



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

July 17, 2000

TO: Maria Echaveste, Deputy Chief of Staff
Mickey Ibarra, Assistant to the President and White House Director for
Intergovernmental Affairs

FROM: Guillermo Linares
Chair, President's Advisory Commission on Educational
Excellence for Hispanic Americans

RE: Commission recommendations on the White House Strategy Session Goals

I am writing to follow up on the work of the White House Strategy Session and to provide you with the recommendations I presented to Secretary Riley on behalf of the Commission when I met with him on June 30. I believe that Sarita Brown, our Executive Director, has already conveyed this information to you, but given the importance of the topic I wanted to also provide our input in writing.

Attached please find the memo sent to you and your colleagues dated May 17. In this memo Sarita presented the Commission's general feedback regarding the proposed content of the strategy session. The Commissioners communicated the importance of treating language as an asset and offered ideas on how the strategy session might convey this message. Unfortunately, the final wording of the language goal did not prove as effective in capturing our message and therefore we offer the following change.

We suggest that goal two on language end with the wording, "...all students graduate from high school having demonstrated proficiency in English **and another language.**"

We also believe that the discussion group for goal five at the strategy session agreed that this goal should be amended to better serve closing the achievement gap. We offer the following recommendation.

For goal 5 we suggest the following change, **"By 2010, Hispanic Americans earn Associate's and Bachelor's degrees on par with their representation in the workforce."**

I conveyed the Commission's sincere interest to strengthen the contributions of this Administration to the goal of closing the achievement gap for Latinos when I met with Secretary Riley. I write this to you in the same spirit and encourage you to contact me at 212-781-0856, or to call on our Executive Director to schedule a conference call to discuss these suggestions further with the members of the President's Advisory Commission's Executive Committee.

Cc: Secretary Richard Riley, Department of Education
President's Advisory Commission
Sarita Brown, Executive Director



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

May 17, 2000

TO: Maria Echaveste and Members of the WH Planning Committee

FROM: Sarita E. Brown

RE: Ideas for the June 15 Conference

This memo consolidates the feedback we have received from Commissioners over the past several weeks on the White House event focussed on Latino educational excellence. This is not elegant prose but rather ideas, names of programs, people, and issues of concern that may be helpful. Please feel free to call with any questions or to receive additional information.

First, a couple of issues Commissioners advise the conference planners to consider:

- The conference must address the **federal role** in improving education for all young people. While Commissioners understand that conference planners want to emphasize looking beyond government, there must be a clear articulation of the federal role.
- To blunt the criticism that this conference is coming too late in the life of the Administration to make a difference, Commissioners encourage planners to explain, in the opening session of the conference, why the White House has chosen to commit its resources now to this issue.
- Commissioners hope that the conference will make reference to last August's White House Convening on Latino Youth and include one or two speakers from the programs to describe their continued progress since last summer.
- Commissioners hope that members of the Administration who speak will reference the body of work created in response to Executive Order 12900 which includes:

- Our Nation on the Faultline, 1996 Commission Report
- The creation of the Interdepartmental Council on Hispanic Educational Improvement
- The FY98 Annual Performance Report (attached) and pending FY99/00 Report
- The conference series, **Excelencia en Educación: The Role of Parents in the Education of Their Children** (San Antonio, Los Angeles, New York, Chicago, Miami and on September 9, Washington, DC) (description attached)
- Policy Briefs on assessment and higher education
- Hispanic Serving Institutions (federal support, information kit)
- Commission's Final Report, tentatively titled, **How to Get from Here to There: Latino Educational Excellence**

Beyond these issues, we present the Commissioners' suggestions by following the five issue areas identified for the conference. We also encourage conference planners to consider the one page fact sheets prepared by the White House Initiative (early childhood, K-8, 9-12, undergraduate, and graduate and professional) as you make your strategic decisions about the conference content.

Early Childhood

In addition to strengthening federal support particularly in Head Start, the Commission suggests framing the discussion/message so that it includes practical information on practices in the home and employer support for parenting.

Commissioner Gloria Rodriguez, CEO and Founder of AVANCE, is an expert on early childhood programs and her comments from last August's Convening on Latino Youth offer good information about the topic. You may also wish to select representatives from programs from the 1st edition of What Works for Latino Youth.

Patricia Montoya, Commissioner for Children and Families, chairs the Interagency Working Group on Early Childhood that is part of the Interdepartmental Council for Hispanic Educational Improvement. This working group is developing a pilot project to expand quality early childhood programs in selected federal public housing facilities. Last month, Pat and I met with Saul Ramirez, Deputy Secretary from HUD on the proposed pilot and there may be something to report by the June conference.

Language

Commissioners recommend that the discussion/message make clear that proficiency in English is important and well-implemented bilingual education programs have accomplished this for years while not sacrificing grade level academic achievement.

Additionally, in today's global economy, language is an asset and research has long ago established that language acquisition is easier at early stages in life. Therefore, promoting dual immersion programs makes sense. The Commission fully supports Secretary Riley's message on the topic from his March 15 speech.

The Commission has offered two policy seminars addressing the private sectors support for multiple language skills among employees (see enclosed materials). Among the speakers are two that they recommend for the conference. Professor Sandra Fradd, University of Florida, has documented the positive effects of multiple language skills to employee salaries. Her work played a key role in the school district of Miami Dade adopting its English-plus-one curricula. The other speaker to consider is Ken Hunt, the General Manager of Longo Toyota in CA. Longo Toyota is the most successful Toyota dealership in the world and they believe it is because they have a sales force that speaks the language of the customers.

Commissioner Miriam Cruz (President, Equity Research, DC) has been very active in promoting efforts to strengthen dual immersion programs and the K-12 level (like in Chicago) and at the post secondary (University of Texas at Brownsville and the University of Puerto Rico).

Assessment

The Assessment Committee of the Commission focused attention on the impact of standards, assessment and accountability on Latino students and particularly English language learners. Their report, **A Report to the Nation: Testing Hispanic Students in the United States** (enclosed) includes recommendations and offers a thorough delineation of the issues and proposed solutions. Commissioners would want the discussion/message to reflect that state and local accountability practices have not adequately addressed the needs of English language learners.

Commissioner Sonia Hernandez, Deputy Superintendent for the State of California's Department of Education is a national expert on this topic and Co-Chairs the Commission's Assessment Committee with Erlinda Archuleta from the State Department of Education in Colorado. Commissioner Hernandez served as Texas Governor Ann Richards educational advisor before moving to California and has significant classroom, administrative and policy experience.

High School Completion

Commissioners conclude that the most important factor in combating the current high school drop out rate is changing the expectations of school personnel. Once principals, teachers, and counselors act as if they expect all Latino students to succeed there will be a sea change in the success rate of students. **No More Excuses: The Final Report of the Hispanic Dropout Project** (Feb. 1998) provides important data and references on this point. The Secretary's response, **Improving Opportunities** is also a good resource.

Commissioners are quite concerned about how the President will address the Hispanic drop out rate. As recently as the White House Conference on Teens the President stated:

The drop out rate among Hispanic young people is still too high, but that's largely explained, I think, by the fact that we still have a very large number of Hispanic children in our schools who are first-generation immigrants whose first language is not English, and they come from families that are struggling to make ends meet, and very often drop out to go to work still.

Later during the Teen conference, Professor Katherine Newman from Harvard's Kennedy School discussed the results of her research on working class and immigrant students, many of them Latino. Her findings were that students who hold a job actually have higher academic achievement and graduation rates than their non-working counterparts. Commissioners recommend the President's message emphasize talent development and focus on the dramatic results achieved by schools that actively pursue better graduation rates.

One other aspect of the drop out discussion is the loss to the nation of human capital, or saying it in positive terms—what the nation will gain with more Latino students receiving at least a high school degree. Commissioners hope that the President's message will focus on how the economy will be enhanced by the addition of new Latino high school graduates. Perhaps with all this deliberation over social security, the President's message might indicate the potential positive impact of the increased Latino percentage in the workforce and the country's resources to support social security and its beneficiaries.

Commission Chair Guillermo Linares can speak to the entire agenda proposed for the conference. Over the past 18 months he has served as a Commission a leader on their work to support Latino parents efforts to secure a quality education for their children. Co-chairing with Commissioner Gloria Rodriguez the Committee on Children, Youth and Families, Chair Linares catalyzed the development of a 5 city conference series that modeled the cross sector partnering and pragmatic discussion about excellence that the Commission wants to see grow across the country.

College Going

Attached is the draft policy brief on higher education which Commissioners hope will inform the discussion on this topic. Commissioners also recommend that graduate and professional education be included the point be made that today's Latino doctoral students are tomorrow's faculty.

Commissioner Juliet Garcia, President of the University of Texas at Brownsville and Texas Southmost College is the Chair of the Commission's Higher Education Committee. Her campus is a Hispanic Serving Institution, she currently serves on the Student Financial Aid Advisory Commission, and she is the past Chair of the Board of the American Council on Education.

Next week, the Educational Testing Service will release a report tentatively titled, **Crossing the Great Divide: Can We Achieve Equity When Generation Y Goes to College?** Through our

collaboration with the DC office of ETS, a special report on Latino Gen. Y students will also be released and might be a good resource for the conference.

Strategies

Rather than offer advice in a vacuum, Commissioners would prefer to wait until the conference planners make their strategic decisions about the conference content to then offer additional suggestions about the proposed strategies.

