

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

Draft September 18, 2000

I. LETTER FROM POTUS

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

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

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

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

Sincerely

II. PREFACE

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

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

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services
LEP
students*

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

III. EXECUTIVE SUMMARY

improved LEP
instructional
services

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

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

expanded

THERE IS PROGRESS IN HISPANIC STUDENT ACHIEVEMENT

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

Hispanic students?

HOWEVER GAPS REMAIN FROM PRE-SCHOOL TO POST-SECONDARY

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

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

On average, Hispanic children are more than twice as likely as their White peers to come from families with an income below the poverty line and are less likely to have access to high-quality preschool opportunities than non-Hispanic children.

the negative? eliminate?

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

ACADEMIC ACHIEVEMENT GAPS LEAD TO ECONOMIC GAPS

The urgency of these troubling gaps between Hispanic youth and their peers in educational achievement demands concerted awareness and effort because the disparities signal not just diminished possibilities for individual Hispanics, but squandered potential for the economic strength of the nation as a whole.

At the Strategy Session, President Clinton released a report from his Council of Economic Advisors entitled *Educational Attainment and Success in the New Economy: An Analysis of Challenges for Improving Hispanic Students' Achievement*. This report rooted the discussion in the economic realities that underscore the importance of educational achievement.

[http://www.whitehouse.gov/media/pdf/Education_Final.pdf]

ONGOING EFFORTS TO ADDRESS THE ACHIEVEMENT GAP

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

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

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

CHALLENGING THE NATION TO REACH FIVE KEY GOALS

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

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

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

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

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

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

STRATEGIES FOR REACHING THE GOALS

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

Goal 1: Increase access to quality early childhood education.

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

ensure that LEP students receive appropriate language instructional services

Goal 2: Ensure that Hispanic students achieve English proficiency.

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

Goal 3: Eliminate the achievement gap on state assessments.

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

Goal 4: Increase the rate of high school completion.

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

Goal 5: Double the rate of college completion.

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

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

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

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

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

IV. BACKGROUND

The Importance of Focusing on Hispanic Student Achievement

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

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

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global economy*

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

Educational achievement gap hinders community the opportunity to participate fully in the growing world economy

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

The Current State of Hispanic Educational Achievement

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

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school

In school, Hispanic ~~students~~ continue to be plagued by low expectations and limited support for success. For example, Hispanic ~~students~~ tend to be concentrated in central cities and racially and ethnically isolated, high-poverty schools with larger classes and fewer qualified teachers. In addition, while more than 2 million Hispanic students have limited English proficiency, between 10 and 20 percent of limited English proficient students receive neither ESL nor bilingual education to help ensure students learn English while progressing in other academic subjects. → 3/5 to the.

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

Focus on completion

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

THE CLINTON-GORE COMMITMENT

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

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

response to leadership legislation sponsored by Senator Jeff Bingaman (D-NM), the Department of Education established the Hispanic Dropout Project, which charged an advisory team to identify barriers and propose recommendations to reduce the disproportionately high Hispanic dropout rate. The Project's final report, *No More Excuses*, was released in 1998 and buttressed the Commission's 1996 report, *Our Nation on the Fault Line*, in laying the groundwork for the historic Hispanic Education Action Plan (HEAP). Announced by Vice President Gore in February 1998, the HEAP identified key federal programs for improving Hispanic education, established performance indicators, and targeted the component programs for significant increases in the President's FY 1999 budget request. President Clinton and Vice President Gore successfully garnered increased support for these programs in both FY 1999 and FY 2000, and the greatest increase in HEAP funds has been requested for FY 2001.

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

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

Hispanic Education Action Plan (HEAP)

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

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

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

V. GOALS

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

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

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

Forward

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

The Importance of Early Childhood Education

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

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

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

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

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

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

THE CLINTON-GORE EXPANSION OF ACCESS TO EARLY CHILDHOOD SERVICES

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

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

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

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

STRATEGIES TO INCREASE ACCESS AND QUALITY

Expand Outreach Strategies and Encourage Parental Involvement.

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

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

Born to Read

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

✓ Increase access to quality early childhood education programs.

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

✓ • Encourage partnerships between states, local governments, and employers that support early childhood education opportunities.

✓ • Significantly increase state and federal investments in early childhood education, including Head Start and the Childcare and Development Block Grant.

✓ • Increase government and employer investments in and access to affordable early childhood programs and ensure that Hispanic families are aware of opportunities.

✓ • Target outreach to ensure that Hispanic families are aware of both Head Start and the federal childcare subsidies.

✓ • Expand the role of libraries in supporting early childhood development. Because public libraries are free, are situated in nearly every community, and have traditionally worked in partnership with other community agencies, they are uniquely suited to provide quality early childhood educational experiences to underserved populations.

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

✓ • Examine community needs and resources, including improving data collection and investing in research focused on serving Hispanic children and families.

✓ • Encourage greater collaboration across the early childhood community in working together to promote challenging performance standards for pre-K children.

✓ • Recruit and support early childhood educators who are bilingual and bicultural.

✓ • Provide educators with quality materials and curricula in both English and Spanish.

✓ • Invest in ongoing professional development for early childhood educators.

ROSSVILLE, GEORGIA

Head Start program

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

THE ROLE OF LANGUAGE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CLINTON-GORE: HELPING LIMITED ENGLISH PROFICIENT STUDENTS SUCCEED

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

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

STRATEGIES TO INCREASE ENGLISH LANGUAGE PROFICIENCY

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

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

Ensure Appropriate Resources and Services for LEP Students

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

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

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

Elizabeth Learning Center

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

Support Good Teaching

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

Foster the expectation that children entering our public schools at any age are capable of learning to high academic standards, and the understanding that it is the responsibility of educators and the community to ensure that students are provided the opportunity to do so.

Help teachers to better understand the differences between learning disabilities and difficulties understanding English to ensure that LEP students are not mis-identified as students with disabilities.

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• Work with schools of education to ensure all new teachers are trained in effective, research-based approaches to teach LEP students English, while also ensuring progress in other academic areas.

• Ensure that all teachers, especially those serving LEP students, have access to high-quality, ongoing, professional development to help them support English language acquisition that is aligned to challenging standards.

• Increase opportunities for teachers to observe and learn from each other, as well as to receive feedback to improve instruction and better serve LEP students.

• Encourage principals and other administrators to spend more time in the classroom, observing teachers' methods and students' difficulties to better plan, support and implement reform strategies.

• Pair bilingual and regular education teachers together to "team-teach" in classrooms with LEP students to provide opportunities for teachers to learn from each other while providing instruction that integrates language development and content learning.

• Increase federal, state and non-profit investment in the recruitment and training of teachers with bilingual ability.

• Encourage talented, Hispanic mid-career professionals to use alternative routes to certification to become teachers.

• Support career ladder programs that help recruit teachers from within the community, such as through training programs that help paraprofessionals become certified teachers.

Involve the Community

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

• Ensure that teachers have the time, skills, and motivation to interact effectively with parents and the community, such as through home-visit programs, community "back to school days," and more frequent parent-teacher meetings.

• Include teachers, parents, principals and students in the learning process by creating more opportunities for substantive interaction.

• Facilitate cooperation between parents and educators to promote good behavior and strong discipline.

• Increase the number of tutors and mentors for LEP students by recruiting Hispanics, including senior citizens and other adults who are proficient in English, to mentor and read to LEP children.

• Increase parents' access to high-quality adult ESL programs by encouraging businesses, community based organizations, schools and governments to offer more English as a Second Language (ESL) courses in the after-school and evening hours for students and their families.

engage
community
for success

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

Promote the Advantages of Bilingualism

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

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

Coral Way Elementary Bilingual Elementary School, Miami, FL

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

NEED ACHIEVEMENT DATA

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

BACKGROUND

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

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

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

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

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

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

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

CLINTON-GORE INITIATIVES TO IMPROVE ACHIEVEMENT

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

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

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

Just Us, Inc., New York, NY

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

STRATEGIES TO NARROW THE ACHIEVEMENT GAP

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

Pursuing a Rigorous Curriculum

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

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

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

Allocate resources effectively to address the learning needs of Hispanic students

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

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

Ensuring Quality Teaching

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

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

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

The House Next Door - Alpha Program

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

Involve Parents and the Community

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

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

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

BACKGROUND

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

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

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

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

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

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

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

CLINTON-GORE EFFORTS TO INCREASE HIGH SCHOOL COMPLETION

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

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

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

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

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

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

STRATEGIES TO INCREASE HIGH SCHOOL COMPLETION

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

Building Partnerships and Community Support/Increasing Parental Involvement

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

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

Reforming the American High School

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

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

Improving Teacher Quality

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

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

States Making Progress to Increase High School Completion

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

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

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

appropriate example?

Supporting Research to Improve Teaching and Learning

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

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

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

Intermediate District 287 Area Learning Center

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

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

BACKGROUND

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

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

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

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

CLINTON-GORE COMMITMENT TO HIGHER EDUCATION

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

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

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

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

42.5 million

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

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

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

Homestead Gear Up Program, Homestead, FL.

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

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

STRATEGIES TO INCREASE POSTSECONDARY DEGREE ATTAINMENT

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

Preparing for college

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

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

Ensuring college retention.

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

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

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

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

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

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

Providing student financial aid.

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

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

VII. RESOURCES

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

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

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

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

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

Helping Hispanic Students Reach High Academic Standards: An Idea Book

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

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

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

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

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

Figure This! (Available in Spanish)

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

Helping Your Child Learn Math (available in Spanish)

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

Charting a Course for College (available in Spanish)

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

Think College? Me? Now?

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

Getting Ready for College Early (available in Spanish)

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

Funding Your Education (available in Spanish)

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

Questions Parents Ask About Schools (available in Spanish)

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

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

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

Helping Your Child with Homework (available in Spanish)

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

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

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

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

Latinos in Education

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

What Works for Latino Youth

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

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

VIII. NEXT STEPS

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

Oversight: The 2010 Alliance

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

IX. APPENDICES

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

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

Draft September 14, 2000, 2000

I. LETTER FROM POTUS

I was proud to host the White House Strategy Session on Improving Hispanic Student Achievement. I am glad to report that the Strategy Session was a resounding success -- in no small measure because of the energy and genuine commitment brought to the table by the participants as well as the many individuals and organizations that helped prepare for the Strategy Session. *repetitive*

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

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

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

Sincerely

II. PREFACE

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

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

This report is intended to outline the challenges the nation faces in increasing Hispanic student achievement and share the many recommendations made by Strategy Session participants as a means of galvanizing action to decrease the achievement gap by stakeholders at all levels and in all sectors. While this report is intended to present the goals set by this Administration for increasing Hispanic student achievement, it is not meant to represent the Administration's policy positions, or priorities, or to offer a comprehensive strategy for improving the educational attainment of Hispanic Americans.

Organized around the five goals, this Report is an attempt to capture the results of both the process leading up to, as well as the events that transpired at, the Strategy Session. As a vehicle designed to share the thinking and discussions of many advocates, experts and practitioners, this Report includes numerous suggestions, comments and ideas from various participants in this comprehensive process. Ideally it will serve as a road map for policy makers and educators who are interested in identifying and taking steps to close the educational achievement gap between Hispanic students and their peers.

III. EXECUTIVE SUMMARY

The June 15th, 2000 White House Strategy Session on Improving Hispanic Student Achievement announced 5 goals to increase the educational attainment of Hispanics that address early childhood education access, language, closing the achievement gap, increasing high school and postsecondary completion and provided a forum for an exchange of ideas between educators, federal and state policymakers, community leaders, and other interested representatives from the public, private and non-profit sectors. Contributors to the strategy session convened to act in partnership on their common concern for the narrowing yet persistent gaps in educational achievement of the nation's fastest-growing population group. The Strategy Session built upon the Clinton-Gore Administration's longtime commitment to ending the era of low expectations and achievement gaps faced by Hispanic students.

In 1994, President Clinton signed an Executive Order establishing the Presidential Advisory Commission on Educational Excellence for Hispanic Americans, and in response to legislation sponsored by Senator Jeff Bingaman (D-NM), the Department of Education formed the Hispanic Drop-out Project which released "No More Excuses," in 1998. The report served as a foundation for the Hispanic Education Action Plan (HEAP), The Commission's first report "Our Nation on the Fault Line: Hispanic American Education proposed recommendations which served as the foundation for the historic Hispanic Education Action Plan through which targeted funds for Hispanic educational initiatives have been shored. In addition, in the fall of 1999, the First Lady hosted a White House Convening on Hispanic Children and Youth, engaging over 200 community leaders and foundation and private sector representatives, which emphasized the importance of ensuring that every child meets his or her full potential.

THERE IS PROGRESS IN HISPANIC STUDENT ACHIEVEMENT

Over the past eight years, achievement gaps between Hispanic students and their peers have narrowed as Hispanic students have made gains in reading and math scores on the National Assessment of Educational Progress, as well as in greater completion of high school core curriculum and Advanced Placement courses. With Hispanics projected to make up 25 percent of the K-12 population by 2025, the need to accelerate these gains is urgent since there is a growing population of Hispanics and resources are already finding many schools and districts unprepared.

HOWEVER GAPS REMAIN FROM PRE-SCHOOL TO POST-SECONDARY

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

are more than twice as likely as their White peers to come from families with an income below the poverty line and are less likely to have access to high-quality preschool opportunities than non-Hispanic children.

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

ACADEMIC ACHIEVEMENT GAPS LEAD TO ECONOMIC GAPS

The urgency of these troubling gaps between Hispanic youth and their peers in educational achievement demands ~~this type of~~ concerted effort because the disparities signal not just diminished possibilities for individual Hispanics, but a squandered potential for the economic strength of the nation as a whole. A recent report from the Council of Economic Advisors entitled *Educational Attainment and Success in the New Economy: An Analysis of Challenges for Improving Hispanic Students' Achievement* rooted the discussion in the economic realities that underscore the importance of educational achievement.

redundant

3 much to go because specific reference

ONGOING EFFORTS TO ADDRESS THE ACHIEVEMENT GAP

Beyond convening and encouraging state, local, private sector and non-profit partners to take action, the Clinton-Gore Administration has made strong and growing financial commitments to programs that help to improve the educational outcomes of Hispanic and limited English proficient students. In 1998, the President and Vice President introduced the Hispanic Education Action Plan (HEAP), which increased funding for several programs essential to raising Hispanic student achievement, and each subsequent year the Administration has secured increased funding for HEAP.

Beyond emphasizing the importance of funding key education programs, HEAP has also focused attention on the value of a coherent Action Plan for improving the educational outcomes of our nation's Hispanic students. The Department of Education's HEAP strategies and implementation plan lays out specific objectives and performance indicators related to the educational access and educational achievement of Hispanic students, and includes strategies and specific actions. For example, as part of the Improving America's Schools conferences in the Fall of 1999, the Department of Education held a number of regional workshops facilitated by literacy and linguistics

experts on the teaching of reading to LEP students, and the Department is currently developing training materials and videos based on these sessions. An example of a program-level change is the Department's enforcement of Title I provisions requiring States to hold schools and local school districts accountable for the academic performance of Hispanic and LEP students, through guidance which reminds States they must have assessment systems in place by the 2000-01 school year that include Hispanic students and that report disaggregated data showing the performance of Hispanic and LEP students, and by launching a program of compliance monitoring and technical assistance to help ensure that States meet these requirements.

run on sentence

why completed?
~~The Clinton-Gore agenda includes vigorous civil rights enforcement to ensure educational opportunities for Hispanics.~~ The Clinton-Gore Administration's agenda of high standards for all students, investment in what works to improve student achievement and accountability for results are helping to ensure that all children succeed. Furthermore, initiatives such as the America Reads challenge, class size reduction in the early grades, and the E-rate; increased funding for Head Start, Early Head Start and Even Start; and more after school and summer school programs are just a few of the Clinton-Gore priorities that are having a positive impact on Hispanic student achievement. Finally, the Administration's major investment in opening the doors of college to all Americans through the Hope Scholarships and Lifetime Learning tax credits, significant increases in Pell Grants, more work study opportunities and more affordable student loans are helping to increase the number of Hispanic students benefiting from higher education.

better opening sentence

CHALLENGING THE NATION TO REACH FIVE KEY GOALS

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

- The Clinton-Gore Administration has expanded access of Hispanic children to Head Start by approximately 60,000. Today, the program reaches approximately 230,000 Hispanic children. This Administration has doubled state funding that provides low-income families with childcare subsidies. This Administration had increased investments in the Even Start Family Literacy program, which serves educationally and economically disadvantaged families with children from birth through age seven by combining English language instruction, early childhood education into a family literacy.

Why are accomplishments listed before goals?

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

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

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

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

Goal 5: Double the percentage of Hispanic Americans who earn associate's and bachelor's degrees by 2010. *wow!*

STRATEGIES FOR REACHING THE GOALS

The different backgrounds of the Strategy Session participants generated a valuable mixture of perspectives and ideas on how to address each of the five goals announced by President Clinton. Following each of the goals below are some of the strategies suggested over the course of the development and planning process as well as by participants the Strategy Session. Not surprisingly, almost all of the goals resulted in key strategies that are good for students like increased outreach to Hispanic communities and community support, the need for more funding, higher quality programs and accountability. *the*

Goal 1: Increase access to quality early childhood education. *space*

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

Goal 2: Ensure that Hispanic students achieve English language proficiency.

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

curriculum
what?

be more specific

teacher needs

Goal 3: Eliminate the achievement gap on state assessments.

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

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be more specific here

Goal 4: Increase the rate of high school completion.

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

and
discriminate

Goal 5: Double the rate of college completion.

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

NEXT STEPS: COMMITMENTS TO SUPPORT HISPANIC ACHIEVEMENT

Numerous federal agencies, nonprofits, and corporations have come forward to commit to bolstering these national goals with new and expanded initiatives. These commitments include but are not limited to:

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

IV. BACKGROUND

The Importance of Focusing on Hispanic Student Achievement

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

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

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

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

The Current State of Hispanic Educational Achievement

Beginning from early childhood, Hispanic children are significantly more likely to be at risk of educational failure than their non-Hispanic peers. Thirty-nine percent of Hispanic children live in families with an income below the poverty

line, a rate more than twice as high as that of White children. Despite increased access to Head Start programs, on average Hispanic children begin elementary school with less preschool experience than either Black or White children.

In school, Hispanics continue to be plagued by low expectations and limited support for success. For example, Hispanic students tend to be concentrated in central cities and racially and ethnically isolated, high-poverty schools with larger classes and fewer qualified teachers. In addition, while more than 2 million Hispanic students have limited English proficiency, between 10 and 20 percent of limited English proficient students receive neither ESL nor bilingual education to help ensure students learn English while progressing in other academic subjects. Academic achievement gaps between Hispanic and White students appear at all grade levels and across most academic subjects. Therefore, the high school completion rate for Latinos has not changed substantially in the past several years; ~~it remains unacceptably low~~. In 1998, high school completion rates for White and Black students were 90 percent and 81 percent, respectively. However, the high school completion rate for Hispanic students was only 63 percent. Over 80 percent of Hispanics are not introduced to college "gateway" classes such as algebra and geometry by the eighth grade. In addition, Hispanic enrollment and completion in college lags behind most other groups.

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

(CLINTON-GORE COMMITMENT)

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

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

response to leadership legislation sponsored by Senator Jeff Bingaman (D-NM), the Department of Education established the Hispanic Drop-out Project, which charged an advisory team to identify barriers and propose recommendations to reduce the disproportionately high Hispanic drop-out rate. The Project's final report, "No More Excuses," was released in 1998 and served as a foundation for the historic Hispanic Education Action Plan (HEAP). Announced by Vice President Gore in February 1998, the HEAP identified key federal programs for improving Hispanic education, and targeted them for significant increases in the President's FY 1999 budget request. President Clinton and Vice President Gore successfully garnered increased support for these programs in both FY 1999 and FY 2000; and additional HEAP funds have been requested for FY 2001.

