EDUCATIONAL EXCELLENCE FOR
HISPANIC STUDENTS, JUNE 15, 2000
As of June 12, 2000

NON-PROFIT DELIVERABLES:

- **2010 Alliance**
POC: Sarita Brown (202) 401-3670

To close the achievement gap between Latino children and Anglo, African American, and Asian students by 2010, the National Council for Community and Education Partnerships, the National Association for Bilingual Education, the National Council of La Raza, and the National Association for Latino Elected Officials will join with leaders from the Ford, Kellogg, and Hazen foundations and AT&T, Univision, State Farm Insurance, and General Motors Corporation to work with policy makers to convene a summit of leaders in Washington, D.C. in October 2000. At this summit, the group will develop a national action plan and commit to a long-term initiative and collaborative partnership to support the Latino achievement agenda for the next decade.

- **The Association of Hispanic Advertising Agencies (AHAA) FuturaMente Project:**
POC: Daisy Exposito (212) 614-6001

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

- **The College Board**
POC: Ms. Lezli Baskerville (202) 822-5907

The College Board has committed \$100,000 towards a partnership with community college systems to train ___ AP teachers by 2010, who will teach AP courses in underserved Hispanic school districts. During FY 2000, the Board will partner with City Colleges of New York and City Colleges of Chicago, the two largest urban community college system in the nation which together educate roughly ___ of Hispanic students receiving degrees in America, and California State University Dominguez Hills, the highest producer of credentialed teachers of any university in the State of California. Between FY 2002 through 2010), The College Board will establish AP partnerships with other institutions that serve the Hispanic community.

- **American Library Association (ALA):**
POC: Emily Sheketoff (202) 628-8410, ext. 211

The American Library Association has committed to establish a literary award for children's literature that reflects the Latino culture, and to elevate the award's prestige to the level of the Newberry or Caldecott awards by 2010. Additionally, the ALA will offer model programs for libraries on how to provide excellent service to the Hispanic community and initiate an outreach campaign to show other organizations how to create similar model programs.

- **American Association of Museums (AAM):**
POC: Barry Szczesny (202) 289-1818

AAM is committed to closing the achievement gap by encouraging museums to meet the needs of Hispanic students by providing teacher training, the use of technology to link to schools with high Hispanic populations, and making curriculum materials available online. AMA will also create a link on its Web site to provide information on this outreach campaign, publicize the site in its publications, and seek promising practices from museums to highlight on the site and in its publications.

- **Reach Out and Read**
POC: Ann O'Leary X66275

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

- **National PTA**
POC: Maribeth OAKES (202) 289-6790

The 6.5 million member National PTA and the Hispanic Radio Network, with 100 affiliate stations in the United States, Puerto Rico and Latin America, announce a new partnership to produce a series of one-minute radio programs that will highlight the positive affects of parental participation on student academic achievement; offer ideas to parents on how to promote safe, effective, community-centered schools; and identify resources targeted to Spanish-speaking parents.

CORPORATE DELIVERABLES

- **Proctor & Gamble**
POC: Deborah Santiago (202) 401-7479

Proctor & Gamble has contributed \$50,000 to the "White House Initiative on Educational Excellence for Hispanic Americans" for the collaborative development and distribution of a "parent tool kit" to help parents participate more effectively in their child's education. The parent tool kit, which will be developed in both English and Spanish, will address the

following topics: Parents as First Teachers, A Quality Education for All, Heading Towards College, and Making it Happen in Your Community.

- **HACU**
POC: Yolanda Rangel (210) 692-3805, x 3233

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

- **Scholastic Inc.**
POC: Bibb Hubbard (212) 343-4653

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

- **Lightspan;**
POC: Ms. Ilene Rosenthal (202) 265-4086

Lightspan, Inc. and the Department of Housing and Urban Development (HUD) will team up to provide educational technology resources to HUD's over 500 Neighborhood Networks centers in public and assisted housing communities across the country. Lightspan will provide a wide range of online resources including: bilingual, inter-active math and reading coursework aligned with state standards and an on-line English/Spanish Parent and Family Center to provide homework assistance, parent support systems for health and child development; and, user-friendly exercises to help instructors and families become comfortable with using technology. To launch this national partnership, Lightspan will staff 10 Neighborhood Network centers in Hispanic communities to provide hands-on assistance and customize the on-line content to the residents' needs.