Participants

Beyond the Commissioners (list attached) the following includes the suggestions from the Commission:

Tomas Arciniega, President, California State University, Bakersfield
 Douglas Patiño, Vice President, California State University, Bakersfield
 Ricardo Romo, President, University of Texas at San Antonio
 Maria Vallejo, Chancellor, Palm Beach Community College
 Ricardo Fernandez, President, Lehman College, New York
 Raymond Paredes, Vice Chancellor, UCLA
 Esaul Rodriguez, President, California Hispanic School Board Association
 Harry Valenzuela Garewal, Chair, Hispanic Caucus, National Association of School Boards
 Ellen Moir, Executive Director, New Teachers Center, UC Santa Cruz
 Richard Elmer, Colorado Deputy Superintendent
 Sara Martinez-Tucker, Hispanic Scholarship Fund
 Lorraine Cortes-Vasquez, Hispanic Federation, New York
 Ernesto Cortes, Industrial Areas Foundation
 Barbara Taveras, President, Hazen Foundation, NY
 Blandina Cardenas Ramirez, Professor of Education, University of Texas at San Antonio
 Arturo Pacheco, Dean, College of Education, University of Texas at El Paso
 Maria Casillas, LAAMP Director, Los Angeles

Hector Cordero-Guzman, Professor, New School University, NY (speaker at last Aug. convening)

Carlos Rodriguez, DC area consultant and adjunct professor at American University NY (speaker at last Aug. convening)

Ana Maria Fernandez-Haar, President, IAC Group, Chair of the Human Capital Committee of the New America Alliance-An American Latino Business Initiative
 Daisy Exposito, Bravo Group and Chair, Association of Hispanic Advertising Agencies (Ahaa)
 Ivelisse Estrada, VP Community Affairs, Univision
 Art Ruiz and Tony Waller, State Farm Insurance
 Orlando Padilla, GM Motors
 John Guerra and Roberto Cruz, AT&T
 Ingrid Rivera, Proctor and Gamble, Director, Public Affairs and Corporate, Puerto Rico, US Hispanic and Caribbean Markets
 Diane Medina, Walt Disney Company
 Rafael Fantauzzi, American Airlines

Antonia Jimenez, Judge Luis Perez, and Reverend Wesley Williams, Steering Committee of the MA Education Initiative for Latino Students (a state wide effort involving 18 communities and inspired by EO 12900)

Frank Reyes, San Bernardino Community College
Erlinda Torres, Director of Inter-Institutional Relations, University of Arizona Leader in the
National Assembly of Hispanic Higher Education Associations-NAHHEA)
Identify key representatives from the state higher education system and LEAs in California,
Texas, Illinois, New York, and Florida
Select 3 "emerging communities" (e.g. Arkansas, Iowa, Georgia)

The Commission assumes that the White House will invite representatives from the constituent
organizations already solicited for input and feedback.

Cc: Guillermo Linares, Commission Chair
Sonia Hernandez, Commission Vice Chair

MEMORANDUM TO MARIA ECHAVESTE

FROM: Kendra Brooks
Caroline Chang
Bethany Little

DATE: August 30, 2000

RE: President's Advisory Commission Report *Creating the Political Will*

Creating the Political Will outlines the Commission's accomplishments, and urges government, parents, schools, community based organizations, and the private sector to take a much more aggressive stance on closing the achievement gap between Hispanic students and their peers. Specifically, the report claims to "offer a strategic plan that addresses early childhood through graduate and professional education," and a "challenge to the reticent to act now."

The report begins with an explanation of the Executive Order that established the President's Advisory Commission on Hispanic Education and a description of the Commission's accomplishments over the past seven years. The report then introduces a goal to "Raise the educational performances of all Hispanic students to the same level of achievement as other students in America by the year 2010" and challenges the nation to work to meet this goal.

The body of the document contains four chapters; Early Childhood Education, Elementary and Secondary Education, Postsecondary Education, and Graduate and Professional Education. The Elementary and Secondary Education chapter includes a section on language that is almost entirely about the benefits of biliteracy, bilingual education and dual immersion. Each chapter offers strategies for parents, schools, community based organizations, the private sector and government, most of which are fine. One example of a strategy that is unobjectionable is: "Parents should become partners with school personnel and community organizations as early as possible in the educational process." A more problematic strategy might be: "Provide Hispanic employees with more flexible work schedules to facilitate their participation in school events."

Although it offers solid, factual data and would be a good report were it not for an overall tone which is nasty and chastising to this Administration. The report gives almost no recognition to the work that this Administration has done in this area for the past seven years, and actually notes more progress prior to 1992 than since 1992. The absence of acknowledgement of the President and Vice President in any substantive way is particularly striking. Other examples of passages that send a negative message include:

- "...too few decision makers have sufficient knowledge (if any) of the educational condition of Hispanics"

- “Four years have passed since we released our initial report, and still, the concerted national action necessary to close this educational achievement gap has not occurred. While small scale local and national efforts have been made, Hispanic educational achievement will continue to lag behind that of other groups unless local, state, and national leaders fully commit themselves to the task”;
- “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...” (This follows a section noting that “Hispanics dropout and high school completion rates have not changes substantially over the last ten years.”)

It is our sense that it would take significant edits from us, including a request that they add substantial language on the President and Vice President’s commitment and accomplishments, in order to make the report acceptable. Because these edits are likely to be extensive, and may cause tension with the Commissioners, an alternative would be to simply point out the negativity and ask that they re-draft the document with a more positive tone.

NOTE: In the draft we received on Tuesday, they introduced their own goals for each topic, which have since been removed in the second draft.

NOTE: In the draft we received on Tuesday, they introduced their own goals for each topic, which have since been removed from the second draft.

Early Childhood Education: By 2010, at least double the number of Hispanic children in early childhood education programs (from 20-40 percent);

Elementary and Secondary Education: By 2010, increase the percentage of Hispanic third graders reading at grade level and of Hispanic 8th graders completing algebra to more than 70 percent;

Postsecondary Education: Hispanic students should graduate from postsecondary education at a proportion equal to their representation in the college-age population;

Graduate and Professional Education: In the next 10 years, Hispanics should represent 8 percent of those earning master's degrees and 6 percent of those earning doctoral degrees.



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FAX COVER SHEET

October 4, 2000

To: Kendra Brooks
From: Sarita Brown
Executive Director
Re: Status of Board Members

Number of Pages (including cover): 7

Fax Number: 456-5581

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UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE GENERAL COUNSEL

SEP 26 2000

MEMORANDUM

TO: President's Advisory Commission on Educational Excellence for Hispanic Americans
 Sarita Brown, Executive Director

President's Board of Advisors on Historically Black Colleges and Universities
 Catherine LeBlanc, Executive Director

President's Board of Advisors on Tribal Colleges and Universities
 Carrie Billy, Executive Director

FROM: Susan Erdeky *Susan Erdeky*
 Attorney, Ethics Division

SUBJECT: Status of Board Members

This memorandum concerns the status of members of the three Presidential Advisory Boards that the Department administers and for which you serve as Executive Director. As you know, members of these Boards have been serving as special Government employees (SGEs).¹ However, we have concluded, after informally consulting with the White House Counsel's Office, the Department of Justice Office of Legal Counsel, and the Office of Government Ethics, that the status of members should be that of representatives.

As a practical matter, this means that members are not subject to the Federal conflict of interest and other related laws contained in title 18 of the United States Code, the Standards of Ethical Conduct for Executive Branch Employees found in 5 CFR Part 2635, and the financial disclosure reporting requirements of 5 CFR Part 2634. However, the members' actions must continue to be in compliance with the various anti-lobbying statutes.

The President's Advisory Commission on Educational Excellence for Hispanic Americans, the President's Board of Advisors on Historically Black Colleges and Universities, and the President's Board of Advisors on Tribal Colleges and Universities were established by Executive Orders. Each is discussed below.

¹ A special Government employee is "an employee of the executive [branch] of the United States Government . . . who is retained, designated, appointed, or employed to perform, with or without compensation . . . temporary duties for a period not to exceed 130 days during any period of 365 consecutive days. 18 U.S.C. § 202(a). Members were treated as SGEs based, in part, on practice that arose from an Office of General Counsel interpretation of the General Education Provision Act and Office of Personnel Management rules that concluded that members of advisory boards administered by the Secretary were entitled to compensation for their services. That interpretation is now inapposite because the laws have been revised or repealed.

President's Board of Advisors on Tribal Colleges and Universities

The purpose of the Executive Order that established this Presidential Advisory Board is to ensure that Tribal Colleges and Universities are more fully recognized as accredited institutions and have the same access to educational opportunities, including Federal programs, as other institutions of higher education. See, Executive Order 13021 of October 19, 1996. There are 32 Tribal Colleges and Universities; one has a graduate program; six have degree granting programs; the others are community colleges. The Board's role in furthering the purpose of the Executive Order is to advise on ways Tribal Colleges and Universities can strengthen their institutional viability in the areas of financial management, physical infrastructure, and use of new technologies through Federal programs and partnerships with the private sector.