□ In the fall of 1999, the First Lady hosted a White House Convening on Hispanic Children and Youth. This forum of over 200 community leaders, and foundation and private sector representatives emphasized the importance of ensuring that every

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Hispanic Education Action Plan (HEAP)

In 1999 the Clinton-Gore Administration recognized the importance of focused attention on the educational needs of Hispanic students by initiating the comprehensive Hispanic Education Action Plan, which encompasses several programs key to closing the achievement gap between Hispanic students and their peers. In his FY 2001 budget proposal, the President has again sought increases in these programmatic funds as follows:

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

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

Continuing its commitment to Hispanic educational excellence, in the spring of 2000, the White House undertook development of a series of national goals to focus ~~national~~ attention on the importance of improving Hispanic student achievement. With support and guidance from members of the President's Advisory Commission on Educational Excellence for Hispanic Americans, members of the Congressional Hispanic Caucus, Latino community-based organizations, corporate and foundation representatives, and educators from throughout the nation, five national goals were developed to help close the educational achievement gaps for Hispanic students within the next 10 years. The national goals served as a foundation for the June 15th White House Strategy Session on Improving Hispanic Student Achievement, and will continue to help guide our nation as we strive to ensure educational excellence and equity for all students.

same paragraph
on page 5

Are
Latino & Hispanic
used interchangeably?

V. GOALS

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

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

This section provides background on the goal areas, current data on the issues, and a series of strategies articulated in meetings prior to and during the Strategy Session. The strategies represent some of the many routes to getting there, and

in most cases, provide only the ideas to get started. The strategies were offered by practitioners, advocates and policymakers. While they do not represent official positions of the White House on education, they do reflect some of the best thinking on this topic from across the country.

3 reward!

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

The Importance of Early Childhood Education/Context Importance

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

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

incomplete sentence

To be successful, efforts to improve Hispanic education must reach Latino children in the early years, and must reach them where they are -- i.e. through family-based child care rather than waiting until more Latino children are enrolled in center-based care. Similarly, parents need help becoming partners in learning through family literacy programs. Providing access to high quality early childhood programs is also made difficult by the fact that a higher proportion of Latinos are often working untraditional work schedules and earning lower median family incomes. Because Hispanic parents often work different hours, tend to

misses program

care for their children at home, and often have different cultural values tied to their relationships with schools and outside organizations, reaching out to parents requires a variety of strategies.

re sentence?

Building the foundation for literacy is an important component of early childhood education. Reading and telling stories to young children promotes language acquisition, correlates with later literacy development, and overall school success. The Forum on Child and Family Statistics reports that White non-Hispanic children are more likely to be read to aloud every day (61 percent) as compared with Black children (41 percent) or Hispanic children (33 percent). Unfortunately, current literacy campaigns often rely on outreach strategies that are better suited to other ethnic or socio-economic groups and may not reach Hispanics.

missing

more specifics?

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

haven't we done that already?

(CLINTON-GORE COMMITMENT)

The Clinton-Gore Administration has worked hard to include more Hispanic children in Head Start. Consequently, enrollment has increased by nearly 60,000 during this Administration, with the program now reaching approximately 230,000 Hispanic children. Despite these increases, Hispanic children remain under-represented, comprising less than 25 percent of Head Start enrollment compared to nearly 30 percent of all low-income preschool children in the Nation.

The Administration has proposed increasing Head Start funding by \$1 billion in FY 2001 in order to serve 950,000 children overall and continue the Administration's outreach efforts to Hispanic families.

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

Improving access to family literacy has also been key to the Clinton-Gore Administration's efforts to improve education for Hispanics and help more children start school ready to learn. The Administration has continued to

increase investments in the Even Start Family Literacy program, a program designed to break the cycle of poverty and illiteracy for the nation's low-income families. Even Start serves educationally and economically disadvantaged families with children from birth through age seven. The program combines adult education or English language instruction, early childhood education, and parenting education into a unified family literacy program. Nearly 39 percent of the families enrolled in this successful program are Hispanic. Data from the national evaluation of Even Start show that Hispanic families participate in more program services and stay longer in Even Start, and hence are more likely to make greater gains than non-Hispanic families.

(STRATEGIES)

Expanding Outreach Strategies and Encouraging Parental Involvement.

Parents are a child's first teachers and must be provided with tools to help their child develop important language and literacy skills. *Lad-in service?*

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

Increasing access to quality early childhood education programs.

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

- Encourage partnerships between states, local governments, and employers that support early childhood education opportunities.
- Significantly increase state and federal investments in early childhood education, including Head Start and the Childcare and Development Block Grant.*S*
- Increase government and employer investments in and access to affordable early childhood programs and ensure that Hispanic families are aware of opportunities.

Childhood 25mct

- Target outreach to ensure that Hispanic families are aware of both Head Start and the federal childcare subsidies.
- Expand the role of libraries in supporting early childhood development. Because public libraries are free, are situated in nearly every community, and have traditionally worked in partnership with other community agencies, they are uniquely suited to provide quality early childhood educational experiences to underserved populations.

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

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

Born to Read, a program developed by the Association for Library Service to Children, a division of the American Library Association, has grown to over 500 sites nationally. Working in partnership with other child serving agencies, library sponsored Born to Read programs prepare expectant and new parents to be their child's first teacher, by providing them with necessary skills and materials, and by teaching them the importance of reading aloud to and sharing language and literacy with their children. For example, in the early literacy section, n

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

(CONTEXT/IMPORTANCE)

The effects of an education that fails to teach students English quickly and well are clear. Nationally, 40 percent of students who have difficulty speaking English

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never complete high school. [NOTE: Need college completion data here] A 1998 study of Hispanics in Florida found "a positive correlation between English proficiency and socioeconomic status and suggested that the ability to speak English provides an advantage in the labor force that translates into higher incomes, lower poverty rates, higher educational achievement levels, and employment in higher-paying occupations." Census Bureau data also indicates that individuals working full-time and who speak English "very well" or "well" in addition to another language earn as much as 50 percent more than individuals working full-time who speak English "not well" or "not at all".

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

↑ This is the right place for this quote?

(DATA/RESEARCH) I SUGGEST EITHER ROLLING THIS INTO PREVIOUS OR DON'T CAPITALIZE SO IT

Although most immigrants arrive with limited English proficiency, they often overcome language, cultural and economic barriers to succeed, prosper and contribute. Closing the achievement gap between Hispanic students and their non-Hispanic peers requires a serious commitment to ensure that all children become proficient in English, while also reaching high standards in all core academic subjects. Nationwide, there are more than 3.4 million—and perhaps as many as 7 million—limited English proficient students, and the number of LEP students has nearly doubled in less than a decade. LEP students comprise between seven and fifteen percent of all students and about one in four public school students in California and New Mexico, and about one in eight students in Texas, Arizona and Florida. Although about 1.3 million students are in state and local bilingual programs, too many identified LEP students are not served through any special program. Over 75 percent of all limited English proficient students attend high poverty schools. Hispanic students are by far the largest population of LEP students nationwide; students with Spanish language background make up more than 72 percent of all LEP students. (Vietnamese students represent 3.9 percent, Hmong 1.8 percent, Cantonese 1.7 percent, and Cambodian 1.6 percent).

to what?

or? LEP

A landmark Supreme Court ruling in the 1974 Lau v. Nichols case further strengthened the standard of education for non-English speakers by requiring districts to take "affirmative steps" to overcome educational barriers faced by non-English speaking students to equalize opportunities.

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

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

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

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

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

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

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

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

Helping LEP Students Succeed

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

haven't we already defined these programs?

Clinton-Gore

President Clinton and Vice President Gore have consistently supported increases in funding for bilingual education programs, teacher recruitment and teacher quality initiatives, smaller classes in the early grades to help kids learn to read, after-school and summer school programs and other investments that support LEP children's learning. New provisions in the 1994 Elementary and Secondary Education Act reauthorization as well as recent budget increases make clear state and local obligations to serve LEP students, reinforce professional development programs, increase attention to the value of the native language, support foreign language instruction, improve research and evaluation at state and local levels, and increase support for immigrant education, and allow participation of some private school students. Recognizing that our nation can only grow stronger if all our children grow up learning two languages, additional Title VII bilingual education funds have been requested for help prepare educators to teach limited English proficient students, and Secretary of Education Richard Riley is championing a movement to ensure every child learns English plus another language by dedicating increased resources to dual language/two-way immersion programs.

→ mention home-run teacher to coordinate with budget groups?

Strategies

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

did they push for it?

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

Ensuring Appropriate Resources and Services for LEP Students

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

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

[NOTE: Hold for a 21st CCLC example of ESL instruction in an after school or summer school program.]

Supporting Good Teaching

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

- Foster the expectation that children entering our public schools at any age are capable of learning to high academic standards, and the understanding that it is the responsibility of educators and the community to ensure that students are provided the opportunity to do so.

- Help teachers to better understand the differences between learning disabilities and difficulties understanding English to ensure that LEP students are not mis-identified as students with disabilities.
- Work with schools of education to ensure all new teachers are trained in effective, research-based approaches to teach LEP students English, while also ensuring progress in other academic areas.
- Ensure that all teachers, especially those serving LEP students, have access to high-quality, ongoing, professional development to help them support English language acquisition that is aligned to challenging standards.
- Increase opportunities for teachers to observe and learn from each other, as well as to receive feedback to improve instruction and better serve LEP students.
- Encourage principals and other administrators to spend more time in the classroom, observing teachers' methods and students' difficulties to better plan, support and implement reform strategies.
- Pair bilingual and regular teachers together to "team-teach" in classrooms with LEP students to provide opportunities for teachers to learn from each other while providing instruction that integrates language development and content learning.
- Increase federal, state and non-profit investment in the recruitment and training of teachers with bilingual ability.
- Encourage talented, Hispanic mid-career professionals to use alternative routes to certification to become teachers.
- Support career ladder programs that help recruit teachers from within the community, such as through training programs that help paraprofessionals become certified teachers.

Involving the Community

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

- Ensure that teachers have the time, skills, and motivation to interact effectively with parents and the community, such as through home-visit programs, community "back to school days," and more frequent parent-teacher meetings.
- Include teachers, parents, principals and students in the learning process by creating more opportunities for substantive interaction.
- Facilitate cooperation between parents and educators to promote good behavior and strong discipline.
- Increase the number of tutors and mentors for LEP students by recruiting Hispanics, including senior citizens and other adults who are proficient in English, to mentor and read to LEP children.

Professional Development

- Increase parents' access to high-quality adult ESL programs by encouraging businesses, community based organizations, schools and governments to offer more English as a Second Language (ESL) courses in the after-school and evening hours for students and their families.
- Tap into the corporate need for bilingual employees by encouraging the private sector to support English language tutoring for children and adults and adapt successful corporate training strategies to help students become proficient in English.
- Foster cohesion and collaboration among advocates for LEP children.
- Facilitate collaboration between public and private schools to work together to address this issue.

Promoting the Advantages of Bilingualism

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

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

Where is it located?

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

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□

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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.

(CONTEXT/IMPORTANCE)

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

Unfortunately, the gap between Hispanic students and their peers remains sizable. For example, just 39 percent of Hispanic eighth graders score at or above the basic level of the NAEP math test compared to 62 percent of all eighth graders. In 1996, the average scores on the reading, math and science NAEP exams for Hispanic 17 year-olds were well below those of their White peers. 1998, the dropout rate for students ages 16 to 24 was 12 percent, about the same as the 1997. The dropout rate for white students is lower than the rates for Hispanic and black students. For example, in 1998, the dropout rate for white, non-Hispanic students was 8 percent, 14 percent for black students and 30 percent for Hispanic students.

However, there is encouraging progress that supports the value of targeted attention to Hispanic students. Hispanic students have been making gains at a greater rate than students as a whole since 1992. On the eighth grade NAEP math test, for example, the percentage gain for Hispanic students was more than double the average gain for all students. *2.6*

Closing the achievement gap begins with a focus on improving access to and quality of early childhood education and opportunity since it sets the tone for later successes, but it is only one of many improvements that need to be made. Action is necessary on a number of fronts. Also, critical to the effort are high

Yes with all goals

quality teachers, access to technology, and effective parental and community involvement.

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

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

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

(CLINTON/GORE COMMITMENT)

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

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

(STRATEGIES)

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

Pursuing a Rigorous Curriculum

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

- Ensure states are fully in compliance with Title I and other ESEA provisions.
- Ensure schools are offering curricula aligned with state standards.
- Encourage school districts to work collaboratively with teachers to implement standards-based reform.
- Ensure states are using sound testing practices by encouraging the use of multiple measures in assessing students; developing appropriate assessments and accommodations for assessment; ensuring LEP students are effectively included in state assessments; disseminating and promoting guidance on appropriate testing and valid measures; and using disaggregated testing data and other strategies to help educators use assessment results to inform practices and allocate resources.

- meet* *reward*
- Ensure that all children are taught to a rigorous curriculum that prepares them to achieve to high academic standards.
 - Incorporate Latino culture into classroom learning to expand student learning and promote improved self-esteem among students. *cultural awareness*
 - Prepare students to take the necessary coursework that is required for entry to most colleges and universities—including algebra, geometry, and advanced placement courses.
 - Eliminate the use of “tracking” and ensure all students have access to a challenging curriculum.

Allocate resources effectively to address the learning needs of Hispanic students
 Equitable resource allocation is a critical component to ensuring that Hispanic students are offered the supports they need to succeed.

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

Ensuring Quality Teaching

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

- Train more teachers --including bilingual educators-- to meet the needs of linguistically and culturally diverse students.
- Reduce the disproportionate number of unqualified teachers who are serving students who most need expert support.
- Focus on recruiting and retaining qualified teachers. If schools are serious about high standards for Hispanic students, then they must also insist on high standards for those that provide them instruction.
- Provide greater support and mentoring to teachers in their early years, when too many end up leaving the profession, as well as throughout their careers through ongoing professional development and learning opportunities.
- Raise standards for all teachers by rigorously testing all new teachers (including testing middle and high school teachers in the subject they will teach, and elementary school teachers in their knowledge of teaching reading), ensuring all teachers are qualified according to state standards and have a major or minor or demonstrated knowledge in the subject they teach, and offering mentoring and other support to new teachers.

already mentioned

- of obvious!
- Inform educators on the importance of expectations in children's success.
 - Encourage Hispanic mid-career professionals to use alternative routes to certification to become teachers.

Involving Parents and the Community

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

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

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

(CONTEXT/IMPORTANCE)

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

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

visual
chart
would
be more
effective
here

High School Completion Rates Have Not Kept Pace with Increasing Importance of Education

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

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

*stat for
Blacks 1970?*

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

The dropout rate paints an equally disparate picture. The rate of 16-24 year-olds who were not in school and have not earned a high school credential during the 1997-98 school year, was 7.7% for non-Hispanic Whites and 13.8% for non-Hispanic Blacks. The rate for Hispanic students increases to 29.5%.

Many experts correctly point out that the Hispanic dropout rate is a complex story. While first generation Latino youth aged 16 through 24 with both parents also born in the U.S. have a dropout rate of 15 percent; Hispanic youth born outside the United States have a 39 percent dropout rate. However, the fact remains that the lowest dropout rate for Hispanic youth (that of U.S. born with U.S. born parents) is still twice that of their non-Hispanic White peers and greater still than the rate for non-Hispanic Blacks.

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

(CLINTON-GORE COMMITMENT

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

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

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

Specific to the dropout prevention effort, in 1995, the Department of Education established the Hispanic Dropout Project, which charged an advisory team to identify barriers and propose recommendations to reduce the disproportionately high Hispanic dropout rate. The Project's final report, "No More Excuses," was released in 1998. The Department also provides grants to school districts and community organizations across the country through the School Dropout Demonstration Assistance Program. The program funds projects that provide extra support to students and that create smaller and more personal environments for students at risk of dropping out.

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

Strategies

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

Building Partnerships and Community Support/Increasing Parental Involvement

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

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

Reforming the American High School

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

- Ensure all students have access to challenging coursework, including Advanced Placement courses and honors courses.
- Develop programs tailored to students who enter U.S. high schools with limited English proficiency.

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

Improving Teacher Quality

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

- Work with schools and districts to develop and implement teacher professional development strategy sessions to enhance teachers' understanding of inclusion and achievement for Hispanic students, particularly strategies for promoting both cultural understanding and high expectations for all students.
- Create incentives for high-quality teachers to serve in high-need and predominantly Hispanic-serving schools and districts.

- Increase the pay for teachers who participate in bilingual staff development, are fluent in Spanish, and teach in districts with those needs.

Supporting Research to Improve Teaching and Learning

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

- Fund more research and data collection on effective practices ^{to ensure} for ensuring Hispanic students complete high school.
- Disseminate effective, research-based practices for educating limited English proficient (LEP) students to achieve academic excellence.
- Conduct research on effective use of Title I resources in high schools.
- Assess the role of high stakes testing and its impact on high school dropout and completion rates.
- Create websites that provide a method of sharing instructional strategies.

Iowa, Georgia and New York: Making Progress to Increase High School Completion

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

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

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

The following are among the most recent winners of the National Dropout Prevention Network's Crystal Star Awards of Excellence in Dropout Recovery, Intervention, and Prevention.

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

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

Goal 5: Double the percentage of Hispanic Americans who earn associate's and bachelor's degrees by 2010.

(CONTEXT/IMPORTANCE)

Today, a college education is more important than ever before. In 1998, young men who completed at least a bachelor's degree earned 150 percent the salary

of their peers with no more than a high school diploma—and young women earned twice as much if they had graduated from college. For example, a college graduate earns \$600,000 more over a lifetime, on average, than a high school graduate. An associate's degree is worth \$240,000 over a lifetime. *compared to?*

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

bullet these stats? Condition of Education 1999, p. 236, based on NPSAS *inter?*

- Hispanic students comprise over 11 percent of community college students, but only about 6 percent of students at four-year schools.

Condition of Education 2000, p. 128, based on IPEDS data

Hispanics (age 18-24) are less likely to be enrolled in institutions of higher education than other students, 20 percent of Hispanics compared to 37 percent over all. The percentage of 25- to 29-year-olds with a bachelor's or higher degree rose from 27 percent in 1990 to over 32 percent in 1999. However, Hispanics have not shown consistently strong gains over this period. Their rates of degree attainment continue to hover at roughly half the rates for Whites. While the national percentage of individuals ages 25 and older who hold a bachelor's degree or higher is 27 percent, only 11 percent of Hispanics have earned undergraduate degrees. Similarly, only 5 percent of Hispanics ages 25 and older hold an occupational or academic associate's degree, compared to 7 percent nationally.

Because of educational disparities, Hispanics do not have access to the same economic opportunities as other Americans. While the gaps in college going *enrollment?* have narrowed somewhat since the mid-1980s and, for the first time, a majority of young Blacks are enrolling in higher education, lower-income students continue to go straight on to college at significantly lower rates than higher-income students, and Blacks and Hispanics go straight to college at lower rates than Whites. *confusing*

Median hourly earnings are 21 percent lower for Hispanics than for non-Hispanic Whites. According to the President's Council of Economic Advisers, relatively low levels of Hispanic earnings are explained in large measure by lower levels of educational attainment. After accounting for differences in age and gender and in education, U.S.-born Hispanics were found to earn 6 percent less than non-Hispanic Whites (with the remaining "unexplained" gap due to other unobserved differences, such as quality of education, geographic variation, and discriminatory employment practices).

If today's economy is to reach its full potential, so must Hispanic Americans. Therefore, as the demographics of high school and college students change, our system of higher education must adapt to serve the emerging marketplace and the increasing numbers of Hispanics.

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

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

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

Hispanic-Americans' enrollment in postsecondary education increased close to 50 percent in only six years -- from approximately 782,000 in 1990 to approximately 1.3 million in 1996. Today, there are nearly 14.5 million students in

postsecondary education, of which over 9 percent are Hispanic. Of these, over 40 percent are in Hispanic-Serving Institutions (HSIs). These campuses have become a primary path for Hispanics to succeed in higher education.