- **Washington Mutual Bank, Inc.**
POC: Ms. Judy Morgan Phillips 626-931-2002

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

resolution, money management). Over the past 26 years, the program has served over 37,000 high school students, including 11,000 Hispanic students.

- **Sears, Roebuck and Co.**
POC: Ms. Stephanie Springs (847) 286-7800

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

- **The Discovery Channel**
POC: Mr. David Leavy (301) 771-3653

Discovery en Espanol (DEN) will create five public service announcements (PSAs) to be run on the channel regularly for a year beginning in October, 2000 and distributed through in any other available medium. Each PSA will focus on one of the five national Hispanic Education goals announced by the President at the White House Strategy Session on Educational Excellence for Hispanic Students. Discovery en Espanol, in partnership with cable operators across the country, will create versions of the PSAs to air in local communities -- further spreading the Hispanic education message in targeted markets.

FEDERAL AGENCY DELIVERABLES

- **CEA Report**
- **Department of Agriculture**
POC: Jennifer Yezak 690-0878

In 2001, the U.S. Department of Agriculture will establish a scholarship and internship program to increase the number of students entering and graduating from 2- and 4-year Hispanic Serving Institutions and encourage students to pursue careers in the U.S. Food and Agriculture sector. The scholarship will cover educational expenses for students earning degrees ranging from an Associate of Arts through a doctorate, and participating students will be employed by the USDA. The program, which will be called the National Hispanic Serving Institutions Scholars Program, will serve 30 students during its first year of funding.

- **Department of Education (DoEd)**

Report Card:
POC: Heidi Ramirez 260-1728

Title I Outreach Campaign:
POC: Ann O'Leary X66275

DoEd will launch an expansive outreach effort to provide more and higher quality services to very young Hispanic children through Title I pre-school programs. The Department will write to all local school districts, encouraging them to use Title I funds for preschool, urging schools to reach out to Hispanic families, and explaining the flexibility in Title I schoolwide programs in selecting participants and in providing services to Hispanic children and their parents. In addition, the Department will prepare policy guidance on the use of Title I funds for preschools with examples of high quality programs serving large numbers of Hispanic preschoolers.

HSI grants:
POC: Heidi Ramirez 260-1728

DoEd's Hispanic-Serving Institutions Program will provide \$16 million for 76 new development grants, ranging in value from \$375,000-\$425,000 over five years, to enable eligible Hispanic-serving institutions of higher education expand their capacity to serve Hispanic students and other low-income individuals. The HSIs may use the funds for faculty development, administrative management, and improvement of academic programs, facilities and student services.

Technical Assistance:
POC: Heidi Ramirez 260-1728

- **DoEd, HHS, the Department of Housing and Human Development (HUD), and the White House Initiative on Educational Excellence for Hispanic Americans Partnership:**
POC: Christine Pelosi 708-2046, x 5062

HUD will partner with DoED, HHS, and the White House Initiative on Educational Excellence for Hispanic Americans to direct Hispanic families to Head Start programs and early childhood development programs. The partnership will facilitate the dissemination of early childhood information (early brain development research, parenting tips, how to choose a child care center, what Head Start has to offer) through Neighborhood Networks. We will pilot this effort in states with Latino populations, existing Neighborhood Networks centers and Head Start programs.

- **Department of Health and Human Services (HHS)**
POC: Mirtha Beedle

!!SOY UNICA!! SOY LATINA!!
!!I'M UNIQUE!! SOY LATINA!!

The Goal of the initiative is to develop and implement a national, comprehensive multimedia bilingual campaign geared for Hispanics/Latinas age 9 to 14. The initiative will assist young girls to build a positive self-esteem in order to prevent drug use, as well as harmful consequences of emotional and behavioral problems.

- **Department of Energy (DOE)**
POC: Samuel Rodriguez 586-7141

For FY 2001, DOE's Community College Institute (CCI) has committed to quadruple the size of its summer "technical and research" internship program for community college students studying mathematics, science, or other technical fields. As a pilot program in 1999, CCI awarded 107 internships; this summer, the Department has recruited 126 interns (25 percent of whom are Hispanic) from 110 community colleges, including 46 Hispanic Serving Institutions. The Department will also provide monetary incentives to interns, who agree to mentor other students when they return to their community college in the fall, including: reimbursements for science, mathematics or engineering textbooks; membership in and travel to the annual meeting of the American Association for the Advancement of Science; participation in regional meetings to present their research to students and faculty; and participation in colloquia to inform DOE officials of the program's accomplishments.