The Board consists of, at least, 15 members appointed by the President. Under the Executive Order, the Board "shall include representatives of tribal colleges [. . . and may also include] representatives of higher, early childhood, elementary, and secondary education communities: health, business, and financial institutions: private foundations; and such other persons as the President deems appropriate."²

President's Board of Advisors on Historically Black Colleges and Universities

The purpose of the Executive Order that established this Board is to strengthen the capacity of Historically Black Colleges and Universities to provide quality education and increase the opportunities to participate in and benefit from Federal programs. See, Executive Order 12876 of November 1, 1993. There are 105 Historically Black Colleges and Universities -- 51 public schools and 54 private ones. The Board advises on policy issues relating to the role and capabilities of Historically Black Colleges and Universities, including Federal programs that would support Historically Black Colleges and Universities, and how the private sector might be enlisted to advise Historically Black Colleges and Universities especially in areas pertaining to infrastructure and technologies.

Board members are appointed by the President, and "shall include representatives of Historically Black Colleges and Universities, other institutions of higher education, business and financial institutions, private foundations, and secondary education."³

President's Advisory Commission on Educational Excellence for Hispanic Americans

The purpose of the Executive Order establishing this Commission -- similar to the purpose of the other two Orders -- is to ensure educational excellence for Hispanic Americans through access to educational opportunities and participation in Federal education-related programs. See, Executive Order 12900 of February 22, 1994. There are 195 Hispanic Serving Institutions of Higher Education.⁴ The majority of Hispanic students in grades K-12 are enrolled in school districts in

² Members appointed include the Presidents of six Tribal Colleges and Universities, leaders at three western State Universities that have alliances with Tribal Colleges and Universities through grant programs, an elected State official, top officers of three private Foundations, the Executive Director of an American Indian organization, and the Chair of another Federal Indian advisory board.

³ Thirteen members are current or former Presidents or governing officers of Historically Black Colleges and Universities, five are leaders in private industry, one is an officer of a private Foundation, another is the President of a prominent urban coalition, one is affiliated with a private university, and one is a religious leader.

⁴ This figure is based on the definition adopted by the Hispanic Association of Colleges and Universities as well as the President's Advisory Commission on Educational Excellence for Hispanic Americans which

four states.⁵ The Commission's role is to advise on policy issues concerning ways to expand and complement Federal education initiatives, and involve States, communities, and the private sector, in improving education for Hispanic Americans.

The President appoints the Commission members who "shall comprise representatives whom: (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 with the Hispanic community. The President may appoint other representatives as he deems appropriate."⁶

Members of the Advisory Boards are Representatives

The President, Congress, and heads of agencies have authority to establish advisory boards. Although occasionally full-time Federal employees are members, individuals who serve on these boards usually do so as representatives or SGEs. The agency responsible for administering the advisory board has the responsibility of determining the status of the board's members. *See*, OGE Informal Advisory Letter 82 x 22. The Office of Government Ethics has articulated guidance for making the determination in several informal opinions. *See e.g.*, OGE Informal Advisory Letters 82 x 22, 93 x 14, and 93 x 30.

Most recently, in a February 15, 2000 Memorandum to Designated Agency Ethics Officials, General Counsels, and Inspectors General on the subject of ethical requirements applicable to SGEs, the Office of Government Ethics advised:

Representatives . . . typically serve on advisory bodies, and they represent specific interest groups, such as industry, consumers, labor, etc. Like SGEs, representatives can be appointed by the Government for a specified term on a Federal Advisory Committee, and they may make policy recommendations to the Government. However, representatives can provide only advice. Moreover, unlike SGEs and other Federal employees, representatives are not expected to render disinterested advice to the Government. Rather, they are expected to 'represent a particular bias.'

In the earlier opinions cited, the Office of Government Ethics indicated that advisory board members should be viewed as representatives when they are selected to speak on behalf of recognizable groups -- including on occasion even the public at large -- especially in circumstances where the advisory board deals with substantive matters in which the groups have a direct interest. In comparison, a member who is selected to provide advice based solely on his own expertise and best judgment, without representing a particular point of view, would be appropriately considered an SGE.

Under the Executive Orders establishing the Presidential Advisory Boards, members must have affiliations with organizations and institutions that have vested interests in the substantive policy matters the Boards were convened to address. Further, the Orders state that members shall be

states that Hispanic Serving Institutions are those where total Hispanic enrollment constitutes a minimum of 25% of the total enrollment, including full-time and part-time students whether at the undergraduate or graduate level, or both.

⁵ This information is from documents compiled by the President's Advisory Commission on Educational Excellence for Hispanic Americans based on Department of Education data.

⁶ Present members include seven current or former high level officials of Hispanic Serving Institutions of Higher Education, eight leaders of Hispanic School Districts, two officers of private Foundations, and four officials of Hispanic non-profit organizations or research entities.

"representatives" of these groups. These conditions make it clear that members are expected to advance the views and protect the interests of their groups. Indeed, both White House and Department press releases announcing the nominations as well as later ones reporting Board meetings expressly refer to members of the Boards as "advocates."

In addition, representative status also comports with other Office of Government Ethics guidance, including whether members are compensated, serve as part of a committee, or carry out a Federal function usually designated for Federal employees. In this regard, the Office of Government Ethics has stated that advisors who serve alone in an individual capacity are rarely acting as representatives while those who have representative roles are for the most part persons serving as members of an advisory committee or similar body utilized by a Government agency, especially when the committee is utilized to obtain the views of non-governmental groups or organizations. As discussed, the role of the members of the President's Advisory Boards is to speak for outside entities. They do not do so individually, but as part of an advisory group governed by the Federal Advisory Committee Act that, among other requirements, makes Board meetings open to public scrutiny.

Moreover, members are not expected to promote Government programs, act as Government spokespersons, or otherwise participate in a Federal function as would a regular Federal employee or a special Government employee. Their role is the opposite. They are expected to provide first-hand information from the perspective of the groups they represent and for the benefit of those groups. In fact, it is anticipated that these views may not be consistent with those of the Government. This role is contrasted with members of Department advisory boards such as the National Advisory Committee on Institutional Quality and Integrity who review petitions from accrediting agencies for recognition under Department standards or the Advisory Council on Education Statistics who advise on the reliability and validity of Department research and statistics. Members of these Committees are considered SGEs because they are expected to make judgments as Federal functionaries in the best interests of the Department -- without regard to outside opinion -- based on their personal expertise and knowledge.

Other Office of Government Ethics guidance indicates that individuals who are paid by the Government for their services should be considered SGEs. Members of the President's Advisory Boards -- pursuant to the mandates of the Executive Orders establishing the Boards -- serve without compensation. Although under the guidance, an unpaid status does not by itself confer a representational capacity, it is a significant factor here when considered along with the other membership characteristics of the Presidential Advisory Boards, and further supports the conclusion that members are representatives rather than SGEs.

Absent waivers, members' affiliations, under the conflict of interest statute at 18 U.S.C. § 208, would exclude them from participating in Board matters to such an extent that the purpose for which they serve would be thwarted. While we have drafted very broad waivers that preclude this result, an SGE status could arguably have potential implications under other sections of title 18 because of the limited, defined group of entities affected by the substantive policy matters covered by the Boards.

Sections 203 and 205 impose restrictions on the outside activities of SGEs involving representation of others before the Federal Government. These sections restrict SGEs from representing another, or receiving compensation from someone else's representational activities, before the Federal government in particular matters involving specific parties in which the U.S. is a party or has substantial interests in which the SGE has participated personally and

substantially.⁷ Section 207 contains a similar prohibition that applies after a SGE's term has expired.

In summarizing this law, the Office of Government Ethics has stated that "these matters typically involve a specific proceeding affecting the legal rights of parties, or an isolatable transaction or set of transactions between identified parties; examples would include contracts, grants, applications, requests for rulings, litigation, or investigations, [but not] particular matters of general applicability -- such as broadly applicable policies, rulemaking proceedings, and legislation -- which do not involve specific parties." See, OGE February 15, 2000 Memorandum, p. 6. However, the Office of Government Ethics in informal advice unrelated to this memorandum -- in discussions about the meaning of a particular matter of general applicability in the context of section 208 -- has indicated that policy that impacts a limited number of persons who can be named or identified is a matter that could involve specific parties.

Members of the Presidential Advisory Boards hold significant positions outside the Government in which they are likely to have additional representational contacts with Federal agencies in the policy areas covered by the Presidential Advisory Boards. It is unreasonable to think that members by agreeing to serve on the Boards would be required to relinquish these functions in order to avoid possible application of these restrictive sections of title 18 or to conclude that members could avoid the restrictions by recusing themselves from Advisory Board discussions because that would completely undermine their usefulness on the Boards.

We mention this point not because we believe there is a serious possibility that members would be subject to representational restrictions under sections 203, 205, or 207 as a result of advising about policies that affect their groups, but out of extreme caution especially since the focus of each Presidential Advisory Board is on policies concerning a very small group of unique and specialized entities and because criminal statutes are implicated. It is this caution also that further supports the conclusion that members should be representatives thereby avoiding this possibility, however remote.

All of these factors, taken together, lead to the conclusion that members of the President's Advisory Commission on Educational Excellence for Hispanic Americans, the President's Board of Advisors on Historically Black Colleges and Universities, and the President's Board of Advisors on Tribal Colleges and Universities are representatives.

Thus, at the meetings of these Presidential Advisory Boards, members should be identified according to their primary position with a particular college, university or group. Any additional affiliations that members may have with other interested groups should be stated at the beginning of the meeting or included as a biographical statement attached to the meeting agenda.