There are 195 institutions of higher education defined as HSIs using the criteria designated by the White House Initiative. Hispanic-Serving Institutions (HSIs) are accredited and degree-granting public or private nonprofit institutions of higher education with at least 25 percent or more total undergraduate Hispanic full-time equivalent student enrollment. In many ways, HSIs represent the promise of the nation's emerging Hispanic population in the new millennium. Total investment in HIS has gone from \$12 million in 1995 to \$44 million in 2000.

With support of the Clinton Administration, college opportunity is expanding. Federal student financial aid has doubled from \$23 billion in 1993 to \$60 billion in 2000, including the Hope Scholarship and Lifetime Learning tax credits. The new Hope Scholarship tax credit provides up to \$1,500 in tax relief for the first two years of college, saving 2.6 million families \$2.6 billion in 1998. The Lifetime Learning credit—which provides up to \$1,000 for juniors and seniors, graduate students, and adults seeking job training—gave 2.3 million families \$800 million in tax relief in 1998. Over 3.8 million needy students receive up to \$3,300 in Pell Grant scholarships, a \$1,000 larger maximum grant than in 1993. Since 1994, over 150,000 AmeriCorps members have earned nearly \$400 million for college while serving their communities. This Administration has also made student loans more affordable by introducing lower fees and interest rates that have saved the average borrower over \$500; *more flexible* repayment terms, including the option to repay as a share of income; and a restored tax deduction for student loan interest. The new Direct Student Loan program—established in 1994—bypasses federally guaranteed lenders to deliver loans to students more quickly, simply, and cheaply. Together, students and taxpayers have already saved \$15 billion through student loan reforms.

(STRATEGIES)

Increases in Hispanic college completion will not come without a variety of efforts, from improving access to quality early childhood programs, to support for learning English, narrowing the achievement gap, and reducing the high school dropout rate. However, taking these on is not easy, and they are only among the first steps necessary to ensure that more Hispanics garner the benefits of higher education.

Preparing for college

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

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

Ensuring college retention.

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

- Provide supports to ensure that students continue to enroll in at least one course per semester. Research indicates that, contrary to popular belief, “stop-outs” pose a considerable threat to college completion; keeping student engaged, even when they can not continue full-time, can be an important strategy.
- Extend programs like GEAR UP
- Find new ways to validate student success. [NOTE: Need to clarify.]
- Increase associate degree enrollment, attainment and coordination with bachelor’s

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

- Expand scholarship and grant opportunities for low-income students and Latinos through public, private and non-profit sources. Research indicates that each \$1,000 increase in annual tuition costs is associated with a five-percentage point decrease in postsecondary entry.
- Inform students early of the obstacles that residency status may pose in enrolling in college and receiving aid, and develop ways to help students in

these situations. Increase advanced degree attainment, including professional degrees and PhDs to increase supply of Hispanic role models and college professors.

VII. RESOURCES

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

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

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

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

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

Helping Hispanic Students Reach High Academic Standards: An Idea Book

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

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

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

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

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

Figure This! (Available in Spanish)

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

Helping Your Child Learn Math (available in Spanish)

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

Charting a Course for College (available in Spanish)

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

Think College? Me? Now?

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

Getting Ready for College Early (available in Spanish)

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

Funding Your Education (available in Spanish)

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

Questions Parents Ask About Schools (available in Spanish)

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

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

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

Helping Your Child with Homework (available in Spanish)

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

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

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

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

Latinos in Education

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

What Works for Latino Youth

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

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

VIII. NEXT STEPS

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

Oversight: The 2010 Alliance

In response to the President's call to action to improve education for Hispanic students, non-profit and corporate partners formed the 2010 Alliance. This purpose of this alliance is to monitor the nation's progress towards fulfillment of the five national goals announced by the President at the strategy session. The 2010 Alliance is a newly formed collaborative partnership composed of several non-profit and philanthropic organizations. Spearheading this effort are the National Council for Community and Education Partnerships (NCCEP), the National Association for Bilingual Education (NABE), the National Council of La

Raza (NCLR), and the National Association for Latino Elected Officials (NALEO). In addition, other participant members include the Ford, Irvine, Kellogg, and Hazen foundations, as well as AT&T, Univision, State Farm Insurance, and the General Motors Corporation. Over the next decade, the 2010 Alliance will focus its efforts on reducing and/or eliminating the Hispanic educational achievement gap. The White House and the Department of Education look forward to supporting the 2010 Alliance's efforts toward this end. In October 2000, the 2010 Alliance will hold its inaugural meeting with its participant members in Washington, D.C. The meeting will be designed to reach a consensus on the structure and long term plan for the 2010 Alliance. For further information regarding this exciting and promising new effort, please contact NCCEP, NABE, NCLR or NALEO.

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

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

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

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

Department of Education (DoEd) and National PTA. The Department of Education Collaborated with the National PTA to distribute "Vamos Juntos a la Escuela" (Let's Go to School Together), a videotape for Spanish-speaking

families and the schools and organizations that serve them. The tape, which will go to PTAs nationwide serving schools with significant populations of Hispanic students, provides basic suggestions about helping children succeed in school, covering subjects such as parent involvement in education, early childhood, reading and mathematics, and preparing young people for college.

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

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

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

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

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

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

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

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

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

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

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

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

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

HHS, HUD, and the White House Initiative on Educational Excellence for Hispanic Americans. The Department of Housing and Urban Development (HUD), Department of Health and Human Services (HHS) and the White House Initiative on Educational Excellence for Hispanic Americans are working together to provide English and Spanish language materials and educational forums to parents of young children through HUD's Neighborhood Networks and other community-based programs. The parents will receive information on early brain development research, parenting tips, how to access childcare subsidies and tax credits, how to choose a child care center, what Head Start has to offer, and other family supports. The initiative was launched in July 2000, in the first of six pilot HUD centers across the country serving Latino communities.

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

Mentorship, Internships & Scholarships: Several companies and federal agencies are implementing mentoring/internship/scholarship programs, all of

which are suggested strategies for closing the achievement gap, increasing high school and college achievement (e.g. Goals 3,4, and 5).

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

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

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

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

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

universities to complete their student teaching internships in DoD schools overseas.

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

IX. APPENDICES

- Participants List -- Names and organizations (contact info or breakout session attended could also be included)
 - CEA Report (Executive Summary?)
 - Report Card
 - Thorough list of resources and commitments if not all are included in chapters
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PRESIDENT'S ADVISORY COMMISSION ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

By the year 2025, Hispanic children will make up 25 percent of the school-age population. In the nation's largest states—California, Texas, Florida, and New York—Hispanics already have reached that level. Addressing the educational needs of the fastest growing community in the United States—the Hispanic community—is vital to our national interest.

Ensuring that Hispanics achieve educational excellence is in the interest of all Americans. As their numbers grow, Hispanics will continue to become a more significant presence in school and college classrooms and in our workplaces. The academic success of the new wave of students entering our classrooms is vital to the nation's economic well-being and enriches our cultural and linguistic resources as a nation. As school improvement efforts continue to focus on increasing achievement for all our young people, to fail a growing percentage of our students would be to undermine these efforts to improve education as a whole.

Since 1990, both Republican and Democratic Administrations demonstrated their understanding of this fact by signing executive orders focused on improving educational excellence for Hispanics. With each executive order, a Presidential Advisory Commission was established, supported by a White House Initiative staff housed in the U.S. Department of Education and reporting to the White House, the Secretary of Education, and the nation.

In 1994, President Clinton signed Executive Order 12900 and appointed the current Commission. During our tenure as Commissioners, our nation has recognized that to keep America strong, we must provide all children—including Hispanic children—with a high-quality education. To do so, the Clinton Administration has crafted a significant federal leadership role that extends beyond contributing federal dollars. This Administration—and we, as the President's Advisory Commission—have worked to engage the general public about this need by highlighting what is required to improve the educational achievement of Hispanic youth. The Commission gratefully acknowledges the President's support for its work and for the freedom we were given to pursue a powerful agenda on behalf of Hispanic children.

In fulfilling our responsibility as a Commission, we produced our first report, *Our Nation on the Faultline: Hispanic American Education*. Released in 1996, the report presented data, research findings, and a wealth of information collected in town hall meetings held across the country. The report documented the exponential demographic growth of Hispanics in America and described both the serious shortcomings of the education system in serving Hispanic Americans and the resulting educational achievement gap. The Commission issued a call to action urging local, state, and federal policy makers to take deliberate and immediate steps to improve the educational achievement of Hispanics and thereby pull this country back from a dangerous educational faultline.

This report is not the last word on what concerns Hispanic Americans. On the contrary, this report is just the beginning. —*Our Nation on the Faultline: Hispanic American Education, President's Advisory Commission on Educational Excellence for Hispanic Americans, 1996*

Four years have passed since we released our initial report, and while some important steps have been taken, still the concerted national action necessary to raise this level of educational achievement has not materialized. What we need is people in every sector at every level addressing the needs of Hispanic students as they work to support a quality education for all children.

We have witnessed local activities and efforts, and, at the federal level, seven years of an Administration committed to addressing educational excellence for all children. People across the country—parents, students, educators, community activists, elected officials, business leaders, foundation officers, and federal government representatives—have responded with action and have asked how else they can take responsibility. Much has been accomplished, but there is still much to do. There must be a sense of urgency to resolve the educational achievement gap for Hispanics. Small incremental improvements will not be enough. Hispanics' population growth and educational achievement gap require quantum leaps rather than small improvements. Local, state, federal and national leaders must fully commit themselves to the task.

The first step to closing that gap is to believe, as I do, that high expectations are for all students. I believe intelligence is equally distributed throughout the world, but opportunity is not. And the same is true within our own country. —President William Clinton, White House Strategy Session on Improving Hispanic Student Achievement, 15 June 2000

In our own response, the Commission has chosen to go beyond the multifaceted recommendations presented in our first report and to lay out a more targeted plan of action. To this end, the President's Commission on Educational Excellence for Hispanic Americans challenges the nation to meet the following challenge:

Raise the educational performance of all Hispanic students to the same level of achievement as other students in America by the year 2010.

What will it take for our nation to respond to this critical challenge? It will take recognition of the problem; proven actions that will close the achievement gap; replication on a larger scale of effective practices and solutions; high expectations; targeted technical assistance; and a determination that Hispanic children deserve the very best this country has to offer. It will take unprecedented public will to reach this challenge.

But how do we create the will—individual and political—to address the needs of this growing population in the United States? The Commission has struggled with this question, and in our effort to support and motivate partners nationwide, we have sought to model the practices we believe must proliferate across the country. We know the Hispanic community's assets as well as its needs in education, and we know what works to improve Hispanic students' educational achievement. We are convinced that emphasizing academic achievement and focusing on the dramatic results achieved by students, families, schools, and communities that have high expectations for all Hispanic students are key to reaching the challenge.

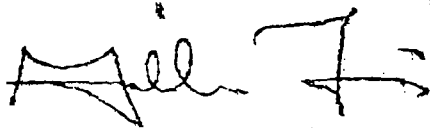
We can create the will by searching out and connecting people who take responsibility for this challenge; by bringing attention to Hispanic success; by supporting and expanding those efforts; by reinforcing people's commitment by acknowledging their work; by balancing our

attention on unmet needs as well as success; and by refusing to accept failure. The challenge must be met. We have been privileged during these past seven years to meet people who do this every day. Their numbers are growing.

Outline
This report is offered to those who stand ready and willing to act. The Commission offers a targeted plan of action that addresses early childhood through graduate and professional education. It is intended to challenge the reticent to act now. It will take the collective commitment and concentrated action of every sector to raise the educational achievement of all Hispanic students to the same level of excellence as other students in America by 2010.

Accepting this challenge begins with recognizing the many parents Hispanic students bring to the classroom. Parents, students, teachers, school administrators, elected officials, community activists, business leaders, foundation officials, and government representatives all must be active leaders in meeting this challenge. With the collaboration of these partners, we will demand accountability by the educational system and the students it serves. We will provide safe and well-built schools with access to technology; academically strong teachers who believe in the future of all their students; classwork that provides students with the reading, math, and science skills that prepare them for higher education and the workforce; and information on accessing and affording higher education.

We urge the public and private leadership of this nation to partner with others to bring sharp focus to and support for the education of Hispanic youth. The future of American democratic, social, cultural, and economic prosperity relies on the development of the full potential of its people—including Hispanics. We cannot—we must not—tolerate inaction. Our country demands it, and our children deserve it.



Guillermo Linares
Chair



Sonia Hernandez
Vice-chair

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CREATING THE WILL: HISPANICS ACHIEVING EDUCATIONAL EXCELLENCE

The choices and decisions we make about Hispanic education in the U.S. today are choices we make about the future of the United States itself. —President William J. Clinton, White House Strategy Session on Improving Hispanic Student Achievement, 15 June 2000

Introduction

The Hispanic experience is multinational, multicultural, and multiracial. Some Hispanic families have been here since before the United States was a nation, and many others arrive here daily. These key characteristics embody one of the greatest cultural and historical legacies on this continent. The faces of Hispanic singers and movie stars are becoming more prominent, political candidates are reaching out by using the Spanish language in their campaigns and are actively courting the Hispanic vote, and the Hispanic community—as well as its economic power—is growing.

Despite the long history of Hispanics in this country, not enough decision makers fully comprehend the educational condition of Hispanics. Too often, discussion about the educational achievement of Hispanics focuses on bilingual education, the high dropout rate, or the impact of immigrant students. While these issues are important, they do not capture the whole dynamic.

Hispanics have made significant gains in education over the last twenty years, but as a group, they continue to lag behind their non-Hispanic peers in terms of educational achievement. Over the last seven years, President Clinton charged the Commission with working to inform; to highlight effective practices by others making a difference; to foster partnerships among those currently working in these areas; to motivate action; and to serve as an example for those committed to getting involved has made this clear. Since 1997, the Commission and its White House Initiative staff have accomplished the following:

- ~~Advised the Administration throughout the Commission's tenure, most notably by encouraging the Administration to respond to California's Proposition 227 (which drastically curtailed bilingual programs);~~ working with the President's staff on the design and implementation of the Hispanic Education Action Plan; collaborating with the First Lady's staff to bring the national spotlight on Hispanic youth; assisting Secretary of Education Richard Riley on "Excelencia Para Todos: Excellence for All—The Progress of Education for Hispanics in the United States and the Challenges of a New Century;" and working with the President's staff on the White House Strategy Session on Improving Hispanic Student Achievement.
- Worked with 26 federal agencies to increase their awareness of the assets and needs of Hispanics throughout the nation; to improve their outreach and programmatic activities; and to develop a reporting system to evaluate their activities and efforts to improve their education and employment efforts on behalf of the Hispanic community.
- Created a national conference series, *Excelencia en Educación: The Role of Parents in the Education of their Children*, hosted in six cities across the country, including San

Antonio, Los Angeles, New York City, Chicago, Miami, and Washington, DC. At each site, local community-based organizations, school districts, elected officials, and national corporations and federal agencies worked in partnership to provide Hispanic parents critical information about their children's educational well-being. Each conference reflected the community's strengths and needs, offered resources to support a high-quality education, and facilitated partnerships to sustain improved educational opportunities.

- Developed policy seminars on specific education issues to inform translators, staff, policy makers, and others about the condition and context of Hispanics in education. Seminar topics included the Hispanic dropout crisis, Hispanic-Serving Institutions (HSIs), the benefits of a multilingual workforce, early childhood education, graduate education, K-16 biliteracy education strategies, and educational standards, assessment, and accountability.
- Produced publications, such as *Our Nation on the Fault Line: Hispanic American Education*; *What Works for Latino Youth* (first and second editions); fact sheets on the *Condition of Latinos in Education*; *Testing Hispanic Students in the United States: Technical and Policy Issues*; an annual list and summary data of Hispanic-Serving Institutions (HSIs); *HSIs: Serving the Community, Serving the Nation* information kit; *Education Standards, Assessment and Accountability: A New Civil Rights Frontier* issue brief; *Latinos in Higher Education and Beyond* issue brief; and Federal Agency Reports for FY1998 and 1999 (see Appendix B). All of these publications are on a web site for public access.
- Facilitated partnerships and activities with corporations, foundations, elected officials, and organizations, including Univision, Procter and Gamble, AT&T, State Farm, W. K. Kellogg Foundation, Ford Foundation, Hazen Foundation, Educational Testing Service, National Association of School Boards, the Association of Hispanic Advertising Agencies, New America Alliance, National Hispanic Corporate Council, the Congressional Hispanic Caucus, and organizational members of the National Hispanic Leadership Agenda, to support and extend their efforts to improve educational opportunities for Hispanics.
- Served as a resource to individual members of Congress, as well as to the Congressional Hispanic Caucus, the Senate Democratic Leadership Committee on Hispanic Affairs, and the Republican Steering Committee on Hispanic Affairs.
- Traveled throughout the country and addressed educational issues, always with a focus on Hispanics, in an effort to educate and engage more people—as individuals and as communities—to take action to raise the educational achievement of Hispanics.

Through its work, the Commission is convinced that closing the educational achievement gap for Hispanic students and providing *excelencia para todos*—excellence for all, as Secretary Riley advocated in March 2000—are possible with national commitment. The intensity of activities, the number of people, and the varieties of sectors that have engaged for the purpose of improving Hispanic educational achievement are growing. This report is

offered to support them and the army of advocates and educators who will need to step forward to complete the work by 2010.

Eliminating the current educational achievement gap among Hispanics and other groups while raising academic success for all children is a profound challenge. Given the rapid changes in the racial and ethnic composition of the U.S. population, immediate action is required to find constructive paths to accelerate and improve the educational achievement of Hispanics today to ensure and strengthen the nation's human capital for the future. It will take coordinated and compelling effort by every sector to raise the educational performance of all Hispanic students to the same level of achievement as other students in America by 2010.

This report begins by providing data on the current educational condition of Hispanics from early childhood through graduate and professional education and then offers strategies for multiple sectors—parents, schools, communities, the private sector, and government—to improve Hispanic educational achievement. The strategies for parents include actions that family members can adopt; strategies for schools include activities for teachers, principals, counselors, and school district administrators; strategies for communities target community-based organizations; strategies for the private sector include actions that businesses and foundations can adopt; and strategies for government include actions that both state and federal government can adopt.

In delineating these sectors, the Commission begins by recognizing the federal government's indisputable leadership role in addressing the educational achievement of Hispanic students. Ensuring that all Americans are well-served is a fundamental responsibility of the federal government. However, the majority of education decisions and actions are at the state and local level. Education in this country is a responsibility across all levels of government, as well as all sectors and society at large. For this reason, the Commission proposes action steps to engage the multiple sectors that directly affect the quality of education for Hispanic students.

The Commission used the following five tenets in designing the strategic plan to raise Hispanic educational achievement:

- (1) All sectors—public and private—have a vested interest and responsibility to improve the education of Hispanic youth.
- (2) Recognizing the educational assets as well as the educational needs of Hispanic students is essential to ensuring that these children achieve educational success.
- (3) There must be a sense of urgency to resolve the educational achievement gap for Hispanics. Small, incremental improvements will not be enough. Hispanics' population growth and educational achievement gap require quantum leaps rather than small improvements.
- (4) The nation must adopt a coordinated and intentional agenda for action to raise the educational achievement of Hispanics to the highest level.

- (5) The actions that will secure educational achievement by Hispanic students will strengthen the educational achievement of all students.

Overview: The condition of Hispanics in education

Today, Hispanics are the youngest population group in the United States: one-third of Hispanics are younger than 18 years of age, and they represent approximately 15 percent of the K-12 population. By the year 2015, Hispanics will be the largest minority in the United States (13 percent of the population); it is expected that by 2050, Hispanics will represent approximately 25 percent of the U.S. population. California, Texas, Florida, and Puerto Rico serve the highest concentrations of Hispanic students, and in some school districts, Hispanics already are the majority. In other states, such as Georgia, North Carolina, and Tennessee, the Hispanic population is increasingly rapidly.