- **Department of Defense (DOD)**
POC: Ms. Marilee Fitzgerald 703-696-3866 x 2808

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

- **Department of Commerce (DOC)**
POC: Raul Perea-Henze 482-4951

Memorandums of Understanding (MOUs): The Department of Commerce recently entered into agreements with three Hispanic Serving Institutions (HSIs)--the University of Puerto Rico at Mayaguez, Florida International University, and the University of Texas at El Paso--directed toward promoting career and professional attainment among HSI students pursuing studies in fields of interest to DOC; increasing employment opportunities in DOC for HSI students; and supporting and strengthening the academic and research development of Departments that offer curricula of interest to Commerce. Approximately 49,000 Hispanic students, ages 18 to 24, are projected to be served by this program.

Postsecondary Internship Program: Since 1994, the Department has sponsored a Post-Secondary Internship Program funded through a financial assistance agreement with the Hispanic Association of Colleges and Universities (HACU). HACU continues to be a financial assistance recipient, and is in the third and final year of the financial assistance award with the Department. (Since the beginning of the Postsecondary Internship Program, HACU has received approximately \$3 million and the Department has sponsored approximately 400 interns under its auspices.)

Mini-Conference: In late summer this year, a mini-conference will be a featured event for the Department's Hispanic Employment Program to focus attention on the program's accomplishments, facilitate interaction of key senior Commerce officials with leaders from the Hispanic community, and serve to chart a course for future action in advancing the agenda begun with the Department's Hispanic Employment Plan.

New Directions 2000 Conference: On September 21-22, 2000, the Department of Commerce will sponsor a conference for Minority Serving Institutions (MSIs) to promote minority participation in DOC grants and other financial assistance programs. Over 190 Hispanic Serving Institutions of higher learning will be invited to participate in this year's program.

Career and Job Fairs: The Department of Commerce is also intensifying its recruitment efforts within the Hispanic community, including participation in career and job fairs, to locate and identify potential employees, promote DOC as an employer of choice, and increase outreach efforts to the Hispanic community.

Grants and Awards: The DOC has entered into grant arrangements with several HSIs to assist with DOC mission accomplishment and to further mutually supportive relationships with Minority Serving Institutions.

- **Department of Transportation (DOT)**
POC: Edmundo DeLeon

The Transportation Equity Act for the 21st Century (TEA-21) provides millions of dollars to localities to build and enhance day care and head start facilities at transit hubs, many of which serve predominantly Hispanic communities. These TEA-21 funds, which will continue to be available in fiscal years 2002 and 2003, can be acquired through local transit authorities. The Department of Transportation plans to expand its outreach efforts to ensure that Hispanic communities have access to this early childhood resource.

DRAFT

May XX, 2000

MEMORANDUM FOR THE PRESIDENT

From: Maria Echaveste
Andrew Rotherham

RE: National Hispanic Education Strategy Session

As you know we are working on a National Strategy Session on Hispanic education issues to serve as a follow-up to the First Lady's convening last summer. It will be held at the White House on June 15. Prominent educators, researchers, national, state, and local elected officials, and leaders from the private sector and the philanthropic community will be in attendance. The session will be a one-day conference held entirely within the White House complex. The morning will be devoted to small sessions addressing issues around 5 key issue areas; early childhood education, language acquisition, the achievement gap, high school completion, and higher education. After lunch there will be a whole group interactive session led by you in the afternoon. We are planning to have approximately 125 attendees. After the meeting there will be a small reception in the State Dining Room.

We will seek to portray the strategy session not as "constituency politics" or favors to an important constituency in an election year but rather by illustrating 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. The goal of the meeting is to focus attention on the educational situation for Hispanic Americans, highlight your work on behalf of Hispanic Americans including the efforts of your Advisory Commission on Educational Excellence for Hispanic Americans, and establish goals to hold future administrations and state and local officials accountable for addressing these issues.