In addition, if members are ever asked to present their views about a specific Federal grant program relating to an issue that may affect the college, university, or organization a member represents, in circumstances where that entity would be in competition with others seeking funding under the program, the member should recuse him or herself from the discussions in order to avoid appearance concerns about the integrity of the program. Further, please keep in mind that since the Advisory Boards meet in public forums, it would not be appropriate to share nonpublic information with the members.

⁷ These restrictions apply to SGEs who work 60 days or less in a year. Broader restrictions apply to special employees who work more than 60 days. These employees are barred from representing in a particular matter involving specific parties pending before the agency in which the SGE serves.

Please contact me on (202) 401-8309, if you or the Presidential Advisory Board members have questions about this advice.

cc: Gloria Mounts, Committee Management, OIIA
Delores Johnson, Ethics Division, OGC

rm. 98

Katie Hong

Bethany Little

(corrected
version)

Key Indicators of Hispanic Student Achievement:



National Goals and Benchmarks
for the Next Decade

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

Education is the key to individual opportunity, the strength of our economy, and the vitality of our democracy. In the 21st century, this nation cannot afford to leave anyone behind. While the academic achievement and educational attainment of Hispanic Americans has been moving in the right direction, untenable gaps still exist between Hispanic students and their counterparts in the areas of early childhood education, learning English, academic achievement, and high school and college completion.

Hispanics will represent more than one-quarter of school-age children in the United States by 2025. These children are more likely than others to be educationally and economically disadvantaged. Presently, 36 percent of Hispanic students live in families whose income is below the poverty line. As a result, Hispanic students are concentrated in high-poverty, largely racially isolated schools, and they often have limited access to the resources needed for academic success, such as highly qualified teachers, small classes, 21st century technology, and modern school buildings.

As the fastest growing racial or ethnic group in America's public schools, Hispanic students have the unique potential to positively affect the economic and cultural future of the United States. Ensuring the promise of this diverse group of learners requires the attention and commitment of the entire country. We must work harder to close the educational achievement gaps between Hispanic students and the nation as a whole. This must begin with high expectations for achievement, clear goals for what must be accomplished, and specific benchmarks to measure our progress.

This report defines national goals for improving the educational achievement of Hispanic students. These include providing access to quality early childhood education, learning English, closing the academic achievement gaps, increasing the rate of high school completion, and doubling the rate of postsecondary degree attainment. These goals focus on results and, in some areas, include indicators that provide a clear picture of the progress that must be made. In other areas, key indicators must be developed to effectively gauge progress and achievement. This report is intended to serve not only as an annual measure of national progress, but as tool for use by stakeholders at all levels and in all sectors to galvanize action and boost Hispanic student achievement throughout the country.

GOAL 1: Early Childhood

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.

KEY OUTCOME INDICATOR:

	Baseline Year	Age	Hispanic	National
Percentage of 3-, 4-, and 5-year-old children who were enrolled in center-based or kindergarten programs. ¹	1999	3	26%	46%
		4	64%	70%
		5	89%	93%

All percentages rounded.

OTHER OUTCOME INDICATORS:

	Baseline Year	Hispanic	National
Percentage of eligible children who were enrolled in Head Start programs. ²	1998	36%	40%
Percentage of 3-to 5-year-olds who were read to by a family member on a daily basis. ³	1999	33%	53%

GOAL 2: Learning English

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

KEY OUTCOME INDICATOR:

To be developed: There are more than 3.5 million children with limited English proficiency in U.S. schools. These children need sufficient proficiency to succeed in the full academic program, however, there are no national data on their progress in learning English. The Secretary of Education will be responsible for developing an adequate indicator to regularly measure the English language proficiency of these students, such as through the collection of state or national sample data.

GOAL 3: Eliminating the Achievement Gap

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.

KEY OUTCOME INDICATORS:

To be developed: By 2001, under Title I of the Elementary and Secondary Education Act, states are required to have aligned assessments that test all students at three grade intervals and report data disaggregated by race and ethnicity, as well as by English proficiency.

	Baseline Year	Hispanic	National
Percentage of elementary, middle, and high school students in each state who scored at or above the proficient level on the reading and math sections of aligned state assessments.	2001	Data not yet available	Data not yet available

OTHER OUTCOME INDICATORS:

	Baseline Year	Hispanic	National
Percentage of <i>fourth</i> graders who scored at or above the proficient level on the reading section of the NAEP test. ⁴	1998	13%	31%
Percentage of <i>fourth</i> graders who scored at or above the proficient level on the mathematics section of the NAEP test. ⁵	1996	8%	22%
Percentage of <i>eighth</i> graders who scored at or above the proficient level on the reading section of the NAEP test. ⁶	1998	15%	33%
Percentage of <i>eighth</i> graders who scored at or above the proficient level on the mathematics section of the NAEP test. ⁷	1996	9%	24%
Students' average mathematics SAT score. ⁸	1999	458	511
Students' average verbal SAT score.	1999	457	505

GOAL 4: Eliminating the Gap in High School Completion

Increase the high school completion rate for Hispanic students to 90 percent by 2010.

KEY OUTCOME INDICATOR:

	Baseline Year	Hispanic	National
Percentage of 18- to 24- year olds who had either a high school diploma or a GED. ⁹	1998	63%	85%

OTHER OUTCOME INDICATORS:

	Baseline Year	Hispanic	National
Percentage of students ages 15 to 24 in grades 10-12 who were enrolled in high school the previous October but were <i>not</i> enrolled and had not graduated by the following October. ¹⁰	1998	9%	5%
Percentage of students ages 16 to 24 <i>born outside the U.S.*</i> who were <i>not</i> enrolled in school and did not complete high school. ¹¹	1997	39%	24%
Percentage of <i>first generation*</i> students aged 16-24 born within the U.S. who were not enrolled in school and did not complete high school.	1997	15%	10%

*Individuals born in Puerto Rico and the U.S. territories are considered *born outside the U.S.*

Individuals are classified as *first generation* if they were born in the 50 states or DC and at least one of their parents was not.

GOAL 5: Increasing Postsecondary Completion

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

KEY OUTCOME INDICATORS:

	Baseline Year	Hispanic	National
Percentage of individuals ages 25- to 29 who held a bachelor's degree or higher. ¹²	1998	10%	27%
Percentage of individuals ages 25- to 29 who held an occupational or academic associate's degree.	1998	6%	9%

OTHER OUTCOME INDICATORS:

	Baseline Year	Hispanic	National
Percentage of high school graduates who completed four years of English and three years of mathematics, science, and social studies. ¹³	1998	40%	55%
Percentage of individuals ages 16 to 24 who had graduated from high school in the preceding 12 months and were enrolled in college the following October. ¹⁴	1998	55%	66%
Percentage of all 18- to 24-year-old high school graduates who were enrolled in institutions of higher education. ¹⁵	1998	34%	45%
Percentage of all 18- to 24-year-olds who were enrolled in institutions of higher education.	1998	20%	37%

Sources

- ¹ U.S. Department of Education, NCES. (2000). *The Condition of Education 2000*. Table 2-1.
- ² U.S. Department of Health and Human Services, Head Start Bureau. (June, 2000) Special computation by Craig Turner.
- ³ U.S. Department of Education, NCES. (1999). *National Household Education Survey, Parent Interview*. Special Tabulation by the Education Statistical Services Institute.
- ⁴ U.S. Department of Education, NCES. (1999). *NAEP 1998 Reading, A Report Card for the Nation and the States*. Table 13-2.
- ⁵ U.S. Department of Education, NCES. (May, 2000). *NAEP Summary data table*
<<http://www.nces.ed.gov/nationsreportcard/TABLES/SDTTTOOL.HTM>>
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- ⁸ The College Board. (2000). *1999 College-Bound Seniors*. New York.
- ⁹ U.S. Department of Education, NCES. (1999). *Dropout Rates in the United States: 1998*. Table 4.
- ¹⁰ U.S. Department of Education, NCES. (1999). *Dropout Rates in the United States: 1998*. Table 1.
- ¹¹ U.S. Department of Education, NCES. (June, 2000). *High School Dropouts by Race-Ethnicity and Recency of Migration*. Indicator of the Month.
- ¹² U.S. Census Bureau, Population Division, Education & Social Stratification Branch (1999) *Educational Attainment in the United States: March 1998 (Update)*. Table 1.
- ¹³ U.S. Department of Education, NCES. (1999). *Digest of Education Statistics 1999*. Table 142.
- ¹⁴ U.S. Department of Education, NCES. (1999). *Condition of Education 2000*. Table 32-1.
- ¹⁵ U.S. Department of Education, NCES. (1999). *Digest of Education Statistics 1999*. Table 189.

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National Goals for Educational Excellence for Hispanic Americans

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



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 educational 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. 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 (32%), 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 Latinos children are over-represented in families living in poverty, they are under-represented 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 in the last week, 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]

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(<http://www.ed.gov/offices/OIIA/Hispanic>)



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.

Enrollment

- 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 total school-age population. [Bureau of the Census, *CPS Report*, No. P25-1130, 1996]
- 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 18% 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.