While the Hispanic population continues to grow, its educational achievement continues to lag behind that of the rest of the nation. The differences in preparation between Hispanics and non-Hispanics become evident before kindergarten and continue through high school and college. Hispanics' high school completion rate (62 percent) has not changed substantially in the past several years, and their high school dropout rate remains unacceptably high (30 percent).

According to the Department of Education, Hispanic students are doing well in some academic areas. For example, Hispanics have earned more credits in computer science, foreign languages, and English than any other group. In addition, Hispanic student enrollment in college preparatory and academic programs has increased.

In postsecondary education, Hispanic enrollment and completion have increased substantially over the last twenty years. Hispanics make up almost 15 percent of the traditional college-age population and account for 11 percent of postsecondary education enrollment. However, Hispanic students take longer, on average, to graduate and do not complete college at the same rates. Moreover, Hispanic college students tend to be concentrated in several key states (California, Texas, Florida, and New York) and at a small number of institutions identified as Hispanic-Serving Institutions (HSIs). Hispanics doubled their representation in graduate education, from 2 percent in 1976 to 4 percent in 1996, and represent approximately 8 percent of first-year professional students.

The educational achievement gap between Hispanic students and their peers is the result of multiple factors. Among them are low expectations by school personnel; ill-prepared teachers and administrators; limited coordination among schools, parents, and communities on behalf of students; poverty; tracking into non-academic classes; under-representation in early childhood education programs; and isolation in resource-poor schools. Further, the assets a child brings into the classroom, such as language, are not universally valued; the active participation of parents in the education of their children is not facilitated; and educational assessments, often in the form of tests, are incorrectly used to make decisions that negatively impact the student. These factors continue throughout the educational pipeline, from early childhood through graduate and professional education, and result in an

educational attainment gap that is unacceptable to the Hispanic community and the rest of the nation.¹ More detailed statistics on the educational condition of Hispanics are provided in Appendix C.

At a time when Hispanics are the fastest growing community, the nation is also facing a worsening teacher shortage; increased demands for accountability along with higher standards and experimental approaches to education reform; imbalances in education funding; and in the information age, an urgent need to use advancing technology. Against this backdrop, the nation's greatest asset is human capital. Students must strive to improve their educational achievement, and parents, educators, business leaders, elected officials, and government representatives must help support the learning experience of Hispanic students to achieve educational excellence.

Each sector can help Hispanic students achieve

Fostering high Hispanic student educational achievement throughout the entire educational continuum requires the following elements:

- High academic standards for Hispanic students, paired with the resources to ensure that all children can reach them.
- A high-quality teaching force with strong skills and rich academic experience, engaged in continuous professional development, and prepared to teach linguistically and culturally diverse students.
- Teaching practices that recognize and make use of the diverse cultural and linguistic assets students bring to the classroom.
- Hispanic parents engaged as active partners and fulfilling their pivotal role in the educational success of their children.
- High expectations and a culture of success for Hispanic students that encourages high educational aspirations and achievement.
- Financial and other support services that will make postsecondary education accessible to Hispanic students.

Everyone—every person and every organization—can play a role in ensuring a high-quality education for all students. To close the educational achievement gap for Hispanics will require broad national commitment and active engagement at all levels.

We know that the achievement levels can be raised. The question is whether we have the will to do what we know works. If we're going to set high expectations of students, we must have high expectations of ourselves to do what it takes to make sure all of our students can make the grade.
—President William J. Clinton, White House Strategy Session on Improving Hispanic Student Achievement, 15 June 2000

There is no single solution for resolving inequities and gaps in educational achievement. Just as the educational achievement gap is a result of many factors, so too is the solution. This report highlights some of the strategies families, educators, community-based organizations, the private sector, and government can adopt to help raise the educational achievement of Hispanic students to the level of other groups in the nation.

The following section presents a brief synopsis of the educational condition of Hispanics at points along the education continuum—from early childhood education to graduate and professional education—as well as specific strategies that have been shown to significantly increase Hispanic educational achievement.

Early Childhood Education

We now know that it is absolutely imperative that we put a new, powerful and sustained focus on the early years—birth to five—before children even enter first grade. —Richard Riley, Secretary, U.S. Department of Education

The Picture Today

The first three years of life are critical to establishing the foundation for learning and for future physical, social, emotional, and cognitive development. In 1998, 10 percent of Hispanics in the United States were less than 5 years old. Early childhood programs prepare children for education by teaching learning and socialization skills; they may provide related services to meet children's psychological and health needs. Hispanic children under age 5 are less likely than non-Hispanic children to be enrolled in early childhood education programs. In 1998, 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.

While the enrollment gap closes at kindergarten (age 5), Hispanic children are less prepared than their peers for elementary school, largely because of their lower enrollment rates in early childhood programs, such as Head Start. Although Hispanic children are overrepresented in families living in poverty, they are underrepresented in Head Start programs. In 1998, the Hispanic child poverty rate for children under 6 years of age was 36 percent. Yet in that same year, only 26 percent of children served by Head Start were Hispanic. This affects their educational experience throughout the K-12 system.

Why are Hispanics less likely to be enrolled in early childhood education? Private programs are too expensive, few government-funded programs exist in Hispanic communities, many parents are not aware of the programs or the services they offer, and other Hispanic parents prefer to keep their young children at home.

The Bottom Line: To secure educational excellence by Hispanic students and raise their achievement to the level of other groups, our top priority for early childhood education must be to ensure that all children enter school ready to learn by providing universal opportunities for Head Start, kindergarten, and quality early learning experiences in



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schools. Meanwhile, parents need to encourage their children's curiosity and creativity. They also can prepare their children for school by familiarizing them with numbers, letters, and rhymes.

What can each sector do to increase Hispanic participation in early childhood education and enrich home experience so Hispanic children start school ready to learn?

Parents can:

- Recognize that they are their children's first teachers and enhance that role by singing to them, telling them stories, asking them open-ended questions, and, most critically, reading to them every day, either in English or in Spanish, or both.
- Provide a safe, enriching, and stimulating environment for their children.
- Become partners with school personnel and community organizations as early as possible in the educational process.
- Use school and community resources to learn about services and to ensure that their children are benefiting from services offered.

Schools can:

- Create school-based programs or partner with early childhood education providers in the community serving Hispanic children to better prepare these children to learn the skills they will need to be ready for education.
- Extend the school day and school year, provide comprehensive, community-based parent education and family support programs, and serve as a gathering place where parents can share common experiences.
- Include Hispanic parents in teacher training programs so they, too, can learn skills to help their children at home.

Parents as First Teachers (Chicago, IL)

The Parents as First Teachers program was developed in partnership with the Chicago Public Schools and El Valor (IL), an organization dedicated to enriching children and strengthening families by providing early childhood education while helping parents become involved. The program trains selected parents in El Valor's Head Start Program to work with families that have children between 3 and 5 years of age. Through this home visiting model, El Valor parent-tutor mentors provide educational enrichment for children and support parents as their children's first teachers. This early investment in Hispanic youth by the public school system has resulted in the improved academic preparation of students. The school has seen more active involvement by

parents in their children's elementary education and an increase in their willingness to ask questions and to participate in school activities.

Community-based organizations can:

- Provide more extensive and targeted outreach to the Hispanic community in an effort to expand awareness of and encourage participation in early childhood education programs.
- Encourage service providers to offer bilingual services to facilitate the participation of Hispanic parents whose first language is not English.
- More closely link the home experience with the educational experience by adding center-based parenting education classes and home visits to the early childhood program.
- Provide comprehensive community-based family support and parent education programs for Hispanic parents and their children, beginning at birth.

Parent Child Education Program—AVANCE (San Antonio, TX)

This program provides a comprehensive, community-based nine-month intensive parent education program serving low-income Hispanic families with children less than 3 years of age. Parents attend weekly parenting classes in child growth and development, toy making, field trips, and holiday celebrations, and are made aware of community services, such as health, nutrition, mental health, literacy, and job training. Child care and transportation are provided. Other services include monthly home visits to observe or videotape parent-child interactions.

Compared with a control group, mothers in AVANCE's program provided a more organized, stimulating, and responsive home environment; provided more developmentally appropriate toys; interacted more positively with their children; initiated more social interactions with their children; used more consistent praise; spent more time teaching their children; spoke more with their children; used more developmentally appropriate speech with their children; and were more encouraging of their children's verbalizations. The results suggest that as they enter school, children of AVANCE participants will be better prepared to succeed. A follow-up study of AVANCE graduates revealed that 94 percent of the children graduated from high school, and 43 percent were attending college; 60 percent of the parents returned to school. AVANCE has 80 comprehensive family centers located in schools, churches, and housing projects throughout Texas.

The private sector can:

- Provide on-site childcare in the work environment to support active parenting.
- Offer access to information about parenting and provide pre-tax childcare funds as employee benefits to encourage Hispanic employees to enroll their children in early childhood programs.

- Support comprehensive family centers located in or near a school.
- Serve as board members of community-based organizations that support families and young children.

Mary's Center for Maternal and Child Care (Washington, DC)

The center's mission is to provide holistic and culturally responsive health care to women and their families, recognizing the critical importance of women's social environment and emotional well being. The center was founded in 1988 to address the overwhelming demands for bilingual, culturally sensitive health services in the District of Columbia. The women and children who come to Mary's Center are members of families with low incomes and no health insurance.

Mary's Center serves many Latinas with comprehensive family-centered services include not only improved access to prenatal and pediatric care but also numerous other related services. For instance, the child development program provides education, advocacy, psychosocial support, and translation services for children up to 5 years of age. The teen program sees adolescents for primary health services, pregnancy prevention counseling, and education services; the education/employment program works to prevent school dropout and offers alternatives programs and follow-up.

Government can:

- Promote and expand the availability of family literacy and early childhood programs, such as Early Start, Head Start, and EvenStart programs for Hispanic parents and children from birth to age seven in Hispanic communities.
- Fund research, support practical applications, and promote dissemination of effective practices and proven early childhood community-based models serving the Hispanic community.
- Establish one-stop family centers in Hispanic communities that provide bilingual information about government-supported (e.g., the Education Department, Health and Human Services, the Department of Labor, and Housing and Urban Development) early childhood development and family programs.

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

The Department of Housing and Urban Development (HUD), the Department of Health and Human Services (HHS), and the White House Initiative on Educational Excellence for Hispanic Americans are collaborating 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. Parents 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. This effort is being implemented in six Hispanic communities across the country.

Elementary and Secondary Education (K-12)

The Picture Today

The elementary and secondary school years are a period of profound growth and development which provides the foundation for a successful educational experience. Today, Hispanics account for 15 percent of the elementary school-age population (children between the ages of 5 and 13) and 13 percent of the grade 9-12 population. By the year 2030, Hispanics will account for nearly 25 percent of the K-12 school-age population. This projected increase will challenge the nation's education system, particularly given Hispanic students' traditionally high dropout rate and limited academic preparation for college.⁸

Compared to twenty years ago, Hispanic students have improved their overall academic preparation, though they still perform less well than their peers of other races/ethnicities. Despite increases in the number of upper-level courses Hispanic high school students take, they still earn fewer credits in history, science, and mathematics than other groups. In other areas of achievement, Hispanic students generally are not performing at the level of their peers. For example, in 1996, the average scores of Hispanic students age 17 on the National Assessment of Educational Progress (NAEP) were well below those of their white peers in math, reading, and sciences.⁹ Hispanic students consistently perform below the national average on the NAEP. By age nine, Hispanic students lag behind their non-Hispanic peers in reading, mathematics, and science proficiency. This lag continues throughout K-12 education.

Why is the academic achievement of Hispanic students not improving? Low participation rates in early childhood education limit the school readiness of Hispanic students. Other conditions that adversely affect the academic achievement of Hispanics in K-12 education include inadequate teacher preparation, segregated in resource-poor schools, insufficient parental involvement, lack of alignment between standards, curriculum and assessment, and instruction that is unresponsive to language differences.

Teacher Quality: The current teaching workforce is neither prepared to educate nor representative of school-age children today. Approximately 70 percent of teachers surveyed said they felt moderately or not at all prepared to address the needs of students with limited English proficiency or from diverse cultural backgrounds. This may be, in part, because some teachers and administrators have lower expectations of Hispanic students. Further, while Hispanic students make up approximately 15 percent of public school students, only about 4 percent of public school teachers are Hispanic. The combined lack of preparation and lack of Hispanic representation has profound implications for Hispanic students. Studies have confirmed that the most important factor in determining students' educational success is the commitment and quality of their teachers. The majority of teachers today who instruct Hispanic students report that they are unprepared to address these students' educational assets and needs. This, in addition to the lack of diversity among teachers educating Hispanic students, means that the educational success of Hispanic students will remain in peril.

Resource-poor schools: Hispanic students now are more segregated from non-Hispanics and are more concentrated in high-poverty schools than any other group of students. In 1998, close to 50 percent of Hispanics in public education attended inadequately funded urban schools. Further, the nation's 10 largest central city school districts collectively enrolled close to 25 percent of all Hispanic students, 18 percent of African-American students, and only 2 percent of white students. Being concentrated in poor schools with larger class sizes and crumbling facilities makes it even less likely that critical masses of Hispanic students will receive a quality education. Resources make a difference because they influence the quality of teachers, materials, and technology and thus the quality of education a school can provide.

Standards and Assessment: To improve educational success, we must hold all students—including Hispanic students—to high standards. However, translating standards into curricula and teaching strategies is a major challenge that becomes even more difficult when applied to English language learners. In too many cases, state education leaders have compromised the educational future of Hispanic students by making high-stakes decisions, such as retention, promotion, or high school graduation in their zeal to implement high standards supported by systems of accountability. Rather than using tests to limit students' access to strong academic programs, test results should be used to direct the support, resources, and educational practices to provide Hispanic students with the help they need to attain high academic standards. Test results should be used to measure the success of the school system, not to punish the individual student.

Academic preparation: A rigorous high school curriculum is a better predictor of college completion than test scores or high school grades.⁹ Yet because of the low expectations of school personnel (teachers, counselors, principals), Hispanic students more often than not are tracked into general courses that satisfy only the basic requirements rather than those that provide a path to four-year colleges or rigorous technical schools. More Hispanic students (50 percent) than whites or African Americans (approximately 40 percent each) are enrolled in general programs of study. Further, only 35 percent of Hispanic students, compared to 50 percent of white students and 43 percent of African Americans, are enrolled in college preparatory or academic programs.¹⁰ In fact, many Hispanic students attend schools that do not offer courses of study, such as Advanced Placement (AP), international baccalaureate or honors courses. More than one-third (34 percent) of 15- to 17-year-old Hispanic students were enrolled below grade level in 1996. Studies confirm that retention in one grade increases the chances of dropping out of school by 50 percent, retention for 2 years at any grade level increases the chance of dropping out by 98 percent.

The high school dropout rate for Hispanics is much higher than for other ethnic groups. In 1998, 30 percent (1.5 million) of all Hispanic 16- through 24-year-olds were dropouts, more than double the rate for blacks (14 percent) and more than three times the rate for whites (8 percent). Hispanics' dropout and high school completion rates have not changed substantially over the last ten years. High school completion rates for white and African American students in 1998 were 90 percent and 81 percent, respectively, but only 63 percent for Hispanics. [NCES, *Dropout Rates in the United States: 1998*]

Nevertheless, Hispanic students continue to have high college aspirations. The percentage of high school seniors who were Hispanic and planned to continue their education at a four-

year college more than doubled between 1972 and 1992, from 24 percent to 50 percent; during the same period, the percentage planning to enroll in a two-year program increased from 12 percent to 20 percent. The percentage of white high school seniors planning to enroll in a two-year program remained unchanged (12 percent) from 1972 to 1992.¹⁴

Parent Involvement: All parents want what is best for their children, and Hispanic parents are no exception. In fact, many Hispanics immigrated to this country because of the opportunity to gain a better life for themselves and their families. Immigrant parents defer to the school because they assume the schools know what is best, and Hispanic parents who have been here for generations but whose experience was negative cannot effectively navigate the system for their students. With limited personal experience or success in the educational system, many Hispanic parents lack the information necessary to play an active role in their children's education. Thus, what is often encountered at the family level is an information gap, not a value gap.

Language: There is no debate that all students should be proficient in English. Even though not all Hispanic students are Limited English Proficient (LEP) or English Language Learners (ELL), they do represent approximately 75 percent of all students enrolled in LEP programs, including bilingual education and English as a Second Language (ESL) programs. In addition, approximately 90 percent of students served by Title I, the largest federal program for elementary education, are LEP. Rather than perceiving this as an educational deficit to correct, it should be seen as an opportunity to incorporate language into the educational achievement of Hispanic students. In fact, Secretary of Education Richard Riley argued that the nation should strive to improve our educational system so that every child can speak two languages. If a child enters the system already speaking Spanish, why not cultivate it as well as English?

We don't stop working when we learn to swim. We shouldn't stop speaking Spanish when we learn English. —Julio Valella, Director of the Office of Strategic Programs Educational and Productivity Solutions at Texas Instruments

One way to build upon the language asset a student brings to the classroom is to promote biliteracy through dual-immersion programs. Biliteracy is a powerful workforce tool not only in the U.S. business environment, but also in the global economy. It is not just for minorities or Hispanics, but for all Americans. Everyone can benefit from being able to communicate in more than one language.

It is high time we begin to treat language skills as the asset they are, particularly in this global economy. Anything that encourages a person to know more than one language is positive and should be treated as such. Perhaps we should begin to call the learning of a second language what it truly is—biliteracy.

Secretary of Education, Richard Riley, March 22, 2000

In a competitive global economy, employees fully proficient in English and Spanish have distinct advantages over those who speak only English. Because they bring extra skills, these workers have a competitive edge to get hired, they can speak to a wider range of customers, and in some industries, they receive better pay. This underscores the importance of collaboration between the business and education communities in preparing students to participate in this "new" global workforce. There are many ways in which the

education system is aligning itself with the needs of the business sector, and vice versa, to achieve the goal of a biliterate workforce. Biliteracy programs have been instituted across the country and at all stages of the educational continuum—in K-12 programs as well as in college and university curricula—and in the workforce development efforts of national corporations.

The Bottom Line: To secure educational excellence by Hispanic students and raise their achievement to the level of other groups, our top priority for K-12 education must be to provide Hispanic students with a high-powered learning program that includes the supports and encouragement they need to stay in school and successfully complete the requirements for college. Educators, parents, and the Hispanic community should work together to ensure that all Hispanic students master what they need to learn for success in college and later life without losing their language, culture, or self-confidence.

What can each sector do to help Hispanic students increase their K-12 academic achievement?

Parents can:

- Become actively engaged in their children's education by reading with their children, helping them with their homework, communicating regularly with teachers, becoming better informed about the school's educational requirements, volunteering at the school, and participating in school-sponsored activities.
- Foster high expectations and educational success by promoting high school completion and college aspirations.
- Foster children's acquisition of their native language and of another language through family activities and educational experiences.
- Become informed about the academic programs offered to their children (i.e., college preparation or vocational) and the implications of test use on their children's academic future.
- Understand their roles, rights, and responsibilities as parents within their school system, become more knowledgeable about school governance, and consider serving on the school board.

Parent Leadership Program—Mexican American Legal Defense and Educational Fund (MALDEF) (Los Angeles, CA)

The Parent Leadership Program (PLP) began in 1989 with a goal to improve the academic achievement of Latino students through greater parental involvement in the schools and by helping parents become effective advocates for their children's education. The program is offered free of charge to schools with high percentages of low-income students, below average test scores and a need for increased parental involvement.

The training course is composed of sixteen modules through which parents will learn to inform

themselves, to participate, and learn to exercise their rights. These three components are the core and basis of MALDEF's leadership course. Parent participants will learn about the importance of their participation in their children's education, parental rights in schools, the administrative structure of schools, how to effectively solve problems in school bureaucracies, how schools are financed, holding elected school officials accountable, and guiding a child towards a 4-year college education.

Perhaps most telling about our program is what happens to the parent participants once they have completed the program. Several have decided to go back to school and earn their GED. Others progress even further and are going to college and studying courses that before they could only speak to their children about. So while their involvement in the parent program has made a dramatic difference in the education of their children and their future, the parents' desire to improve their own situation means increased financial security and economic mobility.