Toward this end, you will announce several deliverables at the conference including 5 national goals for Hispanic education (attached for your review) to commit the country to a ten-year effort in this area. You will also release a Department of Education study on the educational condition of Hispanics right now to serve as a baseline for the goals. This report will include an analysis of the economic consequences for the nation if we fail to address these issues. In addition, you will announce the creation of a public-private partnership between several prominent groups representing Hispanic Americans and the private sector to drive and coordinate efforts to improve education for Hispanics and realize these goals. Other public-private partnerships and government initiatives will be highlighted as well.

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Suggested Panelists
Hispanic Conference
June 12, 2000

Goal 1-Early Childhood

Chairperson: Representative Loretta Sanchez **CONFIRMED**

Panelists:

Rebeca Barrera CONFIRMED

President

National Latino Children's Institute

1412 West 6th Street

Austin, Texas 78703

Phone – 512-472-9971

Fax – 512-472-5845

National Latino Children's Institute is an organization that serves as the voice for Latino children. Rebeca Barrera's professional work began as a high school teacher in the Edgewood Independent School District and has since worked for the Intercultural Development Research Association, as Director for the AMANECER Project, was an instructor in the Child Development Department of San Antonio College, owned and managed child care centers for ten years and was Executive Director of the Corporate Fund for Children for seven years. Barrera is the first Latina to serve on the Board of Directors of Scholastic, Inc., and was the recipient of the 1997 Matt Garcia Award for Community Service presented by the Mexican American Legal Defense Fund.

Linda Espinosa, Ph.D CONFIRMED

University of Missouri – Columbia

6396 South Sabine

Columbia, Missouri 65203

Dr. Espinosa specializes in studies related to the learning and development of young children from diverse background. She also is a member of the National Research Council's committee that is conducting the Study of Early Childhood Pedagogy.

Phone – 573-882-6805

Flo Abel CONFIRMED

Family Resource Agency of Northern Georgia

1217 Lafayette Road

Rossville, Georgia 30741

Phone – 706-861-0105

This program is located in an area of Georgia where there is a large carpet making industry. While at one time there were hardly any Hispanics in the area, starting in 1995, there was an influx of Central American Hispanic families immigrating to the area. In the last year alone, the Hispanic population has risen from 40% to 50-60%. The Family Resources Head Start program took note of the changing demographics and worked to proactively hire bilingual teachers, staff and other coordinators, and to provide more home visits for families that were not immediately comfortable with coming to the center.

Ed Leo NOT CONFIRMED

Principal

Sanchez Elementary School

73 San Marcus Street

Austin, Texas 78702
Phone – 512-414-4423
Fax – 512-472-9493

Mr. Leo runs an early childhood language and literacy class for 4-year-olds in his public school. The program is funded by the Dana Foundation and staffed by AmeriCorps volunteers and mothers who live in the neighborhood. He believes that this program is one way to stop the achievement gap before it begins.

Carole Fiore **CONFIRMED**

Florida's Born to Read Program
Tallahassee, FL
805-487-2651 – work phone
970-262-7587 – vacation phone this week
email: cfiore@earthlink.net

Goal 2 - Language

Chairperson: TBD (Secretary Daley or Menendez)

Panelists:

Migdania Vega **CONFIRMED**

Recommended by: Department of ED
1950 Southeast 13th Avenue
Miami, Florida 33145
Phone – 305-854-0515
Fax – 305-285-9632
Principal
Coral Way Elementary Bilingual School, Miami (the ground-breaking and successful dual immersion school); she's also on the National Assessment Governing Board which provides guidance on NAEP--so she knows a few things about testing and the inclusion of LEP students.

Ken Noonan **CONFIRMED**

Superintendent
Oceanside Unified School District
2111 Mission Avenue
Oceanside, California 92054-2395
Phone – 760-757-2560
Fax – 760-433-8620

Margarita Calderon **CONFIRMED**

Recommended by: Department of Education
Dr. Margarita Calderon
CRESPAR
11437 Gene Sarazen
El Paso, TX 79936
Phone - (915) 595-5971
Fax - (915) 595-6747

Dr. Alba Ortiz **CONFIRMED**

Director

Office of Bilingual Education
College of Education EDB 306
University of Texas – Austin 78712
Phone – 512-471-6244

Goal 3 - Achievement Gap

Chairperson: Congressman Barcelo -Romero

Panelists:

Dan Domenech CONFIRMED

Recommended by: DPC
Superintendent Fairfax County School
10700 Page Avenue
Fairfax, Virginia 22030
Phone – 703-246-2631
Fax – 703-691-2876

Dr. Daniel A. Domenech currently serves on the U.S. Department of Education National Assessment Governing Board, The Advisory Board to the Department of Defense Schools, and on the Board of Directors of the Fairfax County Chamber of Commerce. Dr. Domenech has been active professionally and was elected president of the American Association of School Administrators and is past president of the New York State Council of School Superintendents.