Enrollment

- 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]
- 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 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 Hispanics born in the U.S. (21%). [NCES, *Dropout Rates in the United States: 1998*]
- In 1996, the average National Assessment Educational Progress (NAEP) scores of Hispanic students age 17 were well below that 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 is 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. 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 ensure 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 the total traditional college-age population. [Bureau of the Census, *CPS 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, Indicator 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. [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]

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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 Hispanics in graduate education were enrolled in a first-professional program (medicine, law, etc.) compared with 76% of whites and 6% of blacks. Although the percentage of whites in law programs is higher (75%) than for 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, 1996*]

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 tandem, 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 any aid, 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. 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, compared to 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*]

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(<http://www.ed.gov/offices/OIIA/Hispanic>)

Latino Leadership Link

A Weekly Democratic Caucus Update on the Hispanic Community Robert Menendez, Vice Chair

June 14, 2000

Contact: Laura Arce or
Andrew Kauders at (202) 225-7919

Republican Education Bill Fails Latino Children

The Republicans are placing our children at risk. As our economy experiences unprecedented prosperity, it is shameful that our schools face overcrowded, technologically outdated, and unsafe conditions. The Republican Labor, Health and Human Services, and Education Bill (H.R. 4577) fails to address these needs.

Latinos are the fastest growing and youngest segment of our population. Currently, Latinos comprise 15% of the elementary school-age population; this will increase to 25% by 2025. **Of Hispanics surveyed, 97% place a high priority on education.** Unfortunately, Hispanic students in this nation are facing a crisis at every stage of the education system.

- Hispanic children are over-represented in families living below the poverty line, are underrepresented in Head Start programs, which have proven effective in leveling the playing field for disadvantaged students.
 - ➔ **The GOP Bill shrinks Head Start, depriving services to 53,000 low-income children.**
- Latino students lag behind their elementary school peers in reading, math, and science proficiency, as well as in standardized tests. Tutoring, after-school programs, and Title I programs are some of the most effective initiatives to provide assistance to students who need the extra help.
 - ➔ **The GOP Bill cuts reading instruction and tutoring for 100,000 children, slashes math programs for up to 650,000 children, and guts after-school programs by 40%.**
 - ➔ **The GOP Bill freezes Title I program funds, effectively cutting out 260,000 disadvantaged children served under the Democratic proposal.**
- Schools with high concentrations of Latino students are typically in resource-deprived inner cities or rural communities. Schools in these settings are more likely to have overcrowded classrooms, inadequate technology links, and deteriorating and unsafe conditions.
 - ➔ **The GOP Bill rejects efforts to recruit and train qualified teachers, ending our nation's commitment to hiring 100,000 new teachers to reduce school overcrowding.**
 - ➔ **The GOP Bill denies school modernization needs, providing no funding for needed renovations.**
- Latino students account for 75% of the bilingual education enrollment population. Bilingual education is an important teaching technique that allows Limited-English Proficient students not to fall behind in other studies as they learn English, and is supported by 83% of Hispanics.
 - ➔ **The GOP Bill freezes funding for bilingual education and the Adult English as a Second Language and Civics program, effectively denying English language assistance to 143,000 children.**
- Latinos are less likely than other high school graduates between the ages of 18-24 to be enrolled in college and are only half as likely to finish four years of college than their counterparts.
 - ➔ **The GOP Bill eliminates college preparation programs for over 644,000 students.**
 - ➔ **The GOP Bill fails to adequately fund Hispanic Serving Institutions (predominantly Hispanic colleges and universities that serve 40% of the Hispanic college population).**

Education is a priority for Hispanic Americans, as it is to all Americans. Democrats are fighting to ensure the Republican anti-education bill does not succeed in failing the Hispanic children of this nation.

suficientes en los programas de Head Start, los cuales han probado ser efectivos en proveer oportunidades para los estudiantes desventajados.

- El Proyecto Republicano reduce Head Start, privando de servicios a 53,000 niños de bajos ingresos.

- En relación con los otros estudiantes de escuela elemental, los estudiantes latinos tienen retrasos en lectura, matemáticas y ciencias, así como en los exámenes estandarizados. Las tutorías, los programas después de la escuela, y los programas de Título I son algunas de las iniciativas más efectivas para proveer asistencia a los estudiantes que necesitan ayuda adicional.
 - ➔ **El proyecto republicano recorta la enseñanza de lectura y las tutorías a más de 100,000 niños, los programas de matemáticas para 650,000 niños, y los programas luego de la escuela en 40%.**
 - **El proyecto republicano congela los fondos del programa de Título I, dejando fuera a 260,000 niños que hubiesen recibido servicios bajo la propuesta demócrata.**
- Las escuelas con altas concentraciones de estudiantes latinos están usualmente en zonas del centro de la ciudad, de pocos recursos, o en comunidades rurales. Estas escuelas están más propensas a tener salones sobrepoblados, tecnología inadecuada y condiciones deterioradas e inseguras.
 - ➔ **El proyecto republicano rechaza los esfuerzos para reclutar y entrenar a maestros calificados, poniendo fin al compromiso de nuestra nación de contratar a 100,000 nuevos maestros para reducir la sobrepoblación escolar.**
 - **El proyecto republicano da la espalda a las necesidades de modernización escolar, denegando los fondos para las restauraciones necesarias.**
- Los estudiantes latinos representan el 75% de los estudiantes matriculados en programas de educación bilingüe. La educación bilingüe es una técnica de educación importante que permite a los estudiantes con destrezas limitadas en el inglés no retrasarse en las otras materias mientras aprenden el idioma, y es apoyada por el 83% de los hispanos.
 - ➔ **El proyecto republicano congela los fondos para educación bilingüe y los programas de inglés como segundo idioma para adultos y civismo, negando ayuda a 143,000 niños y jóvenes.**
- Los latinos tienen menos posibilidades de asistir a la universidad que otros graduados de escuela secundaria entre las edades de 18-24 y sólo la mitad de los que asisten termina los cuatro años de universidad en comparación con el resto de los estudiantes.
 - ➔ **El proyecto republicano elimina los programas de preparación para la universidad para más de 644,000 estudiantes.**
 - **El proyecto republicano falla en financiar adecuadamente las instituciones de educación superior que sirven a hispanos ("Hispanic Serving Institutions"), universidades predominantemente hispanas y universidades que sirven a 40% de la población hispana universitaria.**

La educación es una prioridad para los hispanos, como lo es para todos en Estados Unidos. Los demócratas estamos luchando para que este proyecto de anti-educación republicano no tenga éxito en fallarle a los niños y jóvenes hispanos de esta nación

June 14, 2000
Talking Points
Republican Education Bill Fails Latino Children

THE GOP EDUCATION BILL NEGLECTS OUR CHILDREN'S EDUCATION NEEDS

- ❑ Our economy is experiencing unprecedented prosperity; now is the time to make urgently needed investments in our education system
- ❑ Our schools are facing shocking conditions:
 - Overcrowded classrooms
 - Shortage of qualified teachers
 - Lack of links to 21st Century technologies
 - Dilapidated school buildings and crumbling infrastructure
- ❑ The GOP Bill (H.R. 4577) fails to address these needs

HISPANIC PERSPECTIVE, STATISTICS, AND ANALYSIS

- ❑ Latinos are the fastest growing and youngest segment of our population
 - Latinos comprise 15% of the elementary school-age population; 25% by 2025
 - Of Hispanics surveyed, 97% place a high priority on education
- ❑ Head Start
 - Hispanic children are over-represented in families living below the poverty line, but are underrepresented in Head Start programs
 - The GOP Bill shrinks Head Start, depriving services to 53,000 low-income children
- ❑ Title I, Tutoring, and After-School Programs
 - Latino students lag behind their elementary school peers in reading, math, science, and standardized tests
 - The GOP Bill cuts reading instruction and tutoring for 100,000 children, slashes math programs for 650,000 children, and guts after-school programs by 40%
 - The GOP Bill freezes Title I program funds, effectively cutting out 260,000 children who would benefit under the Democratic proposal
- ❑ School Modernization
 - Latinos are more likely to attend resource-deprived inner city or rural schools with overcrowded classrooms, inadequate technology links, and deteriorating and unsafe conditions
 - The GOP Bill rejects efforts to recruit and train qualified teachers, ending our nation's commitment to hire 100,000 new teachers and reducing school overcrowding
 - The GOP Bill denies school modernization needs, providing no funding for needed renovations
- ❑ Bilingual Education
 - Latino students account for 75% of the bilingual education enrollment population
 - The GOP Bill freezes funding for bilingual education and the Adult English as a Second Language and Civics program, effectively denying English language assistance to 143,000 children
- ❑ Higher Education
 - Latinos are less likely to be enrolled in college and only half as likely to finish four years of college
 - The GOP Bill eliminates college preparation programs for over 644,000 students
 - The GOP Bill fails to adequately fund Hispanic Serving Institutions (predominantly Hispanic colleges and universities that serve 40% of the Hispanic college population)

“Ensuring That Hispanic Students Achieve English Proficiency”

Summary of Information Presented to President Clinton’s White House Strategy Session on Educational Excellence for Hispanic Americans June 15, 2000