Schools can:

- Improve teacher and staff communication with Hispanic parents and provide information on their students' educational progress and the school's programs and curriculum, as well as encourage parents to be involved in school activities.
- Provide teachers with continuous professional development so they can learn the skills they need to work with the strengths and needs of Hispanic youth; master the content knowledge necessary to make education interesting and challenging; and combat low expectations of Hispanic students.
- Support a curriculum that encourages dual-language acquisition with appropriate funding and qualified staff.
- Hold the school administrators, and teachers, as well as Hispanic students, accountable for providing the leadership and resources required for high standards learning, and ensure that a college preparatory curriculum is available to all students.
- Create clear, measurable, and rigorous school accountability provisions accompanied by strategies adequate to build capacity, measure academic preparation, and provide support for Hispanic students.
- Provide information to parents of Hispanic middle school students about the importance of college, the need for students to take the right courses to prepare for college, and the need to perform well academically, and organize seminars for Hispanic parents on paying for college and how to fill out college application and financial aid forms.
- End tracking and require that all students take college-preparatory courses—including the "gatekeeper" courses of algebra and geometry—and encourage all Hispanic students to take the SAT or the ACT. Start a folder of teacher recommendations for each student beginning in the ninth grade.
- Improve and align curricula with educational expectations to improve the quality of education a student receives and facilitate their pursuit of higher education.

- Coordinate school-to-career opportunities for Hispanic students with local colleges, community organizations, and employers.

HIGH SCHOOL ATTENDANCE INITIATIVE—J. Sterling Morton High School (CICERO, IL)

Morton High School's Hispanic dropout rate has consistently ranged from 10 to 12 percent over the last ten years. In accordance with the findings and recommendations of *No More Excuses: The Final Report of the Hispanic Dropout Project*, 1998, school officials decided the low attendance rate should be the first area addressed as part of an effort to decrease the high Hispanic dropout rate. The school created an Attendance Initiative for the purpose of improving student attendance, reducing the dropout rate, and improving the graduation rate. School representatives called parents regarding all absences and sent mailers to parents; teachers and school administrators intervened to monitor students. In the first 30 months, average daily attendance improved to 90.5 percent; the number of students with 3 months' perfect attendance increased from 259 to 600; and the dropout rate decreased from 10.8 percent to 5.3 percent.

Dual Immersion Program—River Glen Elementary School (San Jose Unified School District, CA)

River Glen has a K-8 Two-Way Spanish Immersion Program where all students learn in both English and Spanish. The Two-Way Language Immersion program provides an immersion model for English-speaking students and a maintenance bilingual model for Spanish-speaking students.

Two-Way Language Immersion is an academically based program in which the target language (Spanish) is used as the vehicle of instruction, not the focus. Monthly thematic units integrate the curriculum, make the target language more meaningful to the student, and provide the student with enough exposure to practice, use, and extend his or her vocabulary.

All units are introduced through literature. Teachers use a reciprocal-interactive approach, allowing students to actively participate in their second language growth. Other teaching techniques include cooperative learning, natural approach to second language acquisition, sheltered instruction, and activity-based small group instruction. Positive evaluations of a two-way immersion program in San Jose after five years of implementation also have been reported.

Community-based organizations can:

- Partner with schools to encourage increased outreach and communication with Hispanic parents and the Hispanic community.
- Provide after-school and summer educational opportunities for Hispanic students.
- Form mentoring and tutoring programs to guide and support Hispanic students and share information with them to facilitate their education and raise their expectations.
- Develop community-sponsored scholarships as well as ceremonies and recognition programs to reward Hispanic students' achievements.

East Harlem Tutorial Program (EHTP) (New York, NY)

East Harlem Tutorial Program's mission is to enhance the knowledge, skills, and interests of children and youth in East Harlem and to foster their love of learning. The East-Harlem Tutorial program provides an after-school program (with one-to-one tutoring), an arts workshop, several youth leadership development programs (Tutorial Internship Program, Young Adolescent Program), a summer day camp, a Media/Technology Education Program, and social work services. East Harlem Tutorial's primary and largest program is the After-School Tutorial. This program offers individual tutoring in literacy building, math, science, computers, arts, and personal growth, as well as homework assistance and career mentoring.

Academia del Pueblo/Hispanic Pre-College Project (St. Paul, MN)

Academia del Pueblo/Hispanic Pre-College Project is a community-based youth enrichment program created to increase retention among Hispanic students in the first through fifth grades and to direct students toward a future where college is possible. The program uses such teaching methods as a language experience approach, worksheets, and small group and hands-on activities. The project feeds into the Project Success Program, which provides students in the sixth through eighth grades with career and cultural awareness, academic enrichment activities, homework assistance, personal development, motivation, and skills to succeed in school. The Hispanic Pre-College Project also has a parent component: Parents as Partners. This educational program recognizes that parents are their children's first teachers and is designed to provide training assistance and support to Hispanic parents. Through bilingual monthly workshops, the program concentrates on teaching effective parenting skills and reinforcement techniques that will help parents strengthen their role as active partners in their children's education by creating a home environment that supports learning. Childcare and transportation are available.

Industrial Areas Foundation's Alliance Schools

Begun in Texas in 1986, the Alliance Schools are dedicated to developing a constituency of parents, community leaders, and educators working together to improve student achievement in low-income communities. There are now over 120 Alliance Schools in Texas, and a similar network is being created in Arizona, New Mexico, and California working with community organizations affiliated with the Industrial Areas Foundation, religious congregations, and public schools in poor and working class communities.

The following examples are all Texas schools with almost an exclusively Hispanic population that have been cited by the State for outstanding academic improvement:

- Sam Houston Elementary School in McAllen, named an "exemplary" campus since 1998, used community organizing strategies in its approach to curriculum development bringing Latino parents into the discussions about academic standards and assessments.
- Yselta Elementary School in Yselta has improved from a low achieving school in the early 1990's, to a "recognized" campus with high levels of parental engagement.
- Zavala Elementary School in Austin was the lowest-ranked elementary school in Austin when it joined the Alliance School network in the early 1990's. By combining high levels of parental engagement with the full-service school concept, now outpaces state and district gains in academic achievement.

The private sector can:

- Foster career-specific mentoring programs between schools, businesses, and civic organizations in the community that reinforce the value of a high-quality education.
- Partner with schools and local community-based organizations to create biliterate educational programs for all students.
- Provide ~~Hispanic~~ employees with flexible work schedules to facilitate their participation in school events.
- Guarantee college scholarships for academically successful Hispanic students.

The Coca-Cola Valued Youth Program

The Coca-Cola Valued Youth Program, created by the Intercultural Development Research Association (IDRA), is an internationally recognized dropout prevention program in schools across the United States and Puerto Rico. Since its inception in San Antonio in 1984, this cross-age tutoring program has kept more than 5,500 students who were at risk of dropping out in school. According to the Valued Youth creed, *all students are valuable, none is expendable*. This philosophy gives strength to the program's instructional strategies (classes for student tutors, tutoring sessions, field trips, role modeling, and student recognition) and to its support strategies (curriculum, coordination, staff development, parent involvement, and program evaluation). The key to the program's success is enrolling students who are considered at risk of dropping out of school and sustaining their efforts with effective, coordinated strategies. For more than 15 years, IDRA and The Coca-Cola Foundation have worked together in a unique partnership that is making a valuable difference in the lives of more than 74,500 children, families, and educators. The Coca-Cola Valued Youth Program has maintained less than a 2 percent dropout rate for its tutors since 1986, compared to double-digit dropout rates nationwide. The program was approved by the U.S. Department of Education's Program Effectiveness Panel for inclusion in the National Diffusion Network.

Tu futuro depende de ti...!Educate! (Your Future is in Your Hands...Get an Education!) – UNIVISION

In August 1999, Univision, the nation's leading Spanish-language television network, announced its education initiative, *Tu futuro depende de ti...!Educate! (Your Future is in Your Hands...Get an Education!)*. This extensive, multi-year campaign to encourage Hispanic students' to excel educationally uses public service announcements, half-hour specials, and integrated programming with some of the network's most popular broadcasts to communicate with viewers. The objective is to deliver the message that a quality education for all students is critical to preparing the United States to compete in the world marketplace.

The US Department of Education joined Univision in this effort by providing materials through its toll-free number (1-877-433-7827) with bilingual operators available to answer calls. Working in partnership with the Univision Network affiliate stations, the campaign and related activities aims to provide Hispanic parents the kind of information they require to become more savvy users of the education system and better advocates for their children.

Government can:

- Develop and disseminate research on best practices for improving Hispanic students' educational achievement and offer technical assistance.
- Financially support Hispanic college students considering the teaching profession and those teaching in geographic areas of need and institute student loan forgiveness for teachers who choose to work in low-income communities or areas serving high concentrations of Hispanic students.
- Support programs nationally that increase Hispanic students' awareness of the many educational and career opportunities available and expand outreach efforts to ensure that federal programs aid the Hispanic population.
- Use the bully pulpit to highlight the value of and need for a multilingual workforce and the educational benefits of viewing fluency in a second language as an asset, rather than a deficit, in a child's education.

Department of Energy (DoE)

DoE's *Idaho Hispanic Youth Symposium* is an annual event designed to encourage Hispanic teens to seek brighter futures for themselves and their families by staying in school. Using a bilingual format, the Symposium has three primary goals: mentoring, dropout prevention, and dual language and cultural understanding. The Symposium brings together Hispanic high school students from throughout Idaho to listen to motivational speakers and to participate in interactive workshops to enhance self-esteem, leadership, and problem-solving skills, as well as science and engineering career awareness. The students compete in speech, talent, athletics, and interactive skill contests for awards and scholarships.

The Symposium grew out of a 1988 brainstorming session on ways to curb the alarming 60+ percent high school dropout rate of Hispanic teens in Idaho. In 1990, approximately 100 students attended, and a single \$1,000 scholarship was awarded. Since then, nearly 2,800 students from throughout Idaho have attended. Each April, more than 300 students convene in Sun Valley, where scholarships and prizes totaling more than \$900,000 are awarded.

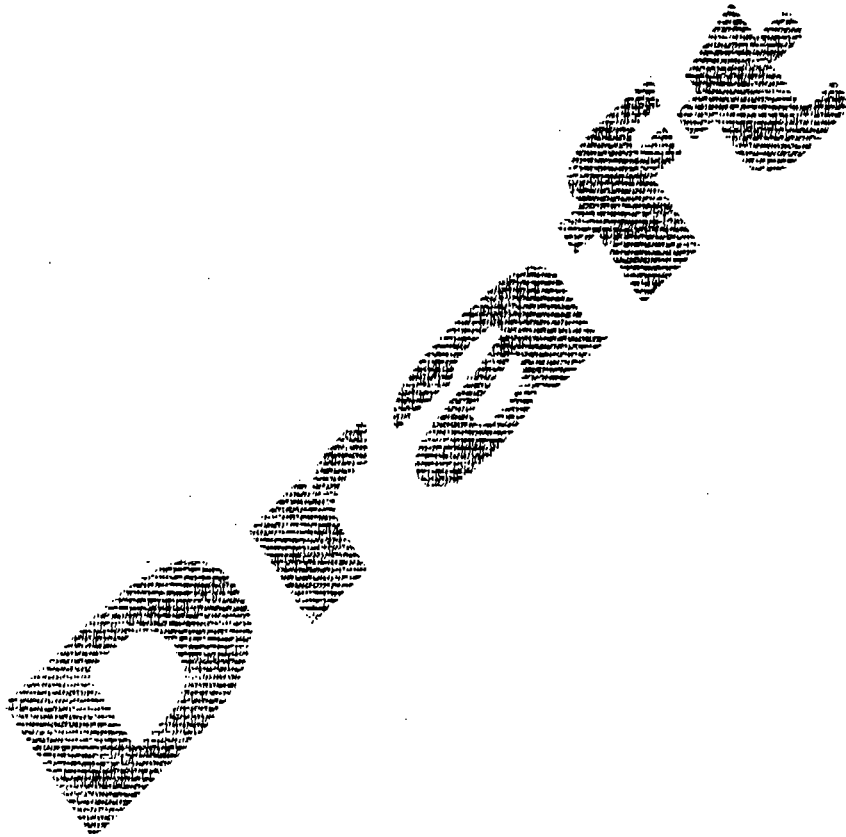
National Air and Space Administration (NASA)

Proyecto Access is an eight-week, summer, mathematics-based, academic enrichment program for middle and high school students interested in pursuing science and engineering careers as practitioners or teachers. The program seeks to develop students' skills in the areas of abstract reasoning and problem-solving—skills essential for success in science and engineering as well as technological fields. The program is conducted on the campuses of eight Hispanic-Serving Institutions located in the following cities: Bronx, New York; Chicago, Illinois; Denver, Colorado; Jersey City, New Jersey; Las Cruces, New Mexico; Los Angeles, California; Miami, Florida; and Tucson, Arizona. NASA provides \$1 million in funding for this program.

National Endowment for the Humanities (NEH)

The "Abuela" project will make it possible for Motherhead, Inc., to develop a new curriculum using Latino children's literature for dissemination to 275 literacy instructors in the agency's national network (which encompasses community college teachers, Title 1 elementary schools, state and

local family service agencies, and childcare centers). Motherread, Inc., a national leader in family literacy education, specializes in working with parents and children.



Undergraduate Education

We must "Level the whole playing field, not just one end of it." — Priming the Pump: Strategies for Increasing the Achievement of Underrepresented Minority Undergraduates, p.87.

The Picture Today

Increasing numbers of Hispanic students are pursuing postsecondary education. Yet too often, Hispanics' successes in undergraduate education are eclipsed by their high school dropout rate. The rate is unacceptable, but those Hispanic students who do complete high school face further challenges in undergraduate education.

Hispanics currently make up 14.5 percent (3.6 million) of the total traditional college-age population (students between 18 and 24 years of age). By the year 2025, Hispanics will make up 22 percent of the total traditional college-age population.³ As the population of Hispanics continues to increase, the representation of Hispanics in higher education is also increasing. Hispanics' enrollment in undergraduate education increased by nearly 50 percent in just six years—from approximately 82,000 in 1990 to 1.3 million in 1996. Today, of the 14.5 million students in higher education in the United States, more than 9 percent are Hispanic. However, while Hispanic college enrollment and degree attainment are increasing, they are not equivalent to Hispanics' representation in the population.

Because of their location in the community, low cost, and flexibility, community colleges enroll approximately half of Hispanic students in undergraduate education. However, inadequate articulation policies between two- and four-year institutions of higher education have the effect of limiting the educational attainment of many Hispanic college students.

A recent Educational Testing Service (ETS) study, *Crossing the Great Divide*, shows that by the year 2015, one million more Hispanics will be academically prepared to attend college. In 2006, Hispanic undergraduates will outnumber African American undergraduates for the first time; they will be the nation's largest college-going minority, accounting for approximately one in six undergraduates on campus. Institutions in California, Texas, Florida, New York, and Arizona will enroll 1.4 million more students over the next twenty years. Hispanics will account for almost half of this growth. However, even if all the Hispanic students who are ready to go to college do so, the gap between Hispanic access to college and all other American youths' access will actually grow because the proportion of Hispanics in the 18- to 24-year-old population will increase even more rapidly than the proportion of Hispanic youth who are academically prepared to go to college.

Why is the educational attainment gap in higher education not closing? It is primarily because most Hispanic college students are first-generation, low-income students. In addition, many are less academically well prepared than their non-Hispanic peers.

Just over 50 percent of all Hispanics enrolled in higher education are in two states: California and Texas. Almost 75 percent of Hispanics enrolled in higher education are in just five states: California, Texas, New York, Florida, and Illinois.⁶ This enrollment pattern is even more telling when changes in three of these five states' affirmative action admission policies are considered. In California, Texas, and Florida, the public university systems

have eliminated the use of race/ethnicity as a factor in admissions decisions; instead, each has adopted "percentage plans" in an attempt to maintain a level of diversity on campus.

The Bottom Line: To secure Hispanic students' educational excellence and to raise their achievement to the level of other groups, our top priority for higher education must be to ensure that Hispanic students can succeed in college. Parents, educators, and the Hispanic community need to ensure that Hispanic students have a clear pathway to colleges and universities (two- and four-year, public and private). This should include necessary information and assurances of financial support from the public and private sectors and a commitment by colleges to do more to build supportive academic communities for Hispanic students.

What can each sector do to help Hispanic students raise their college and university educational achievement?

Parents can:

- Introduce the idea of college education early on and reinforce it throughout their children's K-12 education.
- Become informed about available financial support and take the time necessary to complete financial aid applications.
- Show interest in their children's college experience by visiting campus and talking about their children's classes.
- Reinforce the climate of success by asking children what they will do when they graduate.

Colleges and universities can:

- Offer Hispanic freshmen training in study skills and academic procedures and evaluate existing support services and redesign them as necessary to support the needs of Hispanic students.
- Expand college admissions recruitment into high schools with large Hispanic enrollments and sponsor trips to campus for Hispanic elementary and middle school students to increase their interest in higher education.
- Communicate more with Hispanic parents and provide college admissions materials in Spanish to facilitate family discussions about college.
- Analyze why Hispanic students drop out of college and develop institution-specific solutions to redress this problem.

- Work to maintain a diverse faculty and support faculty working as mentors of Hispanic students.
- Improve articulation between two- and four-year institutions of higher education to facilitate the further education of Hispanic students enrolled at community colleges.

PUENTE PROJECT, University of California (California)

This project increases the number of Hispanic students attending four-year colleges, earning degrees, and returning to the community as leaders. The main components of the program involve counseling, mentoring, and English language skills. Students begin in the ninth and tenth grades with activities involving school guidance counselors and mentors. All students participate in the program's statewide writing portfolio assessment as well. In 1998, Puente students attended four-year colleges at almost twice the rate of comparable non-Puente students (43 vs. 24 percent). An additional 41 percent of Puente students attended California community colleges. Puente students took the SAT at a higher rate than non-Puente students (66 vs. 54 percent) and took the ACT at almost three times the rate (32 vs. 13 percent) of non-Puente students.

Emerging Scholars Program (ESP), The University of Texas at Austin (Austin, TX)

ESP is an honors-type calculus program that targets students historically underrepresented in the mathematics-based disciplines. The central themes of ESP are working on challenging mathematics and forming social groups based on common academic interests. Students spend six hours per week in an intensive ESP session. Since the work is challenging, it drives student collaboration. This collaboration, in turn, facilitates forming friendships and breaking down stereotypes about who can do mathematics.

Community-based organizations can:

- Advocate college-going and college graduation to ensure that Hispanics have access to a quality higher education.
- Facilitate mentorships, internships, and fellowship opportunities for Hispanic students.
- Organize local SAT/ACT preparation courses for Hispanic students.
- Form support networks and "Adopt a College Student" programs for Hispanic college students away from home.
- Organize annual recognition events for Hispanic students who complete a year of college.
- Provide after-school programs to encourage and academically prepare Hispanic students to attend college.

Hispanic Association of Colleges and Universities (HACU) Internship Program

The HACU National Internship Program (HNIP) works with Hispanic Serving Institutions (HSIs), federal agencies, corporations to recruit well-qualified and motivated students. Those selected for the program include undergraduate and graduate students who have a minimum 3.0 GPA and are active in community and campus activities. HNIP began in 1992 and has placed

thousands of students in federal and corporate internships across the nation.

The HACU National Internship Program exposes talented college students to a challenging set of professional and educational experiences in many different fields. It is a comprehensive program that provides travel expenses and a weekly stipend.

Participating agencies and corporations hope to increase diversity in their work force by providing internship opportunities to high-achieving Hispanic students. This creates a pipeline of future employees who have had positive, meaningful work experience.