Aida Hurtado CONFIRMED

Recommended by: Department of ED
Department of Psychology, UC Santa Cruz
Aida served as research director of the UC-wide Latino Eligibility Study.

Jennifer O'Day CONFIRMED

Professor
University of Wisconsin
213 Education Building
Professor O'Day is interested primarily in the intersection of educational policy and instructional practice. She has served for the past five years as Associate Director of the PEW Forum on Education Reform, an on-going body of education leaders, researchers, practitioners and advocates who share a common interest in improving American Schools. Professor O'Day has carried out research and written extensively in the areas of systemic reform, educational equity, and capacity building strategies. She has served on several national advisory groups, including the Stanford Working Group on Federal Education Programs for Limited English Proficient Students and the Congressionally mandated Independent Review Panel for the evaluation of Title I and other federal education programs. Her current research interests include teacher and system learning, assessment and accountability strategies, and the education of linguistic minority students.

HOLD FOR TEACHER

Goal 4 - High School Completion

Chairperson: Secretary Louis Caldera ***CONFIRMED***

Panelists:

Patricia Gandara **CONFIRMED**

Recommended by: LULAC
Division of Education
University of California, Davis
One Shields Avenue
Davis, CA 95616
Phone – 530-752-8262
Fax – 530-752-5411

Patricia Gandara is a professor in the UC system who edited a recent pub from the College Board, *Priming the Pump: Strategies for Increasing the Achievement of Underrepresented Minority Undergraduates*. She is president of the Sociology of Education Association and program chair for Division G, the Social Context of Education for the American Educational Research Association. She is the director of the Education Policy Center of the Linguistic Minority Research Institute (LMRI). She teaches in the areas of psychological and sociocultural studies. Specific courses include Educational Testing and Evaluation, Education and Social Policy, and Educational Research.

Manuel Isquierdo **CONFIRMED**

Recommended by: DPC
Principal
J. Sterling Morton East High School
2017 North Elizabeth Drive
Arlington Heights, Illinois 60004
Phone – 708-222-5750

Goal 5 - Higher Education

Chairperson: TBD (Gene Sperling/Maria Echeveste) **NOT CONFIRMED**

Panelists:

Juliet Garcia **NOT CONFIRMED**

Recommended by: WHI
University of Texas-Brownsville
80 Fort Brown
Brownsville, Texas 78520
Phone – 956-544-8201
Fax – 956-548-0020

President of University of Texas at Brownsville (Hispanic Serving Institution) and Chair of the WHI Commission Higher Education Committee.

Dr. Juliet V. Garcia, chair of the Advisory Committee on Student Financial Assistance, was appointed by the Secretary of Education to serve a three-year term that expires in September 2002. Dr. Garcia has 25 years of teaching and administrative experience in higher education. Since 1992, Dr. Garcia has been the president of the University of Texas at Brownsville in partnership with Texas Southmost College. Prior to her current position, she served as dean of arts and sciences. She is a board member of the White House Initiative on Educational Excellence for Hispanic Americans, the Ford Foundation's Campus Diversity Initiative, and the Carnegie Foundation for the Advancement of Teaching. Dr. Garcia received her B.A. and M.A. degrees in Speech/English from the University of Houston, and her Ph.D. in communications and linguistics from the University of Texas at Austin.

Gustavio Roig *NOT CONFIRMED*

Associate Dean of Engineering for Outreach
Florida International University (Miami).
Director of a GEAR UP partnership.
305-348-3700

Maria Vellajo *NOT CONFIRMED*

Recommended by: WHI
Provost
Palm Beach Community College
Past Chair of the National Community College Hispanic Council (affiliated with the American
Association of Community Colleges).
561-357-1324

**WHITE HOUSE STRATEGY SESSION ON
EDUCATIONAL EXCELLENCE FOR HISPANIC STUDENTS**

Program Draft 6/10/2000 12:42 PM

2:25pm () escorts participants to head table.