**Kenneth A. Noonan
District Superintendent
Oceanside Unified School District
Oceanside, California**

1. The real enemy of student achievement for Latino students is the problem of low expectations. We in public education tend to hold Latinos, and many minority children, to a different standard than we hold for others.
2. The problem of the gap between Latinos and other students is this attitude of expecting less from Latinos because they are “disadvantaged.”
3. The legacy of Title I is the "pobrecito" syndrome in which we demonstrate our caring by lowering the standard to which we hold Latinos and others of the culture of poverty, in the belief that in so doing we will prevent further damage to their self esteem. The net effect of this attitude, however, is institutional discrimination.
4. When we educators explain the low test scores of Latino students we, in effect, blame the students. We explain that they are from non-English speaking homes, they move too often, they are poor, their parents are not educated, their families do not value education and so on. This is nothing more than a shameless shifting of the responsibility for educating these students from us to them.
5. Our job is to teach these children regardless of the conditions they bring with them to school. Our responsibility is to teach them and to adapt our teaching strategies to meet their needs, conditions of poverty, ethnic heritage, and language notwithstanding. Until we educators accept that responsibility fully there will be no narrowing of the gap.
6. Spanish speaking Latinos must be brought into the English speaking mainstream as rapidly as possible. The gap for English language learners is compounded by the gap in English language development that occurs when children in our schools are taught to read in Spanish first and transition to learning to read in English in grades four or five. That gap begins to show itself most dramatically in upper high school and college levels. Most students taught to read this way never catch up.
7. Success in higher level high school courses and in college is rooted in the students’ ability to speak and hear clearly, to be able to read quickly and analyze information in depth, and to be able to write in a sophisticated way—in English.
8. After 35 years of Title I, 25 years of Title VII, and 12½ years of Affirmative Action in California, the high school graduation rate for Latinos is too low, their rate of university admissions is far too low, and the university graduation rate for Latinos is a scandal. If this were true of white, middle class students, we would be out of jobs.
9. Affirmative Action at the university level in California is a monumental indictment of K-12 public education. It permitted establishing a differential university admissions standard for Latinos because K-12 public education failed to prepare them for university work.

10. We must be willing to try new ways of doing things if these conditions for Latinos are to change. We must hold all students, especially Latinos, to the same high standard, and work out new and different ways to make certain they succeed.
11. We must be willing to try new ways of doing things even if it means giving up cherished strategies, such as bilingual instruction. There is a growing body of evidence, world-wide but most recently in California, that English immersion instruction may be more effective in bringing Spanish speaking students into the English speaking (and reading and writing) mainstream than bilingual instruction. We need to encourage these new strategies. Narrowing the gap for Latinos is far more important than clinging to less effective strategies.
12. Our public schools will never be viewed as successful as long as we do not bring up the achievement levels of our lowest performing students.
13. If public education does not act to make this difference, others will do it for us. Changes which include setting rigorous academic standards, eliminating social promotion, moving children into the English speaking mainstream, and penalizing schools that do not bring up the achievement levels of our lowest performing students have all come from outside of the education system.
14. Effective change, especially for Latinos, must come from outside the system since the system has already failed them. English only (voter initiative), charter schools, and a voucher system, which has qualified for the November ballot in California, are examples of changes to public education from outside the system. The Administration's initiatives could create pressure to change public education.
15. Privatization of public schools is right around the corner. Charters and vouchers are but a mere manifestation of the public's loss of confidence in public educators. To paraphrase Eldridge Cleaver, the public views us educators as part of the problem, not a part of the solution.
16. There is hope. In California, new laws require students to meet rigorous promotion criteria and to pass an exit examination, in addition to attendance and credit requirements, in order to earn a high school diploma. Finally, all students will be held to the same high standards. Our job in K-12 public education is to make certain that Latinos meet these requirements. No excuses.
17. There is hope. The California State University system has changed its policies and will no longer offer remedial courses for high school graduates who cannot do college level work. Without the artificial admission standards of Affirmative Action, the only way Latinos will enter and graduate from college or university will be through adequate preparation at the K-12 level. Finally, Latinos will be held to, and educated to, the same high standards as other students.
18. There is hope. The new assessment program required by law in California public schools requires schools to elevate the learning levels of the poorest performing students to meet school by school academic targets set by the state. Schools which do not meet these targets can be "re-constituted" by the state and even lose accreditation. Now, finally, Latino students have become as important to us K-12 educators as our non-minority middle class students. We can no longer fail to educate Latinos in California. Finally, Latinos will be held to the same high standard as other students.
19. The federal government can successfully influence K-12 public education by reinforcing the need to educate Latinos to the same high standards as other students and publicize the successes of those schools/districts that do and the failures of those that don't. The watchdog

role could be an effective one for an Administration supporting strong, clear, achievable national goals for education.

20. Title I funds often support a large bureaucracy of non-teaching district staff creating a disincentive to reduce the number of Title I eligible students.
21. Your Administration could enhance the prospect of closing the educational gap of Latinos by setting and enforcing Progress Goals and Criteria with penalties if no progress is made by districts using federal funds, such as Title I.

A 10-Year Report Card on American Education and Hispanic Students

DRAFT

June 2000

Better	Stayed Same	Worse	Priorities
			Educational Context
1			Hispanic children are the fastest growing racial/ethnic group in the public schools. The proportion of public school students who are Hispanic rose from 12 percent in 1990 to 14 percent in 1996. ⁱ By 2050, Hispanic Americans are expected to comprise 25 percent of the total school-age population. ⁱⁱ
2			Overall, between fall 1987 and fall 1996, the exposure of minority students to white students decreased. ⁱⁱⁱ
3		When we finish	In 1996, white students comprised 64 percent of the nation's K-12 population, but fewer than one-third of the students in a typical Hispanic student's school were white. ^{iv}
4			In 1996, about 40 percent of Hispanic children lived with families whose incomes were below the poverty line, an increase from 33 percent in 1985. ^v
5		it's not the end	In 1996, 71 percent of Hispanic parents reported that they attended a parent-teacher conference at their child's school, which is about the same rate as for all parents. ^{vi}
6		it's not the end	In 1987-88, 3 percent of teachers and 9 percent of students were Hispanic. ^{vii} In 1993-94, 4 percent of teachers and 12 percent of students were Hispanic. ^{viii}
			Accessing High-Quality Early Childhood Programs
7		public schools	In 1993, about 18 percent of 3- and 4-year-old Hispanic students were enrolled in prekindergarten programs compared with about 38 percent of white children. These percentages remained relatively consistent with 1989 participation rates. ^{ix} D.S. not a unit 11 1994
8			The percent of Hispanic children between the ages of 3 and 5 who were enrolled in center-based programs decreased slightly from 1991 to 1995, but increased slightly for white and black children. In 1995, 37 percent of Hispanic children, compared with 57 percent of white children and 60 percent of black children, were enrolled in these programs. ^x
9			In 1993, 37 percent of Hispanic 3-to-5 year olds and 59 percent of white 3-to-5 year olds were read to by a family member on a daily basis. In 1996, the percentage of Hispanic students who had a family member read to them daily increased to 39 percent, compared with 64 percent of white children. ^{xi} Fisher

Context

- Head Start
- # of accredited centers - Hispanics in?
- # of accredited teachers
- Other Key Indicators
- bilingual

ⁱ Center based programs include daycare centers, nursery schools, prekindergarten programs, preschools and Head Start programs.

			Eliminating the Achievement Gap
			Achievement Measures
10		Other key indicators	In 1998, 40 percent of Hispanic fourth-graders reading scored at or above the basic level on the reading portion of the National Assessment of Educational Progress (NAEP), compared with 73 percent of white students and 36 percent of black students. The percent of Hispanic fourth graders scoring at this level decreased slightly from 1990, but increased slightly for black and white students. ^{xii}
11		Comp. to white and black	Hispanic eighth-graders' NAEP mathematics scores remained about the same from 1990 to 1996. ^{xiii}
12		(basic)	From 1990 to 1996, Hispanic students consistently scored significantly lower than white students on the NAEP mathematics assessment, but often higher than black students, at ages 9, 13, and 17. ^{xiv}
13		scores to white and black	From 1989 to 1999, Hispanic students' average SAT verbal and math scores decreased slightly, compared with an increase in white and black students' scores. The exception was Puerto Rican students, whose scores increased in both areas. ^{xv}
14			In 1998, 8 percent of the students who took the SAT were Hispanic, 75 percent were white, and 11 percent were black. In 1988, 6 percent of SAT-takers were Hispanic, 10 percent were black, and 67 percent were white. ^{xvi}
15		Other ind.	In 1999, 41,382 Hispanic college-bound seniors took the SAT, compared with 25,957 in 1990. In both years, more female Hispanic students took the test than did male students (23,923 females and 17,458 males in 1999). ^{xvii}
16		Other ind.	The percent of Hispanic twelfth-graders taking Advanced Placement examinations rose from 5 percent in 1990 to 9 percent in 1997. White students were more likely to take Advanced Placement examinations than Hispanic students; 10 percent took the tests in 1990 and 13 percent took them in 1997. About 2 percent of black twelfth-graders took the exam in both years. ^{xviii}
			Curriculum and Resources
17		Other goal 4	The percentage of Hispanic high school students who completed four years of English and three years of mathematics, science, and social studies rose from 30 percent in 1990 to 40 percent in 1998. The percentage of white students completing these requirements increased from 39 percent to 57 percent during those years. ^{xix}
18		Other goal 3 at the end	From 1993 to 1997, the percent of Hispanic students who used computers at school increased from 52 percent to 62 percent. The percentage of all students using computers also increased, from 59 percent to 69 percent. ^{xx}
			Learning English
19			In 1993, about 73 percent of limited English proficient (LEP) students were Hispanic. ^{xxi}
20			In 1996-97, 3,452,073 LEP students were enrolled in schools in the United States, compared with 2,154,781 in 1989-90, a 160 percent increase. ^{xxii}
21			In 1996-97, LEP students comprised 8 percent of the public school population, an increase of 7 percent from 1995-96. ^{xxiii}

of LEP students included in English Language Arts exams after 3 yrs. another indicator?