The private sector can:

- Work with local colleges—and local Hispanic-serving institutions, in particular (where they exist)—to establish cooperative career-based programs as well as research and internship opportunities.
- Create scholarships, fellowships, and partnerships to help Hispanic students access and attain a higher education.
- Encourage Hispanic employees to complete postsecondary education and lifelong learning and support them as they do so.
- Actively recruit Hispanic college students for both regular and summer positions.

Hispanic Scholarship Fund

The Hispanic Scholarship Fund (HSF) is the largest Hispanic scholarship-granting organization in the nation. HSF's mission is to double the college retention rate by supporting current college students and providing incentive for Latino high school graduates and community college associates to enroll at four-year institutions.

HSF recognizes and rewards outstanding Hispanic American students in higher education throughout the United States and Puerto Rico. Founded in 1975, HSF has awarded more than 40,000 scholarships totaling more than \$48 million. Recipient students represent every segment of the Hispanic community, hundreds of institutions of higher learning—including the most prestigious—and come from all 50 states and Puerto Rico. Successful candidates are chosen on the basis of academic achievement, personal strengths, leadership, and financial need. Basic program requirements include full time enrollment at an accredited college in the United States or Puerto Rico, completion of 15 credits of college work, and a minimum 2.7 GPA.

In July 1999, the Lily Endowment Inc. Awarded HSF a \$50 million grant—the single largest amount given to promote Hispanics in higher education and the largest amount ever pledged to a Hispanic organization in the United States. Two months later, HSF was selected as one of three organizations included in the newly formed Gates Millennium Scholars Program, by the Bill and Melinda Gates Foundation. This program includes a twenty-year plan to provide financial assistance to high-achieving minority students in need of financial aid with an annual investment of \$50 million, and offers financial assistance to 1,000 new students each year. The Millennium Scholars Program also includes the United Negro College Fund and the American Indian College Fund.

ENLACE (Engaging Latino Communities for Education) Initiative—W.K. Kellogg Foundation

ENLACE is derived from the Spanish word "enlazar", which means to link or to weave together. ENLACE is a new initiative focused on assisting communities to strengthen the educational pipeline for Hispanic youth. Through ENLACE, participating colleges and universities will form partnerships with communities, K-12 public and private school districts, and businesses. These partnerships will give Hispanic students the support they need to succeed from kindergarten through high school and beyond.

The three key components of ENLACE are: a common vision of a brighter future for Latino youth; collaborative work in coalitions; and a focus on strengthening public school-university-community partnerships.

Planning grants were awarded to 18 colleges and universities to continue their work to improve higher education opportunities for Hispanic youth under Phase I of the Kellogg Foundation's six-year, \$28.7 million ENLACE initiative. Under Phase II, 25-40 partnerships will be selected for multi-year funding with priority given to coalitions that bring together diverse organizations who pool their resources to design long-term community and institutional structures to impact system change. The last phase of the initiative will focus on disseminating the impact of the efforts, as well as institutionalization and sustainability of the vehicles of success.

Government can:

- Significantly increase the level of financial aid (i.e., grants, scholarships) to help Hispanic students access and attain a higher education.
- Disseminate and promote wider use of proven strategies and develop better strategies for helping Hispanic students achieve at high academic levels.
- Encourage communities, school districts, and local institutions of higher education to develop strong, collaborative K-16 educational strategies to improve Hispanic achievement throughout the educational pipeline.

U.S Department of Agriculture (USDA)

In FY2001, the U.S. Department of Agriculture will establish a scholarship program to increase the number of students entering and graduating from two- and four-year Hispanic-Serving Institutions (HSIs) and encourage students to pursue careers in the U.S. food and agriculture sector. Scholarships will cover the educational expenses of students earning degrees ranging from an associate of arts through a doctorate. Following graduation, 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.

Louis Stakes' Alliances for Minority Participation (LSAMP)— National Science Foundation

Alliances aim to encourage the production of baccalaureate degrees earned by underrepresented students in science, mathematics, engineering and technology (SMET) by utilizing the knowledge, resources, and capabilities of a broad range of organizations from academic, federal, industrial, and private sectors. Approximately 180,000 students are currently enrolled in LSAMP activities and results clearly demonstrate the effectiveness of strategies being pursued. In academic year 1998 (the most recent year for which data are available), Hispanic student enrollment in LSAMP-participating institutions for studies in SMET fields was 92,421 (50% of total enrollment), and there were 9,323 Hispanic SMET graduates from LSAMP institutions in 1998 (46% of total graduates).

LSAMP projects focusing heavily on Hispanic students include the University of Texas System Alliance in cooperation with ten regional community colleges from around the U.S.-Mexico border region; California Alliances for Minority Participation which involve ten campuses of the University System, and fifty public and private institutions; the Puerto Rico Alliance, which brings together national laboratories, local industries and 15 postsecondary institutions; and the New Mexico Alliance involving 27 statewide public institutions for recruitment/bridge programs, mentoring, distance learning opportunities and professional conferences.

NSF provided \$26.37 million to support 283 continuing projects in FY 1999.

Developing Hispanic-Serving Institutions (HSI) Program –U.S. Department of Education

The Developing HSIs Program helps eligible institutions of higher education expand their capacity to serve Hispanic and low-income students. Under this program, Hispanic-Serving Institutions (HSIs) are defined as accredited and degree-granting public or private nonprofit institutions of higher education with: at least 25 percent or more total undergraduate Hispanic full-time equivalent student enrollment; a high enrollment of needy students; low educational and general expenditures; and, where 50 percent of Hispanic students are low-income.

Five-year development grants and one-year planning grants are awarded. Grant activities include faculty development, funds and administrative management, development and improvement of academic programs, acquisition of equipment to strengthen funds management and academic programs, procurement of scientific or laboratory equipment for educational purposes, the renovation of instructional facilities, academic tutoring, counseling programs, and student support services.

The HSI program was first funded in 1995 at \$12 million and in fiscal year 2000, there were 108 HSI grantees with funding of \$42.5 million.

Graduate and Professional Education

Steer them toward learning about science, and we will find the environmentalists, biologists, and meteorologists who will help our planet. Coax them toward economics and we will get the minds that will write the prescriptions for prosperity in this hemisphere and around the world. Believe in these young people and give them a chance to learn and to grow, and they'll contribute on the world stage. Carolyn Curiel, Ambassador to Belize, In Hispanics and the Future of the Americas, 13 June 2000.

The Picture Today

Now, more than ever, graduate education is critical for achieving economic success and positions of leadership. While Hispanics have doubled their percentage enrollment in graduate education in the last twenty years, they remain less well represented than other groups. In 1996, Hispanics represented 4 percent of graduate students, whereas whites represented 73 percent and African Americans 6 percent. These numbers are even more troubling when one looks at particular fields such as engineering, mathematics, and computer and physical science, where Hispanic participation in graduate education is not representative of the population. In 1995-96, 7 percent of all first-professionals were Hispanic, 6 percent were African American, and 76 percent were white.¹⁴ Beyond enrollment, completion is also important. In 1996, Hispanics earned approximately 4 percent of all Master's degrees and 2 percent of all doctoral degrees awarded in the United States.

The most disturbing consequence of low rates of Hispanic participation in graduate education is that relatively few Hispanics qualify to occupy faculty and administrative positions in the nation's colleges and universities. Participation in graduate education has other implications beyond professional study. Graduate education is also the pipeline for higher education faculty. In 1992, Hispanics represented less than 3 percent of full-time instructional faculty and staff in higher education. While there are indications that the percentage has increased slightly since 1992, it had not changed substantially by 1998. Too few Hispanics are attaining graduate degrees and entering their fields of study as academic faculty. This has serious implications given that faculty and staff are influential mentors and role models and that they can enrich the educational experience of all students. The lack of Hispanic representation in graduate education is even more severe than in K-12 education and must be redressed.

Why are so few Hispanics in graduate education? Among the primary reasons are their relatively low levels of baccalaureate achievement, inadequate financial support, relatively low levels of mentoring and counseling by college instructors and other academic staff, and the continuing low expectations of Hispanics attaining graduate education.

The Bottom Line: To secure educational excellence by Hispanic students and raise their achievement to the level of other groups, our top priority for graduate and professional education must be to make the undergraduate experiences of Latino students more successful and provide more financial assistance and support for their education.



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What can each sector do to help Hispanic students raise their graduate and professional educational achievement?

Parents can:

- Learn about the benefits of graduate and professional education and encourage their children from an early age to continue their education to rewarding careers that typically require graduate education, such as university teaching, scientific research, business, law, and medicine.
- Support children pursuing graduate education and recognize that graduate and professional education, though typically lengthy and expensive, yield long-term benefits.

Colleges and universities can:

- Work to increase the number of Hispanics completing undergraduate education with high academic achievement who aspire to graduate education.
- Develop for Hispanic undergraduates strong academic support programs that also encourage graduate enrollment.
- Develop combined baccalaureate and master's degree programs and encourage interested advanced Hispanic undergraduates to take graduate courses.
- Conduct targeted outreach to Hispanic students to increase the number of Hispanic applicants to graduate programs and target institutional support (financial and student services) to Hispanic students to help retain them in graduate education.
- Foster a diverse campus climate that promotes educational equity and success for all students.
- Develop a faculty development program that targets Hispanics and hire Hispanic faculty and academic staff and facilitate their interest in serving as mentors and role models.

Community-based organizations can:

- Sponsor leadership training for Hispanic graduate students.
- Include graduate and professional education in their organizational agendas.
- Seek out and develop partnerships with graduate students and their professors for fellowships and participation in community activities.

The private sector can:

- Establish fellowships and internships for graduate students.

- Encourage Hispanic employees to obtain graduate degrees and provide financial assistance in order to support them in doing so.
- Work with institutions to help facilitate the transition from education to work and inform institutions of the workforce demands they need to meet in order to be competitive.
- Fund endowed positions dedicated to minority faculty in graduate programs.

The Ph.D. Project

The Ph.D. Project is a partnership among America's leading companies, universities, and academic organizations. The Project works to increase the ranks of minority business school professors by encouraging more minorities to earn a business Ph.D., the entry ticket to professorship. These new professors can then serve as role models encouraging more minority students who otherwise might not have considered business as a career to do so; be mentors, for tomorrow's minority students, guiding them into corporate careers; and better prepare all students for the new, diverse, corporate landscape of the twenty-first century. Largely due to The Ph.D. Project, the current enrollment of business doctoral students already exceeds the total number of minority professors teaching in business schools. As doctoral students and teaching assistants, those enrolled are inspiring, motivating, and assisting a new generation of business students.

The Project offers a networking and support system for every African American, Hispanic American and Native American business doctoral student in the United States through The Ph.D. Project Doctoral Students Associations. These associations help minority doctoral students complete the business Ph.D. program. With more than 300 current doctoral students in The Ph.D. Project Doctoral Students Associations in the year 2000, the dropout rate is below 5 percent (the dropout rate in this discipline can exceed 25 percent.)

Government can:

- Fund graduate fellowships for Hispanic students and programs that have a proven track record of increasing minority participation in graduate education.
- Increase outreach and information dissemination efforts in Hispanic communities to highlight the increased value of graduate degrees.
- Facilitate research opportunities for Hispanic students in federal agencies or in government-supported and collaborative programs.
- Publicize the availability of government jobs for graduates with advanced degrees.

The Center for Latino Initiatives—Smithsonian Institution

The Center sponsors the Inter-University Program Latino Graduate Training Seminar *Interpreting Latino Cultures: Research and Museums*. Hispanic graduate students attend the seminar to explore issues of representation and interpretation of cultural materials and traditions in museums; the seminar is followed by five ten-week fellowships and one ten-week internship. Fourteen Hispanic students participated in the program in 1999.

The Latino Studies Fellowship Program offers awards to Latino pre-doctoral students and postdoctoral or senior scholars to pursue research related to Latino history, art, and culture using Smithsonian resources, as well as through extended field work. Through this program, eleven fellowships have been awarded to outstanding students and scholars.

Centers of Research Excellence in Science and Technology (CREST) - National Science Foundation

Each Center of Research Excellence serves as a hub for conducting competitive research at the most productive minority institutions, including those that produce well-trained doctoral students in science, mathematics, engineering and technology (SMET) fields. Centers also serve as models for the integration of education and research and engaged in interdisciplinary activities. There are three large-scale Center projects focusing on Hispanic students: The Materials Research Center of Excellence at the University of Texas at El Paso to establish a nationally competitive research center in materials science and increase the number of minority researchers available to the Nation; the Distributed Computing Theory, Development and Application Center, managed jointly by Florida A&M University and Florida International University, which seeks to significantly increase minority participation in SMET disciplines and promote minority participation in quality research activities (Florida International's student enrollment is 60% Hispanic), and the Center for the Study of Light Matter Interaction in Photonic Materials at New Mexico Highlands University. NSF provided \$8.81 million in FY1 999 to support 8 centers.

Ten things the next Administration must do

This report responds to the charge issued by President Clinton in Executive Order 12900 to advise the Administration on the condition of Hispanics by examining:

- the educational attainment of Hispanics from pre-K through graduate and professional school;
- state, private sector, and community involvement in education;
- the extent to which federal activities in education complement existing efforts to increase education opportunities for Hispanics; and
- federal recruitment strategies for and employment of Hispanics.

In fulfilling this responsibility, the President's Advisory Commission developed mechanisms working with partners in government and other sectors over the last seven years. We believe the next administration must take up the challenge and continue to serve as a catalyst in the effort to involve all sectors in raising Hispanic educational achievement. To that end, the Commission has identified ten things the next Administration must do. These things are not to the exclusion of individual, local, state, and national efforts, but can leverage the federal government's ability to highlight what is important, motivate a nation, and lead by example.

- (1) **The next President must lead this nation by supporting states in fulfilling the responsibility to educate all our children** and highlight the importance of ensuring educational excellence for the Hispanic community. As part of this effort, the next President must deploy federal resources to provide opportunities for all children to succeed. *cc*
- (2) **The Secretary and Department of Education must take charge in establishing and highlighting the educational excellence of Hispanics as a national priority.** This leadership requires commitment to a strategic plan grounded in current and confirmed research and promising practices that will activate all facets of government to improve Hispanic academic achievement. *Continue to*
- (3) **The next Administration must support America's leadership in a global economy by treating language as an asset and cultivating biliteracy and proficiency in two languages for all Americans.**
- (4) **The next Administration must increase the representation of Hispanics in federal employment** in both career and political appointments and in program, policy, and leadership positions. Greater representation of Hispanics in turn will expand the federal government's capacity to effectively work with and address the concerns of the Hispanic community. *continue to* *com. app. plan*
- (5) **The next Administration must implement concerted and targeted outreach to Hispanic communities** and provide complementary guidance and technical assistance to those communities to ensure their competitiveness and access to federal programs.

- (6) **The next President must establish another Executive Order** that addresses educational excellence for Hispanics throughout the entire education continuum and includes responsibility of all federal agencies.
- (7) **The next Administration must work to align the responsibility of federal agencies to respond to the Executive Order** with the budget process, their annual performance report on the Executive Order, and the Office of Management and Budget oversight. This alignment includes improving accountability mechanisms by refining data collection pertaining to Hispanic participation in federal programs and maintaining the Inter-Departmental Council for Hispanic Educational Improvement to foster increased awareness and engagement by agency staff.
- (8) **The next Executive Order must strengthen the Commission's authority to facilitate public and private partnerships** addressing educational excellence for Hispanics. These partnerships include leaders of the Hispanic community, members of Congress, national advocacy organizations, and business and foundation leaders.
- (9) **The next Administration must provide an adequate number of White House Initiative staff** to implement the charge of the executive order. At a minimum, the White House Initiative staff should include the following seven positions: executive director, deputy director, federal agency liaison, Department of Education liaison, community outreach, Hispanic SI program manager, and policy analyst.
- (10) **The next Administration must align the oversight of executive orders** to facilitate effective implementation among federal agencies so that the needs of Hispanics are addressed. By doing so, the Administration will alleviate the dynamic of competing agendas.

CREATING THE WILL: HISPANICS ACHIEVING EDUCATIONAL EXCELLENCE

...Because despite the progress made, we know that too many young Hispanics are still dropping out of school and not enough are getting the Head Start they need. And far too many are born into poverty- and never have a fighting chance at the future all children deserve. These are not somebody else's children. They are all our children.

Hillary Rodham Clinton, White House Convening on Hispanic Children and Youth,
August 2, 1999

Raise the educational performance of all Hispanic students to the same level of achievement as other students in America by the year 2010.

Meeting the educational needs of Hispanic Americans is good for this country. Not only does it strengthen the analytical and intellectual skills of the fastest-growing segment of American society, but it also fortifies our country's most precious resource: its human capital. So why do we hesitate?

In this time of enormous prosperity and sustained tranquility, why do we shirk our responsibility to make real the promise of a quality education for all our young people? Why do we refuse to invest in our Hispanic youth by deploying proven strategies where they are needed and securing the resources this country has to offer?

The President's Advisory Commission believes it is a question of will. There is sufficient empirical evidence on interventions that help Hispanic students succeed—from early childhood through graduate and professional education. This report offers strategies for each sector to implement. However, creating the will to achieve educational excellence begins with the belief that our young people are precious and deserve a quality education and requires a commitment to reject failure and to strive for success.

To reach this goal requires parents, educators, community activists, elected officials, business leaders, and government representatives to take responsibility to form multiple alliances to harness the collective political will of those who commit to work together for change. They must raise the nation's awareness of the strengths and talents of the Hispanic community; acknowledge the community's educational needs; and refuse to accept anything less than success in attaining the goal.

In modeling the behavior necessary to create the will, the President's Advisory Commission used its convening authority to bring together many interested parties from the key sectors. In the national conference series *Excelencia en Educación: The Role of Parents in the Education of their Children*, parents, educators, community advocates, business leaders, elected officials, and government representatives worked together to discuss a common goal: educational excellence for Hispanic students. While each partner provided different services and varied resources, all used this conference as a means to work together to achieve their common goal. As a result,

reference
after
meetings

- federal agencies learned how to more effectively and directly reach out to the Hispanic community, and their responsibility to be held accountable to this community was reinforced;
- parents received information, were put in contact with resources, and were empowered to speak with those who contribute to their children's education,
- schools received support from other local and federal entities to improve their outreach to Hispanic parents and participated in an activity that connected them with the Hispanic community and advocates;
- community-based organizations were linked more directly to schools and federal agencies to improve service to the Hispanic community, and corporations were able to see "first hand" effective programs in their communities and learned how to more effectively reach out to the Hispanic community.

America is in transition in many ways. As Hispanic students quickly become the majority in school districts across the nation, critical masses of them are educationally, scientifically, and technologically unprepared. The federal government must address its responsibility to educate all children. The future of American democratic, social, cultural, and economic prosperity relies on the development of the full potential of its people—including Hispanics. All members of society have a role to play in building upon these and many other efforts and in continuing the work necessary to help Hispanic students raise their educational achievement to that of other groups in this nation.

This Commission has been privileged to serve these past seven years with an Administration that has worked hard, accomplished a great deal, and stayed focused on tomorrow. The work is not finished; it must continue for the next Administration... and the next generation.

ENDNOTES

1. Four important sources highlighting these factors are the report commissioned by the Department of Education, *No More Excuses: The Final Report of the Hispanic Dropout Project* (1995; Commissioners Santiago and Muñoz contributed to the report); *Latino High School Graduation: Defying the Odds* (1996; H. D. Romo); *Lessons from High-Performing Hispanic Schools* (1999; P. Reyes, J.D. Scribner, A.P. Scribner); and *Testing Hispanic Students in the U.S.: Technical and Policy Issues* (2000; President's Advisory Commission on Educational Excellence for Hispanic Americans).
14. NCES, *Graduate and First-Professional Students, National Postsecondary Education Student Aid Study, 1996*

APPENDICES

- A. Executive Order 12900
- B. List of Commissioners and WHI staff
- C. Latinos in Education fact sheets
- D. Annotated White House Initiative publication list

Presidential Executive Order 12900

By the authority vested in me as President by the Constitution and the laws of the United States of America, and in order to advance the development of human potential, to strengthen the Nation's capacity to provide high-quality education, and to increase opportunities for Hispanic Americans to participate in and benefit from Federal education programs, it is hereby ordered as follows:

Section 1. There shall be established in the Department of Education the President's Advisory Commission on Educational Excellence for Hispanic Americans (Commission). The Commission shall consist of not more than 25 members, who shall be appointed by the President and shall report to the Secretary of Education (Secretary). The Commission shall comprise representatives who: (a) have a history of involvement with the Hispanic community; (b) are from the education, civil rights, and business communities; or c) are from civic associations representing the diversity within the Hispanic community. In addition, the President may appoint other representatives as he deems appropriate.