2:30pm **THE PRESIDENT** is announced into room. **THE PRESIDENT** proceeds to table and takes seat.

Option: The President is introduced into room with Secretary Riley and Guillermo Linares, Chair, The White House Commission on Educational Excellence for Hispanic Americans.

2:33pm **THE PRESIDENT** speaks and explains that Secretary Riley, Governor Glendening, Congressman Hinajosa, Senator Bingaman and Guillermo Linares will offer brief remarks before the discussion.

Note: Order of speakers is not finalized.

2:43pm **Governor Paris Glendening** makes remarks.

2:47pm **Congressman Ruben Hinajosa** makes remarks.

2:51pm **Senator Jeff Bingaman** makes remarks.

2:55pm **Secretary Riley (TBD)** makes remarks.

2:59pm **Guillermo Linares** makes remarks.

3:03pm The Press is escorted out of East Room.

GOAL # 1

3:05pm **THE PRESIDENT** introduces the other participants at the table, makes brief remarks on Goal One (early childhood education) and then poses a question to Flo Abel, Executive Director of the Family Resource Agency of Northern Georgia.

Question: "Flo, I know that in Georgia you have been experiencing rapid growth in the Hispanic population. What have you learned there that we as a country should be doing to ensure access and encourage participation of Hispanic families in early childhood programs?"

Others who could be called upon for this issue:

Migdania Vega, Principal, Coral Way Bilingual Elementary School (or Lily Eskelsen, teacher)

"Migdania, do you find that children who have participated in early childhood education programs have an advantage when they start school?"

Delia Pompa, Co-Chair, Hispanic Education Council and Executive Director,
National Association of Bilingual Educators

"Delia, how can we be more effective in getting parents the information they need to get their children off to a healthy start?"

3:18pm **Guillermo Linares/Secretary Riley** makes summary points from discussion on Goal 1, and outlines Goal #2.

GOAL #2

3:20pm **THE PRESIDENT** makes remarks on Goal 2 (English language proficiency), acknowledging political tensions around this issue, and making a strong statement about the importance of having a goal on English language proficiency.

THE PRESIDENT then poses a question to Migdania Vega, principal of Coral Way Bilingual Elementary School:

"Migdania, as I understand it, ____% of your students enroll with limited English proficiency, yet your school has some of the highest academic achievement in the county, including your English language reading scores. What role do you think English language acquisition has in academic success and what do we need to do to ensure students leave our public schools proficient in English?"

Others who could be called upon for this issue:

Delia Pompa, Co-Chair, Hispanic Education Council and Executive Director,
NABE

"Delia, how can we help educators who are not bilingual to effectively teach limited English proficient students?"

Congressman Hinajosa

"As political leaders, how can we move people past this divisive discussion of means and onto a discussion of an end we should all be able to agree on?"

Tom Gammon, teacher, Miami Springs High School

"Tom, how do we ensure that even students who enter U.S. schools with limited English proficiency as late as high school are taught to high standards and ensured English language skills?"

3:33pm **Guillermo Linares/Secretary Riley** makes summary points from discussion on Goal 2, and outlines Goal 3.

GOAL # 3

3:35pm

THE PRESIDENT makes remarks on Goal 3 (closing the achievement gap), including a strong comment on the importance of standards, accountability, state assessments and investment in what works.

THE PRESIDENT then poses question to school district Superintendent (Hartford or Seattle):

"Hartford has been making some great strides in improving the educational achievement of all students. Your district (statistics on student achievement). What are the key strategies that are working in Hartford that schools and districts across the country should be using to leverage this kind of improvement?"

Others who could be called upon for this issue:

Lily Eskelsen, teacher

"Lily, what can we do to get the best teachers to teach in schools with the students facing the biggest challenges?"

Governor Gledенning (or David Driscoll)

"What role do resource allocation and other state decisions play in closing the achievement gap?"

John Kernan

"John, what compelled you to take on this issue in such an innovative way, and how can we get other private sector leaders involved?"