22			In 1996-97, on states' measures of student achievement, 19 percent of LEP students tested ² scored below state norms in English/reading and 16 percent scored below state norms in mathematics. ^{xxiv} — what grade? LEP?
23		other	Currently, about 66 percent of large urban school districts report an immediate need for teachers trained in bilingual education or English as a second language. ^{xxv}
24		other	In 1998, only 20 percent of classroom teachers reported that they felt prepared to address the needs of students with limited English proficiency. ^{xxvi}
Eliminating the Gap in High School Completion			
25	0% participation in LEAP J1?		In 1998, 30 percent of Hispanic students, 8 percent of white students and 14 percent of black students between the ages of 16 and 24 were considered high school "status" dropouts ³ ; these completion rates were virtually the same as those for 1990. ^{xxvii}
26			In 1997, 10 percent of Hispanics ages 15-to-24 were considered high school "event" dropouts ⁴ , compared with 5 percent of blacks and 4 percent of whites. In 1990, 8 percent of Hispanics were event dropouts; white and black students' rates remained the same. ^{xxviii}
27		key indicator	The percentage of Hispanic 18-to-24 year-olds who had completed high school remained about the same from 1990 to 1998, at about 60 percent, compared with completion rates of about 90 percent for whites and 80 percent for blacks during those same years. ^{xxix}
Increasing the Postsecondary Completion			
Enrollment			
28			In 1990, 47 percent of Hispanic individuals ages 16-to-24 who had graduated from high school in the preceding 12 months were enrolled in college, compared with 62 percent of white students. The percentage of Hispanic students enrolled remained at 48 percent in 1997, compared with 66 percent for white students. ^{xxx}
29		other Avg.	In 1994, Hispanic students enrolled in public two-year institutions at the highest rate (34 percent) and in four-year institutions at the lowest rate (31 percent) of all the racial/ethnic groups. Twenty-five percent of white students were enrolled in public two-year institutions and 47 percent were enrolled in four-year institutions. ^{xxxi} clarify
Finances			
30			In 1995-96, 40 percent of Hispanic undergraduates came from low-income families, compared with 21 percent of whites and 43 percent of blacks. ^{xxxii}
31		other	For low-income students, in 1995-96, the average total student financial need among full-time students was \$10,900, and the average unmet student need was \$4,800. This amount of unmet need decreased slightly from 1992-93. ^{xxxiii} vs. Hispanic?
32			Fifty-four percent of Hispanic undergraduates received some type of financial aid in 1995-96, compared with 47 percent of white students

Completion AA & completion BA

other key transfers from 2 to 4

² Many states do not test LEP students below a state-established English proficiency level.

³ Status dropouts are 16- to 24-year-olds who are not enrolled in school and who have not completed a high school program, regardless of when they left school. People who receive GED credentials are counted as high school completers.

⁴ Event dropouts are people in grades 10-12, ages 15-24, who enrolled the previous October, but who were not enrolled and had not graduated in October of the current year.

			and 63 percent of black students. ^{xxxiv}	
			<u>Degrees Earned</u>	2/10 11/5/97
33			In 1998, 5 percent of Hispanics held associate's degrees. ^{xxxv}	Age 25-29
34			In 1999, 11 percent of Hispanics ages 25 and over held bachelor's degrees, compared with 28 percent of whites. ^{xxxvi} These rates were slightly lower for both groups in 1994, when the rates were 9 percent for Hispanics and 24 percent for whites. ^{xxxvii}	Birth Assoc.
35			In 1998, 4 percent of Hispanics born in the United States held associate's degrees, compared with 2 percent of Hispanics who immigrated to the United States before 1998. ^{xxxviii}	vs?
36			In 1998, 4 percent of Hispanics born in the United States held bachelor's degrees, the same as Hispanics who immigrated to the United States before 1998. ^{xxxix}	
	enrollment vs. completion	3 yr. weighted avg	Hispanic students' college enrollment rates have remained relatively static since 1994. The percentage of Hispanic high school graduates (ages 16-24) immediately enrolling in college in 1998 was approximately 59 percent, compared to 68 percent for white students. ^{xl}	1st indicator
38			In a recent survey of parents of high school students, 65 percent of Hispanic parents reported that a four-year college would be best for their children after they graduated from high school, compared with 54 percent of white parents and 60 percent of African American parents. ^{xli}	
			<u>Labor Force Participation</u>	
39			Among people ages 16 to 24, in 1998, 18 percent of Hispanics with less than a high school diploma were unemployed, compared with 12 percent of high school graduates and 8 percent of Hispanics with some college. These unemployment rates decreased slightly from 1996. In both years, Hispanics had higher unemployment rates than whites but lower rates than blacks. ^{xlii}	
40			In 1998, the unemployment rate among Hispanic high-school dropouts was 27 percent, a slight decrease from 29 percent in 1995. The unemployment rates for white dropouts was slightly lower in those years. ^{xliii}	

ⁱ NCES, U.S. Department of Education, Office of Civil Rights, Elementary and Secondary Civil Rights Survey, 1976, 1984, 1986, and 1990; National Center for Education Statistics, Common Core of Data Survey, 1992; and Digest of Education Statistics, 1994, 1995, 1996, 1997, and 1998, table 45.

ⁱⁱ Bureau of the Census. (1993). *Hispanic Americans today*. Washington, DC: U.S. Department of Commerce.

ⁱⁱⁱ NCES. (no date). Common core of data, longitudinal research file (school file). Washington, DC: U.S. Department of Education.

^{iv} NCES. (no date). Common core of data, longitudinal research file (school file). Washington, DC: U.S. Department of Education.

^v Federal Interagency Forum on Child and Family Statistics. (1998). *America's children: Key national indicators of well-being*. Washington, DC: Author.

^{vi} NCES. (1998). *National Household Education Survey, 1996*, unpublished data. Washington, DC: U.S. Department of Education.

^{vii} NCES. (1993). *America's teachers: Profile of a profession*. Washington, DC: U.S. Department of Education.

^{viii} NCES. (1997). *America's teachers: Profile of a profession 1993-94*. Washington, DC: U.S. Department of Education.

^{ix} Bureau of the Census. (no year). October current population surveys. Washington, DC: U.S. Department of Commerce.

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- ^x NCES. (1996). *National Household Education Survey (NHES) 1991 and 1995*. Washington, DC: U.S. Department of Education.
- ^{xi} NCES. (1997). *National Household Education Survey, 1993, 1995, and 1996*. Washington, DC: U.S. Department of Education.
- ^{xii} NCES. (2000, 24 May). *NAEP Summary data table*. [Online].
<http://www.nces.ed.gov/nationsreportcard/TABLES/SDTTOOL.HTM>
- ^{xiii} Educational Testing Service. (1997). *NAEP 1996 trends in academic progress*. Washington, DC: U.S. Department of Education.
- ^{xiv} Educational Testing Service. (1998). *NAEP 1996 trends in academic progress*. Washington, DC: U.S. Department of Education.
- ^{xv} The College Board. (1999). *College-bound seniors 1999*. New York: Author.
- ^{xvi} The College Board. (1999). *College-bound seniors 1999*. New York: Author.
- ^{xvii} The College Board. (1999). *College-bound seniors 1999*. New York: Author.; The College Board. (1990). *College-bound seniors 1990*. New York: Author.
- ^{xviii} Bureau of the Census (1998). *October Current Population Surveys*. Washington, DC: U.S. Department of Commerce.
- ^{xix} NCES. (2000). *High school and beyond*, first follow-up survey; *1990 high school transcript study*; *National education longitudinal study of 1988*, second follow-up survey; *1994 high school transcript study*, and *1998 high school transcript study*. Washington, DC: U.S. Department of Education.
- ^{xx} Bureau of the Census. (no year). *Current population surveys*. Washington, DC: U.S. Department of Commerce.
- ^{xxi} U.S. Department of Education. (1998). *Improving opportunities: Strategies from the Secretary of Education for Hispanic and limited English proficient students*. Washington, DC: Author.
- ^{xxii} Macías, R.F. (1998). *How has the limited English proficient students population changed in recent years?* Washington, DC: National Clearinghouse for Bilingual Education.
- ^{xxiii} Macías, 1998.
- ^{xxiv} Macías, 1998.
- ^{xxv} Recruiting New Teachers, Council of Great City Schools, & Council of the Great City Colleges of Education. (2000). *The urban teacher challenge: Teacher demand and supply in the great city schools*. Belmont, MA: Recruiting New Teachers, Inc.
- ^{xxvi} National Center for Education Statistics. (2000). *The condition of education 1999*. Washington, DC: U.S. Department of Education.
- ^{xxvii} Bureau of the Census. (no date). *Current Population Survey*, unpublished tabulations. Washington, DC: U.S. Department of Commerce; and NCES. (no date). *Dropout rates in the U.S.* Washington, DC: U.S. Department of Education.
- ^{xxviii} Bureau of the Census. (1997). *October current population survey*. Washington, DC: U.S. Department of Commerce.
- ^{xxix} Kaufman, P., Kwon, J.Y., & Klein, S. (1999). *Dropout rates in the United States: 1998*. Washington, DC: U.S. Department of Education.
- ^{xxx} American College Testing Program. Unpublished tabulations, 1987, derived from statistics collected by the U.S. Bureau of the Census; and U.S. Department of Labor, College Enrollment of High School Graduates, various years.
- ^{xxxi} Berkner, L. & Chavez, L. (1997). *Access to postsecondary education for the 1992 high school graduates*. Washington, DC: U.S. Department of Education.
- ^{xxxii} Choy, S.P. (2000). *Low-income students. Who they are and how they pay for their education*. Washington, DC: U.S. Department of Education.
- ^{xxxiii} Choy, 2000.
- ^{xxxiv} NCES. (1997). *National Postsecondary Student Aid Study, 1995-1996*. Washington, DC: U.S. Department of Education.
- ^{xxxv} NCES. (2000). Internal communication.