Section 2. The Commission shall provide advice to the President and the Secretary on: (a) the progress of Hispanic Americans toward achievement of the National Education Goals and the standards of educational accomplishment; (b) the development, monitoring, and coordination of Federal efforts to promote high-quality education for Hispanic Americans; (c) ways to increase State, private sector, and community involvement in improving education; and (d) ways to expand and complement Federal education initiatives. The Commission shall provide advice to the President through the Secretary.

Section 3. There shall be established in the Department of Education the White House Initiative on Educational Excellence for Hispanic Americans (Initiative). The Initiative shall be an interagency working group coordinated by the Department of Education and shall be headed by a Director, who shall be a senior level Federal official. It shall provide the staff, resources, and assistance for the Commission and shall serve the Secretary in carrying out his or her responsibilities under this order. The Initiative is authorized to utilize the services, personnel, information, and facilities of other Federal, State and local agencies with their consent and with or without reimbursement, consistent with applicable law. To the extent permitted by law and regulations, each Federal agency shall cooperate in providing resources, including personnel detailed to the Initiative, to meet the objectives of this order. The Initiative shall include both career civil servants and appointed staff with expertise in the area of education, and shall provide advice to the Secretary on the implementation and coordination of education and related programs across Executive agencies.

Section 4. Each Executive department and each agency designated by the Secretary shall appoint a senior official, who is a full-time officer of the Federal Government and responsible for the management or program administration, to report directly to the agency head on activity under this Executive order and to serve as a liaison to the Commission and the Initiative. To the extent permitted by law and to the extent practicable, each Executive department and designated agency shall provide any appropriate information requested by the Commission or the staff of the Initiative, including data relating to the eligibility for and participation by Hispanic Americans in Federal education programs and the progress of Hispanic Americans in relation to the National Education Goals. Where adequate data is not available, the Commission shall suggest the means for collecting the data.

Section 5. The Secretary, in consultation with the Commission, shall submit to the President an Annual Federal Plan to Promote Hispanic American Educational Excellence (Annual Federal Plan, or Plan). All actions described in the Plan shall be designed to help Hispanic Americans attain the educational improvement targets set forth in the National Education Goals and any standards established by the National Education Standards and Improvement Council. The Plan shall include data on eligibility for, and participation by, Hispanic Americans, in Federal education programs, and such other aspects of the educational status of Hispanic Americans, as the Secretary considers appropriate. This Plan also shall include, as an appendix, the text of the agency plans described in section 6 of this order. The Secretary, in consultation with the Commission and with the assistance of the Initiative staff, shall ensure that superintendents of Hispanic-serving institutions of higher education, directors of educational programs for Hispanic Americans, and other appropriate individuals are given the opportunity to comment on the proposed Annual Federal Plan. For the purpose of this order, a "Hispanic-serving" school district or institution of higher education is any local education agency or institution of higher education, respectively, whose student population is more than 25 percent Hispanic.

Section 6. As part of the development of the Annual Federal Plan, each Executive department and each designated agency (hereinafter in this section referred to collectively as "agency") shall prepare a plan for, and shall document, both that agency's effort to increase Hispanic American participation in Federal education programs where Hispanic Americans currently are under served, and that agency's effort to improve educational outcomes for Hispanic Americans participating in Federal education programs. This plan shall address, among other relevant issues: (a) the elimination of unintended regulatory barriers to Hispanic American participation in Federal education programs; (b) the adequacy of announcements of program opportunities of interest to Hispanic-serving school districts, institutions of higher education, and agencies; and c) ways of eliminating educational inequalities and disadvantages faced by Hispanic Americans. It also shall emphasize the facilitation of technical, planning, and development advice to Hispanic-serving school districts and institutions of higher education. Each agency's plan shall provide appropriate measurable objectives for proposed actions aimed at increasing Hispanic American participation in Federal education programs where Hispanic Americans currently are underserved. After the first year each agency's plans also shall assess that agency's performance on the goals set in the previous year's annual plan. These plans shall be submitted by a date and time to be established by the Secretary.

Section 7. The Director of the Office of Personnel Management, in consultation with the Secretary of Education and the Secretary of Labor, to the extent permitted by the law, shall develop a program to promote recruitment of Hispanic students for part-time, summer, and permanent positions in the Federal Government.

Section 8. I have determined that the Commission shall be established in compliance with the Federal Advisory Committee Act, as amended (5 U.S.C. App. 2). Notwithstanding any other Executive order, the responsibilities of the President under the Federal Advisory Committee Act, as amended, shall be performed by the Secretary, in accordance with the guidelines and procedures established by the Administrator of General Services.

Section 9. Administration. (a) Members of the Commission shall serve without compensation, but shall be allowed travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in the Government service (5 U.S.C. 5505-5507). (b) The Commission and the Initiative shall obtain funding for their activities from the Department of Education. (c) The Department of Education shall provide such administrative services for the Commission as may be required.

Section 10. Executive Order No. 12729 is revoked.

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Latinos in Early Childhood Education

Early childhood education, or preschool, encompasses education programs for children up to 5 years of age, and may provide related services to meet children's psychological and health needs. Preschool prepares children for a solid education by teaching learning and socialization skills. Given the importance of these efforts and services, both the federal government and the states make significant investments in early childhood programs, totaling about \$10 billion annually.

Population

- The Hispanic population in the United States is very young. Today, 10% of Hispanics are under age 5 and make up over 15% of their age group in the U.S. population. By the year 2030, they will make up 25% of the total school-age population. The projected increase in the number of Hispanic children in preschool brings with it critical strengths and challenges to the nation's education system. [Bureau of the Census, *CPS Report*, No. P25-1130, 1996]

Enrollment

- Hispanic children under age 5 are less likely to be enrolled in early childhood education programs. In 1998, only 20% of Hispanic 3-year-olds were enrolled in early childhood programs, compared to 42% of whites and 44% of blacks (Figure 1). Of 4-year-olds, less than 60% of Hispanics were enrolled in early childhood programs, compared to 67% of whites and 73% of blacks. [Bureau of the Census, *CPS Report*, No. P20-521, Table-2]
- In 1998, differences in the enrollment of 5-year-olds largely disappeared between Hispanics (90%), whites (94%) and blacks (95%). However, while the enrollment gap closes at kindergarten, Latino children still remain less prepared for school because of lower enrollment rates at the younger ages. [Bureau of the Census, *CPS Report*, No. P20-521, Table-2]
- In 1998, the early childhood education enrollment rate for Hispanics was similar in both urban (48%) and suburban (42%) locations. By comparison, the enrollment rate for blacks was higher in urban areas (55%) than in suburban areas (39%), while the rate for whites was much higher in suburban areas (62%) than in urban areas (19%). [Bureau of the Census, *CPS Report*, No. P20-521, Table-5]
- As parents' educational attainment increases, so does the early childhood enrollment rate of their children. However, in 1997, fewer Hispanics age 25 and older had completed high school than their black and white counterparts—55% of Hispanics, 75% of blacks, and 86% of whites had completed high school. [NCES, *Digest of Education Statistics*, 1998, Table 8]

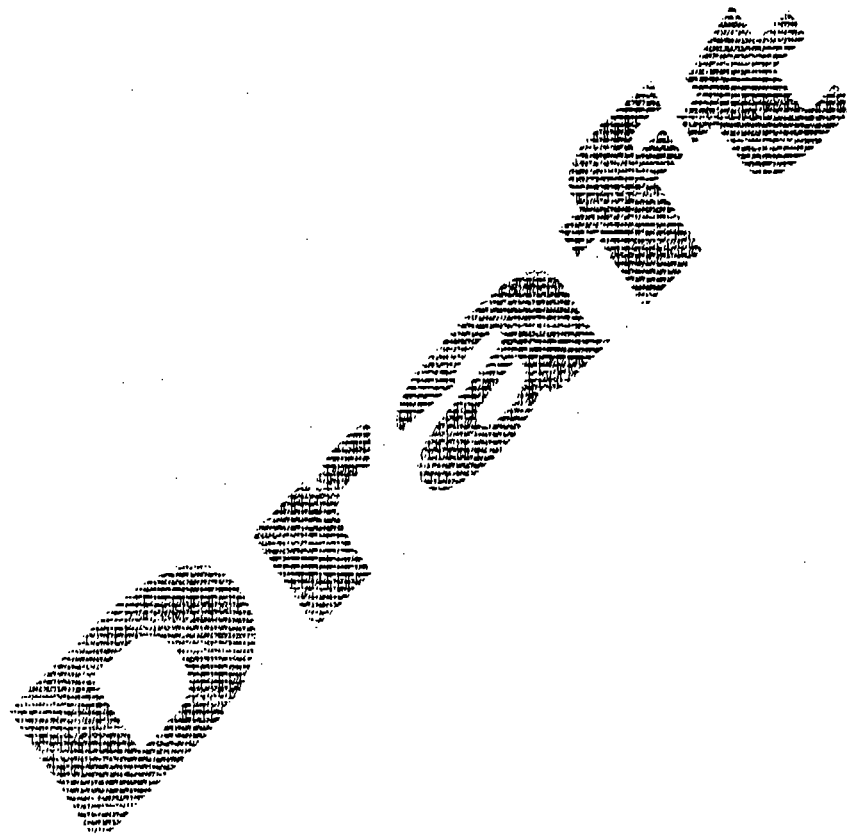
Income and Enrollment

- In 1998, the median family income for Hispanics was about \$28,000 while the overall median income was \$39,000. Research shows that families with higher incomes are more likely to enroll their 3- and 4-year-olds in early childhood education than those with lower incomes. [NCES, *The Condition of Education*, 1999, Indicator 44] [Bureau of the Census, *CPS Report*, No. P60-206, 1998]
- While Latino children are overrepresented in families living in poverty, they are underrepresented in Head Start programs designed to remedy the effect of poverty on educational achievement. In 1998, the child poverty rate for children under 6 years of age was 36% for Hispanics, 40% for blacks and 15% for whites. In Fiscal Year 1998, Head Start served 822,316 children. Of these, 36% were black, 32% white, 26% Hispanic and 3% American Indian and Asian. [1999 *Head Start Fact Sheet*, Administration for Children, Youth and Families]

School Readiness

- Hispanics are more likely to tell their child a story than read to them. Three-to 5-year-olds may start school better prepared to learn if they are read to or told a story once a week. In 1996, of 3- to 5-year olds, 80% of Hispanics were told a story—consistent with blacks (77%) and whites (84%). Hispanic children were less likely to be read to—65% of Hispanics were read to, compared to about 75% of blacks and nearly 90% of whites. [NCES, *The Condition of Education*, 1999, Indicator 34]

- Approximately 70% of teachers said they felt only moderately, somewhat, or not at all prepared to address the needs of students with limited English proficiency or from diverse cultural backgrounds. This lack of preparation has profound implications for the large population of Hispanic students in early childhood today. [NCES, *The Condition of Education*, 1999, Indicator 23]



Latinos in Elementary Education (K-8)

The elementary school years are a period of significant development for the child in all areas of learning, providing the foundation for a successful high school experience. Elementary education generally includes kindergarten through grade eight, referred to in various grade groupings as primary, elementary, and middle school.

Population

- Today, Hispanics comprise 15% of the elementary school-age population (5-13). By the year 2025, Latinos in this age group will make up nearly 25% of the elementary school-age population (Figure 2). [Bureau of the Census, *CPS Report*, No. P25-1130, 1996]

Enrollment

- Between 1978 and 1998, the enrollment of Hispanics in public elementary schools increased 157% compared to 20% for black students and 10% for white students. [Bureau of the Census, *CPS Report*, Table A-1, 1999]

Urbanicity and Poverty

- Latino students now experience more isolation from whites and more concentration in high-poverty schools than any other group of students. In 1998, close to 50% of Hispanics in public education attended urban schools. In comparison, just over 50% of blacks and only 48% of whites in public schools were enrolled in urban schools. Further, the nation's 10 largest central city school districts enrolled close to 25% of Latino students, 18% of black students and only 2% of white students. [Bureau of the Census, *CPS Report*, P20-521, 1998] [*Resegregation in American Schools*, The Civil Rights Project, Harvard University, 1999]
- In 1996, about one out of every four students who lived in a central city and who attended public schools was Hispanic, up from about one out of every 10 students in 1972. [NCES, *The Condition of Education*, 1999, Indicator 46]
- Latino students, on average, attend schools with more than twice as many poor classmates as in those attended by white students (46% vs. 19%). In addition, just over one-third of Hispanics (34%) and blacks (37%) under age 14 lived in poverty, compared to 14% of whites. [Bureau of the Census, *CPS Report*, P60-206, 1998] [*Resegregation in American Schools*, The Civil Rights Project, Harvard University, 1999]

Educational Achievement

- Overall, Hispanic students consistently perform below the national average in the National Assessment of Educational Progress (NAEP). Disparities begin as early as kindergarten and remain through age 17. By age nine, Hispanic students lag behind their non-Hispanic peers in reading, mathematics and science proficiency. [NCES, *The Condition of Education*, 1999, Indicator 1, 2, 4 - 6]
- While not all Hispanic students are limited english proficient (LEP), Hispanics constitute about 75% of all students enrolled in LEP programs, including bilingual education and English as a Second Language (ESL) programs. [*Elementary and Secondary School Civil Rights Compliance Report, 1988-1994*]
- Computers have become an essential tool in our society and early exposure to computers can help prepare students for future success in the workplace. However, Hispanic students are less likely than their white peers to use a computer at school or at home. In 1997, 68% of Hispanic children used a computer at school, compared to 70% of blacks and 84% of whites. Further, only 18% of Hispanic students used a computer at home, compared to 19% of black students and 52% of white students. [NCES, *The Condition of Education*, 1999, Indicator 18]

Teachers

- The number of Hispanic teachers lags far behind the number of Hispanic students. While Hispanic students comprise about 15% of public school students, only about 4% of public school teachers are Hispanic. [NCES, *Digest of Education Statistics*, 1998, Table 68]

Latinos in Secondary Education (9-12)

Secondary education is a critical means of achieving upward mobility and helps individuals negotiate the path to achievement and economic success. Secondary education, or high school, generally includes grades nine through twelve.

Population

- Hispanic students in secondary education represent 13% of the current school population in grades 9-12. By the year 2030, Latinos in grades 9-12 will make up 23% of the school population for these grades. [Bureau of the Census, *CPS Report*, No. P25-1130, 1996]

Enrollment

- Among 15-17 year olds, 34% of Hispanic students were enrolled below grade level. Enrollment below grade level is a significant variable because it is the highest predictor of school dropout rates. [Bureau of the Census, *CPS Report*, Number P20-513, Table A-2, 1998]

Educational Achievement

- The dropout rate for Hispanics is much higher than for other ethnic groups. In 1998, 30% of all Latino 16-through 24-year-olds were dropouts (1.5 million), more than double the dropout rate for blacks (14%) and more than three times the rate for whites (8%). [NCES, *Dropout Rates in the United States: 1998*]
- High Hispanic dropout rates are partly attributable to the relatively greater dropout rates among Hispanic immigrants. The dropout rate for Hispanic 16- to 24-year-olds born outside the United States (44%) was double the rate for those born in the United States (22%). [NCES, *Dropout Rates in the United States: 1998*]
- In 1996, the average National Assessment of Educational Progress (NAEP) scores of Hispanic students age 17 were well below those of their white peers in math, reading and science. [NCES, *The Condition of Education 1998*, Indicator 16]
- Hispanic students have earned more credits in computer science, foreign languages and English than other groups. Despite increases in upper-level course selection among Hispanic high school students, Hispanic students still earn fewer credits than other groups in history, science and mathematics. [NCES, *The Educational Progress of Hispanic Students, The Condition of Education, 1995*]

Educational Attainment

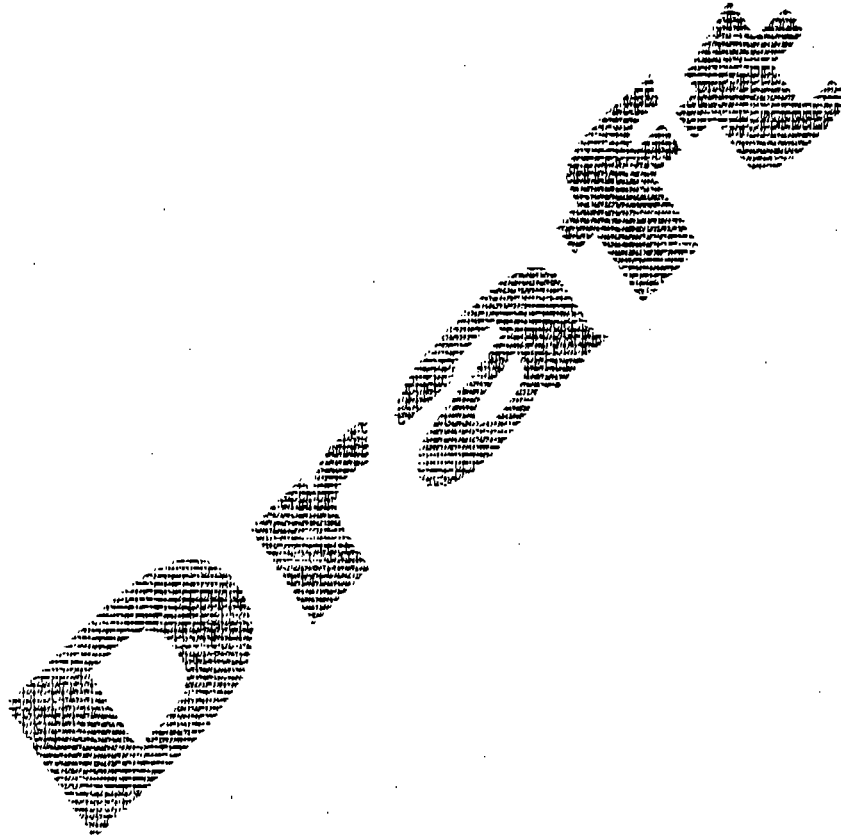
- The low high school completion rate for Latinos has not changed substantially in several years. High school completion rates for white and black students in 1998 were 90% and 81%, respectively. However, the high school completion rate for Hispanics was only 63%. [NCES, *Dropout Rates in the United States: 1998*]
- While Latino parents are increasing their educational attainment rates, these rates are still below those of other ethnic groups. Higher levels of parental educational attainment are generally associated with positive educational outcomes and experiences, such as high school completion, for their children. The percentage of Hispanic parents earning a high school diploma has improved, from 23% in 1972 to 45% in 1997. By comparison, in 1997, over 90% of white parents had earned a high school diploma. [NCES, *The Condition of Education 1998*, Supplemental Table 44-4]

College Preparation

- Hispanic students are more often than not tracked into general courses that satisfy only the basic requirements and not those that provide access to four-year colleges or to rigorous technical schools. More Hispanic students (50%) are enrolled in general programs of study than either whites (39%) or blacks (40%). Only 35% of Latino students are enrolled in college preparatory or academic programs, compared to 50% of whites and 43% of blacks. [NCES, *Trends Among High School Seniors, NELS:88, 1972-1992, 1995*]
- In 1997, Hispanics were at least three times as likely to take a foreign language Advanced Placement (AP) examination as whites. Hispanic students were also five times as likely as whites to be eligible for college

credit from these tests (with a grade 3 or higher). White students were more likely than blacks or Hispanics to take AP examinations in all other subject areas. [NCES, *The Condition of Education*, 1999, Indicator 14]

- The percentage of Hispanic seniors who planned to continue their education at a four-year college doubled from 24% in 1972, to 50% in 1992 (Figure 3). The percentage who planned to attend a two-year program increased from 12% to 20%. [NCES, *Trends Among High School Seniors*, NELS-88, Second Follow-up, 1992]



Latinos in Undergraduate Education

Undergraduate education is considered today to be an important path to ensuring a better future in our economy. Undergraduate education is study beyond secondary school at an institution offering programs terminating in an associate's or bachelor's degree.