3:48pm

Guillermo Linares/Secretary Riley makes summary points from discussion on Goal 3, and outlines Goal 4.

GOAL # 4

3:50pm

THE PRESIDENT makes remarks on Goal 4 (high school completion rate), then directs question to David Driscoll, Chief State School Officer

"When people talk about the high school completion rate for Hispanics, they most often focus on the disproportionately high dropout rate of Hispanic immigrant students or the financial support many Hispanic families need from their children's work. But people who pay attention to this issue say there are many other important factors. What else should schools and communities be doing to ensure more Hispanic students complete high school?"

Others who could be called upon for this issue:

Tom Gammon, teacher, Miami Springs High School

"Tom, what impact do teachers have when it comes to keeping kids in school?"

Juliet Garcia, President, UT-Brownsville

"Juliet, how do expectations and challenging coursework effect high school completion rates?"

Sen. Bingaman

"TBD"

4:03pm

Guillermo Linares/Secretary Riley makes summary points from discussion on Goal 4, and outlines Goal 5.

GOAL # 5

4:05pm

THE PRESIDENT makes remarks on Goal 5 (college completion rate), then poses question to Juliet Garcia, President, UT-Brownsville.

"Today we are setting a goal to double the college completion rate for Hispanics over the next decade, but we know it took twenty years to double the rate to where it is today. Juliet, what are we going to have to do to reach such an ambitious goal?"

Others who could be called upon for this issue:

Governor Glendenning

"Governor you have experienced first-hand the extraordinary value of higher education. Yet the role of the government in providing higher education is much less clear than it is in providing public K-12 schools. How can government help to increase the college completion rate?"

Delia Pompa

"Delia, what challenges do we need to overcome to raise the college completion rate among Hispanic Americans and reach our goal?"

Superintendent,

"How can we help our teachers better prepare students for the challenges of higher education?"

4:18pm

Guillermo Linares/Secretary Riley makes summary points from discussion on Goal 5 and turn program over to **THE PRESIDENT**.

4:20pm

THE PRESIDENT provides closing remarks and asks participants to move to the State Dinning room for a reception.

4:30pm

Program concludes.

Background on the June 15 White House Strategy Session on Educational Excellence for Hispanic Students

Improving educational opportunities and outcomes for all Americans has been a cornerstone of President Clinton's Administration. The Administration's initiatives have helped to provide students with the educational opportunities they need to reach high standards, enhance the quality of teaching, make college more affordable for all Americans, and offer lifetime education and training opportunities to those in need. Despite these gains, the reality remains that significant gaps exist in educational access and achievement between Hispanic students and their peers. The strategy session will highlight the importance of boosting Hispanic education achievement for our country's democracy and economic success.

In August 1999, the First Lady hosted the White House Convening on Latino Youth which sought to draw attention to the needs of the Latino community and emphasizing the importance of ensuring that every child meets his or her full potential. Over 200 community leaders, foundation and private sector representatives joined federal agency personnel to discuss pathways to achievement for Latino youth, including the networks of support that promote such achievement, and the risk factors that impede that progress.

As part of the Administration's continued commitment to educational excellence for all Americans, the President will host a White House Strategy Session on Educational Excellence for Hispanic Students on June 15, 2000. The session will address the growing concerns of many parents, teachers, researchers, and advocates across the country about the educational opportunities and achievement of Hispanic students. Unfortunately, today significant gaps remain in the achievement of Hispanic students compared to other students. These gaps manifest themselves in participation rates in pre-school and higher education, on academic assessment results, and through high school and college completion rates that are substantially lower than the national average.

To rally the nation to address these challenges, the President will announce five national goals focused on the following areas:

- Increasing Access to Quality Early Childhood Education
- Ensuring that Hispanic Students Achieve English Proficiency
- Eliminating the Achievement Gap
- Increasing the Rate of High School Completion
- Increasing the College Completion Rate

Participants in the June 15 meeting will attend breakout sessions and a roundtable discussion with the President focused on articulating and developing the critical strategies necessary to achieve the national goals. In developing this strategy session, the White House has worked with stakeholders from the policymaking, business, and nonprofit communities to help formulate the goals and structure of the session, as well as to secure concrete commitments for future investments to address the educational needs of Hispanic students. By bringing together representatives from the public, private, and non-profit sectors, we hope to stimulate discussion, action, and ongoing partnerships to involve all areas of American society in this effort.

National Goals for Educational Excellence for Hispanic Americans

- GOAL #1: Ensure that Hispanic American children have access to high quality early childhood education and development programs and enter school prepared to succeed by increasing the Hispanic participation rate to the national participation rate in high quality programs by 2010.
- GOAL #2: Respecting the importance of multilingualism, age-specific learning needs, different research-based instructional approaches, and the variety of developmental levels at which limited English proficient (LEP) children enter school, by 2010 all states and school districts will provide appropriate language instruction to ensure that all students graduate from high school having demonstrated proficiency in English.
- GOAL #3: Provide a high quality education with appropriate resources and support to ensure equal opportunity for all students in order to eliminate the achievement gap between Hispanic students and other students on appropriate state assessments and other indicators by 2010.
- GOAL #4: Increase the high school completion rate for Hispanic students to 90 percent by 2010.
- GOAL #5: Double the percentage of Hispanic Americans who earn Associate's and Bachelor's degrees by 2010.

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June 12, 2000

MEMORANDUM FOR THE PRESIDENT

From: Maria Echaveste
Bruce Reed

RE: White House Strategy Session on Educational Excellence for Hispanic Students

On Thursday, June 15, you will host the White House Strategy Session on Educational Excellence for Hispanic Students. The Strategy Session will serve as a follow-up to the First Lady's convening on Latino youth last summer. Prominent educators, researchers, national, state, and local elected officials, and leaders from the private sector and the philanthropic community will be in attendance.

The strategy session will focus attention on the educational situation for Hispanic Americans, highlight your work on behalf of Hispanic Americans including the efforts of the White House Initiative on Educational Excellence for Hispanic Americans, and establish goals to hold future administrations and state and local officials accountable for addressing these issues. It is important that the strategy session be viewed not as "constituency politics" in an election year, but rather as one that is focused on an open discussion of challenges and strategies for improving Hispanic education and one that realizes 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. The dominant message is that while gains have been made in Hispanic educational attainment and we are moving in the right direction, the nation must commit itself to accelerating the pace of progress and redouble its efforts to close the achievement gap and open opportunity for Hispanic students.

Toward this end, you will announce several deliverables at the conference, including five national goals for improving Hispanic education to be achieved by 2010 (attached for your review). Together with the goals, you will announce and release a Progress Report on Hispanic Education that will be the first installment of an annual measure of the nation's progress toward meeting the five goals. You will also release a report from your Council of Economic Advisors, "Educational Attainment and Success in the New Economy: An Analysis of Challenges for Hispanic Education." This report will cover the educational attainment of Hispanics, the importance of education to economic success, and focus on the need for greater representation of this fast-growing demographic group in the engine of the new economy: the information technology sector. In addition, you will announce the creation of the 2010 Alliance, a partnership of AT&T, Univision, General Motors, the Ford and Kellogg foundations, the National Council of La Raza, and the National Association of Latino Elected Officials among others, which will accept the challenge from the White House and coordinate efforts to keep the nation focused on achieving the national goals for Hispanic education over the next decade. Other public-

private partnerships and government initiatives to improve Hispanic educational achievement and opportunity will be highlighted as well.

The session will be a one-day conference held entirely within the White House complex. The morning will be devoted to an opening session and small discussion sessions. The opening will feature Secretary Riley, California Lt. Governor Cruz Bustamonte, and chair of the Congressional Hispanic Caucus, Rep. Roybal-Allard. Following the opening, participants will attend small discussion sessions focused on the major challenges and strategies for addressing five key issue areas: 1) early childhood education, 2) English language acquisition, 3) closing the achievement gap, 4) high school completion, and 5) college completion.

After lunch, you will lead an interactive "roundtable" discussion session in the East Room. Fifteen individuals representing the education, nonprofit, business, and policymaking communities will join you for that discussion. Among those joining you for the discussion will be Secretary Riley, Governor Glendening (MD), Senator Bingaman, Rep. Hinojosa, the chair of your commission on Hispanic Education, Guillermo Linares, and leaders from the education, business and Hispanic advocacy communities. The discussion will be attended by the strategy session's other 110 participants. At the conclusion of the session, there will be a small reception in the State Dining Room.