Population

- Hispanics currently represent 14.5% (3.6 million) of the total traditional college-age population (18-24 years). By the year 2025, Hispanics will comprise 22% of that population. [Bureau of the Census, *Census 2000 Report*, No. P20-516, 1997]

Enrollment

- The representation of Hispanics in higher education continues to grow. In 1996, Hispanic students represented almost 10% of the total student enrollment in higher education. [NCES, *Digest of Education Statistics*, 1998, Table 207]
- Between 1976 and 1996, the number of Hispanics enrolled in undergraduate education increased 202%, compared with only 13% for whites and 44% for blacks. In one year alone (1995-96), Hispanic enrollment increased 5%, the largest one-year increase of any ethnic group. [NCES, *Digest of Education Statistics*, 1998, Table 207]
- Hispanic students enroll in college immediately upon graduation from high school at a rate similar to that of other groups—66%, compared to 68% for whites and about 60% for blacks. However, Hispanic 18-to 24-year old high school completers enroll in college at lower rates (36%) than whites (46%) and blacks (40%). [NCES, *The Condition of Education*, 1999, Indicators 53 and 54]
- The majority of Hispanic undergraduates are enrolled in two-year institutions (53%). In comparison, the majority of white and black undergraduates are enrolled in four-year institutions (56% and 51%, respectively). [NCES, IPEDS, 1997 Fall Enrollment]
- Latino enrollment in undergraduate education is concentrated in a small number of institutions. About 40% of Hispanic undergraduate students are enrolled in fewer than 200 institutions of higher education known as Hispanic-Serving Institutions (HSIs). HSIs are accredited degree-granting public or private nonprofit institutions of higher education with at least 25 percent total undergraduate Hispanic full-time equivalent student enrollment. [NCES, IPEDS, 1997 Fall Enrollment] [Higher Education Amendments of 1965, as amended, 1998]
- Latino undergraduate students are concentrated in several key states. Just over 50% of all Hispanics enrolled in higher education are in two states: California and Texas. Almost 75% of Latinos enrolled in higher education are in five states: California, Texas, New York, Florida, and Illinois (Figure 4). [NCES, IPEDS, 1997 Fall Enrollment]
- A higher percentage of Hispanic students (45%) are enrolled part time than either white or black students (39% and 40%, respectively). Hispanics (35%) are also more likely than white or black students (25% and 32%, respectively) to take more than six years to receive a bachelor's degree. [NCES, IPEDS, 1997 Fall Enrollment] [NCES, *The Condition of Education*, 1996, Supplemental Table 11-1]

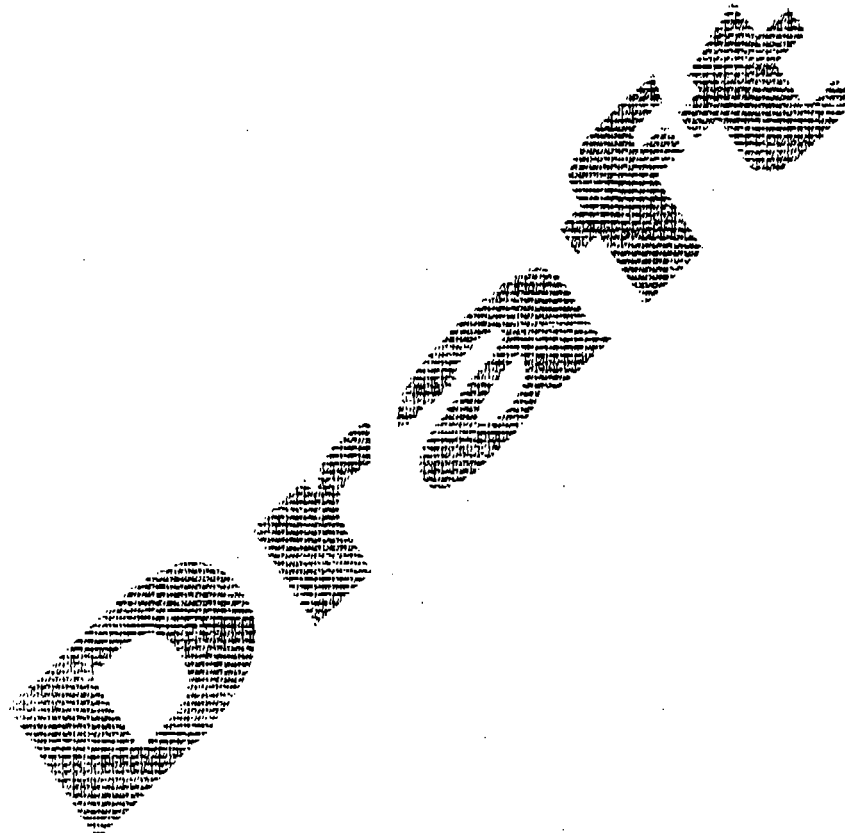
Financial Aid

- Hispanic students tend to borrow less to pay for their education. As first-year students, close to 50% of Hispanics received grants while less than 30% received loans to pay for their education. In comparison, close to 60% of blacks received grants and 42% received loans, and 46% of whites received grants and 31% received loans. [NCES, *Descriptive Summary of 1989-90 Beginning Postsecondary Students, 5 Years Later*, Table 15.1, May 1996]

Educational Attainment

- Hispanics have increased their undergraduate degree attainment. In 1996, Hispanic students earned 7% of all associate's and 5% of all bachelor's degrees. In total, Hispanics doubled their undergraduate degree attainment from 1976. [NCES, *Digest of Education Statistics*, 1998, Table 262]

- The top three disciplines for bachelor's degrees awarded to Hispanic students in 1996 were business, social sciences and education. The top three disciplines for associate's degrees awarded to Hispanics were liberal arts, business and the health professions. [NCES, *Digest of Education Statistics, 1998*, Table 265]



Latinos in Graduate Education

Graduate education provides the opportunity to rise to the professional level of a discipline and to become an expert in a field of study. A graduate education program generally requires study beyond the bachelor's degree, resulting in a master's, first-professional or doctoral degree.

Enrollment

- While Hispanics have increased their enrollment in graduate education, they are still less represented than other groups. In 1996, Hispanics represented 4% of graduate students, while whites represented 73%, and blacks represented 6%. In 1976, Hispanics represented only 2% of graduate students. [NCES, *Digest of Education Statistics 1998*, Table 207]
- In the past 20 years, Hispanic women have surpassed Hispanic men in graduate enrollment. In 1976, 45% of Hispanics enrolled were women compared to 55% of men. In 1996, 60% of Latinos enrolled in graduate education were women compared to 40% of men. [NCES, *Digest of Education Statistics 1998*, Table 207]
- Although their enrollment rates are small, Hispanics in graduate education are more likely to enroll full time than either white or black students. Of Hispanics in graduate education, 42% are enrolled full time, compared with 37% of whites and 39% of blacks. [NCES, *Digest of Education Statistics 1998*, Table 208]
- In 1995-96, 7% of all first-professionals were Hispanic, 6% were black, and 76% were white. Although the percentage of whites in law programs is higher (88%) than in any other race-ethnic group, Hispanics enroll at a higher rate (11%) in law programs than any other minority group. [NCES, *Graduate and First-Professional Students, National Postsecondary Education Student Aid Study 1997*]

Financial Aid

- Hispanics studying for master's degrees receive less grant aid and work more than either white or black students. In 1995-96, only about 20% of Hispanic students received grants, compared to over 30% of both white and black students. In addition, 20% of Hispanics received assistantships, compared to 10% for blacks and 9% for whites. Among full-time master's students, Hispanics received even less aid. Only 65% of Hispanic students received assistantships compared to 76% of whites and 90% of blacks. [NCES, *Student Financing of Graduate and First-Professional Education, 1995-96, May, 1998 Table 2.3a*]
- Hispanic full-time master's and first-professional degree students receive less aid than any other ethnic group. The average aid for Hispanic master's degree students is only \$8,729, compared to \$13,875 for blacks and \$12,566 for whites (Figure 5). For first-professional degree students, the average aid for Hispanics is only \$16,766, compared to \$21,440 for blacks, \$18,182 for whites, and \$18,416 for Asian/Pacific Islanders. [NCES, *Student Financing of Graduate and First-Professional Education, 1995-96, May, 1998 Table 2.4*]
- Of first-professional degree students, a higher percentage of Hispanics borrow or work than either blacks or whites. In 1995-96, 73% of Hispanics had loans and 6% participated in work-study. In comparison, 70% of whites had loans and 5% were in work-study, and 71% of blacks had loans and 4% were in work-study. [NCES, *Student Financing of Graduate and First-Professional Education, 1995-96, May, 1998 Table 2.3a*]

Educational Attainment

- In 1996, Latinos earned about 4% of all master's degrees. The four disciplines in which the most master's degrees were earned by Hispanics were education, business, public administration and the health professions. [NCES, *Digest of Education Statistics, 1998*, Table 268]
- Latinos earned 2% of all doctoral degrees in 1996. The four disciplines in which the most doctoral degrees were earned by Hispanics were education, psychology, biological/life sciences and social sciences/history. [NCES, *Digest of Education Statistics, 1998*, Table 268]

Faculty

- In 1992, Latinos represented less than 3 percent of full-time instructional faculty and staff in higher education. [NCES, *Instructional Faculty and Staff in Higher Education Institution, Fall 1987 and Fall 1992, 1997*]

WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

PUBLICATIONS

1996

- **Our Nation on the Faultline: Hispanic American Education** documents the exponential demographic growth of Hispanics in America and describes both the serious shortcomings of the education system in serving Hispanic Americans and the resulting education gap. The Report issues a call to action for local, state, and federal policy makers to take deliberate and immediate steps to improve the educational attainment of Hispanics.

1998

- **Our Nation on the Faultline: Hispanic American Education** (includes comparison between Commission action plan and programs in the Hispanic Education Action Plan)

1999

- **HSIs: Serving the Community, Serving the Nation** is an information kit that provides a map of where HSIs are located throughout the United States, an informational video detailing how HSIs serve their communities and the nation, a brief booklet summarizing the information provided, and a White House Initiative brochure.
- **What Works for Latino Youth** (first edition): Presents a compendium of programs that work for Latino youth. This directory offers contact information and program descriptions to facilitate networking and information sharing. It is intended to be a tool for foundations, businesses, policymakers, community-based organizations, schools, universities, and other interested individuals and communities actively engaged in addressing the strengths and needs of Latino youth.
- **FY1998 Annual Performance Report on Implementing Executive Order 12900** highlights the federal government's progress in meeting the growing education and employment needs of the Latino community. Twenty-seven agency profiles provide information on education programs, outreach to Hispanic Serving Institutions (HSIs), strategies to recruit Latinos for federal employment and future investments for improving and expanding education and employment opportunities for Latinos. A federal point of contact is also provided to answer questions pertaining to specific programs and activities.

2000

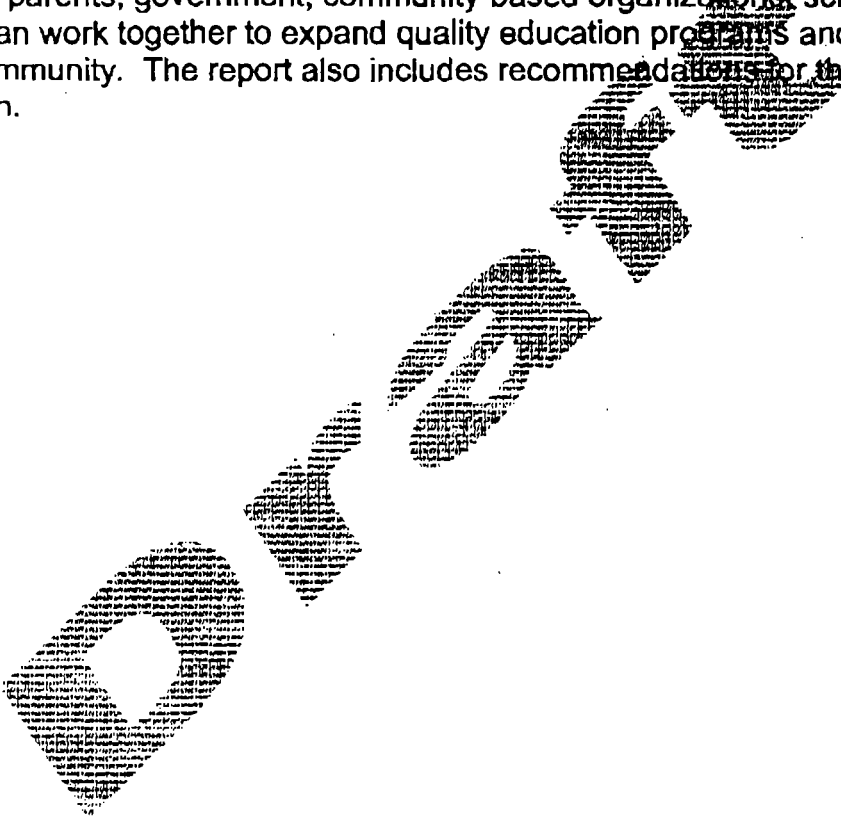
- **Latinos in Education** provides a snapshot of information about Latinos in our nation's education system from early childhood through graduate and professional education.
- **Testing Hispanic Students in the United States: Technical and Policy Issues** report and Executive Summary seeks to bring attention to the growing crisis of

Hispanic students in public education to the nation's leaders, and provides guidance to the nation and the States on taking the necessary steps to rectify the conditions that allow Hispanic students to be wrongly measured and unaccounted for in their own schools.

- **Educational Standards, Assessment, and Accountability: A New Civil Rights Frontier** summarizes the White House Initiative's 1999 four part series of policy seminars on assessment practices and the impact on Latino learners. The seminars focused on such issues as the role of educators in developing appropriate testing practices for all students, including Latinos; the issue of language and testing; and how state and local policy makers are currently implementing appropriate assessment practices to meet the needs of the Hispanic students served in their systems.
- **What Works for Latino Youth (second edition)** presents a compendium of programs that work for Latino youth. This directory offers contact information, program descriptions, and evidence of effectiveness to facilitate networking and information sharing. It is intended to be a tool for foundations, businesses, policymakers, community-based organizations, schools, universities, and other interested individuals and communities actively engaged in addressing the strengths and needs of Latino youth.
- **Latinos in Higher Education and Beyond (w/ETS)**
- **FY1999/2000 Annual Performance Report on Implementing Executive Order 12900** highlights the federal government's progress in meeting the growing education and employment needs of the Latino community. Twenty-six agency profiles provide information on education programs, outreach to Hispanic Serving Institutions (HSIs), strategies to recruit Latinos for federal employment and future investments for improving and expanding education and employment opportunities for Latinos. A federal point of contact is also provided to answer questions pertaining to specific programs and activities.
- **Excelencia para todos: Excellence for All – The Progress of Hispanic Americans in Education and the Challenges of a New Century--A speech by Secretary of Education Richard W. Riley on March 14, 2000, at Bell Multicultural High School in Washington, DC.** Secretary Riley discussed the importance of education to the nation's Latino community and outlined five challenges to build on the progress that has been made to improve the educational attainment of Latinos.
- **Excelencia en Educacion: The Role of Parents in the Education of Their Children Parental Involvement Tool Kit** provides community-based organizations, schools, and advocacy organizations a step-by-step guide to stage a community conference to help Latino parents understand how to guide their children to success in school. The guide provides a directory of education resources coming from the federal government and numerous national organizations and tips sheets for Latino parents.

that summarize the various ways they can become more actively involved in the education of their children.

- **Creating the Will: Hispanics Achieving Educational Excellence** describes current efforts and proposed actions to address Latino educational achievement from pre-K through graduate and professional education. Recommendations will speak to how parents, government, community-based organizations, schools, and businesses can work together to expand quality education programs and services to the Latino community. The report also includes recommendations for the next Administration.



Adds to the WH Commission Report

p.2, before the last sentence in the paragraph following statement of the challenge to “Raise the educational performance of all Hispanic students to the same level of achievement as other students in America by the year 2010,” insert:

“Over the past several years the Clinton-Gore Administration has convened stakeholders and leaders to facilitate action and identify the needs to meet this great challenge. The recent White House Strategy Session on Improving Hispanic Student Achievement, for instance, engaged a number of community based organizations, advocacy groups, educators, philanthropic organizations, private sector representatives, Members of Congress and their staff, the President’s Advisory Commission on Educational Excellence for Hispanic Americans and other Executive Branch staff in the development of five national goals for increasing Hispanic student achievement which were announced by the President at the Strategy Session. These goals will help focus efforts, *but it will take unprecedented public will to reach this challenge*”

p. 6, after last bullet and before paragraph starting “Through its work, the Commission ...” insert the following paragraph:

“The Commission’s work has invigorated the Clinton-Gore Administration’s investments and focus on the educational attainment of Hispanic students. In 1998, President Clinton and Vice President Gore introduced the Hispanic Education Action Plan (HEAP) and requested an additional \$600 million for programs serving Hispanic students. Each subsequent year the Administration has secured increased funds for HEAP, which encompasses several targeted programs such as the GEAR-UP college preparation and mentoring program, migrant education, adult education, bilingual education, and support for Hispanic Serving Institutions. In addition, the Clinton-Gore Administration’s commitment to high standards and achievement for all students has led the way for greater accountability to improve student performance and narrow the achievement gap through initiatives that have reduced class sizes, supported after school programming, and enhanced the quality of teaching. On June 15, 2000 the President hosted a White House Strategy Session on Improving Hispanic Student Achievement, which brought together stakeholders from all sectors to focus on this issue. At the Strategy Session, the President announced the following five national goals, which will help focus efforts to meet the Commission’s challenge to close educational achievement gaps for Hispanic students within the next 10 years:

HEAP

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

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

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

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

Goal 5: Double the percentage of Hispanic Americans who earn associate's and bachelor's degrees by 2010."

p. 36 last paragraph, after " . . . the President's Advisory Commission used its convening authority to bring together many interested parties from the key sectors." Insert:

"In August of 1999, the First Lady hosted a White House Convening on Hispanic Children and Youth, which brought together over 200 community leaders and representatives from foundations and the private sector. In the spring of 2000, the White House undertook development of a series of five national goals for improving Hispanic student achievement, which served as the foundation for the June 15th White House Strategy Session on Improving Hispanic Student Achievement." *Modify the final sentence of that paragraph to read, "While partners at these convenings provided different services and resources, all used the convenings to work together to achieve their common goal. As a result,"*



Caroline S. Chang

09/07/2000 01:27:09 PM



Record Type: Record

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cc:

Subject: another add

on p. 34, after the bullets and before paragraph beginning "In fulfilling this responsibility . . ." insert the following:

"In the past seven years, the Clinton-Gore Administration has taken important steps in addressing these critical areas. The President and Vice President introduced the Hispanic Education Action Plan (HEAP) in 1998, a comprehensive initiative which includes several targeted programs such as the GEAR-UP college preparation and mentoring program, Hispanic Serving Institutions, migrant education, adult education, and bilingual education. Funding for HEAP has increased each year, and the Administration's FY 2001 proposal calls for nearly \$10.7 billion -- more than \$8 million more than this year. In addition, the Administration has actively pursued its commitment to high standards and achievement for all students by expanding Head Start access, pushing for greater accountability to improve student performance and narrow the achievement gap, reducing class sizes, funding after school programming, and focusing on teacher quality. Furthermore, under the leadership of President Clinton and Vice President Gore, the Office of Personnel Management developed a Nine Point Plan to increase the representation of Hispanics in federal employment."