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- ^{xxxvi} Bureau of the Census. (2000). *The Hispanic population in the United States: March 1999*. Washington, DC: U.S. Department of Commerce.
- ^{xxxvii} Bureau of the Census. (1994). *The Hispanic population in the United States: March 1994*. Washington, DC: U.S. Department of Commerce.
- ^{xxxviii} NCES. (2000). Internal communication.
- ^{xxxix} NCES. (2000). Internal communication.
- ^{xl} Bureau of the Census. (1998). *School enrollment-social and economic characteristics of students (update): October 1998*. Washington, DC: U.S. Department of Commerce.
- ^{xli} Immerwahr, J. & Foleno, T. (2000). *Great expectations: How the public and parents--White, African-American, and Hispanic--view higher education*. New York: Public Agenda.
- ^{xlii} Bureau of Labor Statistics, Office of Employment and Unemployment Statistics. (1999). Unpublished tabulations of annual averages from the *Current Population Survey*. Washington, DC: U.S. Department of Labor.
- ^{xliii} Bureau of Labor Statistics. (1999). *College enrollment of high school graduates, various years*. Washington, DC: U.S. Department of Labor.

*Comments
sent back*

First, we need primary data sources for all cites. In other words don't cite the Digest of Education Statistics, but the particular survey that collected the data.

General Population Statistics

Change the title to something like "Educational Context."

First and Second bullets: Combine the first two data points or delete the first bullet. We also need to know the grades or ages of public school students and Hispanic children in these statistics.

Third and Fourth bullets: We are not sure if we want to keep these. We'll get back to you on that.

Fifth bullet: What year are we talking about?

Accessing High-Quality Early Childhood Programs

First bullet: Does the 38 percent apply to both 1989 and 1993 also?

Second bullet: define center-based, i.e. children in day care centers rather than home-based care.

Eliminating the Achievement Gap

First bullet: Do you only have 1990-1996 because trend data is not available afterwards? If so, I would report the 1994 and 1998 scores for the main NAEP also. Also report scores for black students if they are significantly different than for Hispanic students.

Fourth bullet: Can you report SAT scores by gender?

Fifth bullet: Do you have the rates at which white and Hispanic students participated?

Sixth bullet: Eliminate

Curriculum and Resources

Third bullet: Eliminate

Migrant Students

Delete the whole section. If you have data on LEP students mobility, we should include that in the context section.

Parents

Delete the title and second bullet and move the first bullet to the context section.

Teachers

Delete the title and the first bullet. Move the second bullet to context section.

Learning English

First bullet: need year and other data points if possible

Fourth bullet: These data do not seem correct, and norms need to be defined. Do you mean state standards? If so, these numbers seem extremely low.

Eliminating the Gap in High School Completion

First bullet: delete

Fourth bullet: delete, we are interested in a dropout rate for foreign born 18-24 year olds educated in U.S. schools. If we don't have that we should not report anything.

Increasing the Postsecondary Completion

Enrollment

Second bullet: Delete first sentence. Give specific numbers for second sentence.

Degrees Earned

These bullets do not provide a sense of progress for Hispanic students. We are interested in changes in degrees earned for Hispanic students over time compared to white students and black students also if there are any interesting findings.

Ramirez, Heidi

From: Chait, Robin
Sent: Wednesday, May 24, 2000 12:05 PM
To: Ramirez, Heidi
Subject: FW: report card

-----Original Message-----

From: Takai, Ricky
Sent: Wednesday, May 24, 2000 12:03 PM
To: Chait, Robin
Subject: RE: report card

Usually the comparisons of this sort between groups, not a group and the total population. In answer to your question, the comparisons should be between white, blacks, and Hispanics.

-----Original Message-----

From: Chait, Robin
Sent: Wednesday, May 24, 2000 10:16 AM
To: Ramirez, Heidi
Cc: Takai, Ricky
Subject: RE: report card

Heidi--

We are getting the next version of the report card today. I think we should circulate that version, get comments from everyone we are expecting feedback from, and then sit down and talk about what our priority changes are. We can only do one more round of comments if we want the report card for the conference, so I think we should hold off on any more changes and give PSA a complete set of final changes.

I think the goals are too wordy for a report card format. I think we should leave the categories as is and attach an additional sheet listing the goals. What do you think?

I don't think I agree with comparing Hispanics to the national average. Since the Hispanic data is included in the national average, it brings it down, and therefore I think it would look like we picked a more favorable comparison. What do you think Ricky?

I don't understand Mike Cohen's suggestion, but we can talk about that when we meet.

Robin

-----Original Message-----

From: Ramirez, Heidi
Sent: Tuesday, May 23, 2000 6:26 PM
To: Chait, Robin
Subject: report card

Robin,

More comments on the report card. I'm happy to talk tomorrow if you'd like.

First, now that the WH has settled on the wording for the goals, can we use the following to organize ourselves around?

- Ensure that all Hispanic American children have access to high quality early childhood education and development programs and enter school prepared to succeed by eliminating the gap between the Hispanic participation rate and the national participation rate in high quality programs by 2010.
- Respecting the importance of multilingualism, age-specific learning needs, different research-based instructional approaches, and the variety of developmental levels at which limited English proficient (LEP) children enter school, by 2010 all states and school districts will provide appropriate language instruction to ensure that all students graduate from high school having demonstrated proficiency in English.
- 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.
- Increase the high school completion rate for Hispanic students to the national average by 2010.
- Double the percentage of Hispanic Americans who earn Associate's and Bachelor's degrees by 2010.

And since these largely compare Hispanics to the national average, can we use data that makes these comparisons, rather than drawing the comparison from Hispanics to whites?

In addition to the issues we discussed w/ Ricky and your suggestions, I'd also suggest:

- OCR advises that the term "exposure of minority students" is often deemed both outdated and offensive. Perhaps "interaction with" or some more accurate extrapolation from the source.
- I'm still concerned about making sure that this is readable and organized in ways that the findings make sense. For example, making a more summary statement as the first line in some of these sets...for example, Hispanic students are more likely to be isolated from non-Hispanic students (and then the other two indicators). This is actually not a great example, but the point here is that we'd want to have text that is clear and meaningful, and frankly that the press and others could pick up quickly, and that is then backed up by the more specific numbers.
- Mike Cohen suggests that one way to focus some of the many pieces of information here is to organize them in stages...i.e. 1) nature of the achievement gap; 2) fewer opportunities, e.g. gap in completing the core subjects; 3) evidence that when Hispanic do have access to/have completed the core, they achieve at the same rates as other students...(This also leaves a better message than just that Hispanics are behind, but that, without the right resources, can and do achieve.)
- I also have a few edits that I can send down...I don't know if we've already gone over all of them or not.
- And I owe you an introduction still

Thanks so much for all the help on this...

Heidi

**WHITE HOUSE STRATEGY SESSION
ON
EDUCATIONAL EXCELLENCE FOR HISPANIC STUDENTS
CONFERENCE PACKET LAYOUT**

- 1) **Agenda.** Brian Barreto (6-5807)
- 2) **Welcome Letter.** Brian Barreto (6-5807)
- 3) **Hispanic Education Summaries.** Deborah Santiago (401-7479)
- 4) **Press Release.** DPC
- 5) **Bios:**
 - a) Panelist bios. DPC
 - b) Other bios. Rey Valencia
- 6) **Report Card.** Heidi Ramirez (260-1728)
- 7) **CEA Report.** J.B. Buxton (6-5567)
- 8) **Participant List.** Brian Barreto (6-5807)
- 9) **Resource Table.** Julie Anderson (6-5771) and Jackie Lain (6-5084)
- 10) **Accomplishments List.** Brian Barreto (6-5807)

FYE

from Mr. Echaveste

THE WHITE HOUSE
WASHINGTON

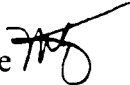
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THE PRESIDENT HAS SEEN
2-28-00

February 24, 2000

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MEMORANDUM FOR THE PRESIDENT

FROM: Maria Echaveste 
Bruce Reed

SUBJECT: NATIONAL MEETING ON HISPANIC EDUCATION ISSUES

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

Background

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

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

Proposed Meeting

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

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

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

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

Recommendation

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

Agree

Disagree

Discuss Further

THE WHITE HOUSE

Office of Legislative Affairs House Liaison



Date: 6, 7, 00
To: Bethany Little
Fax #: 655 81 Phone # _____
From: _____ Broderick Johnson _____ Rebecca Walldorff
_____ Lisa Kountoupes _____ Marty Hoffman
_____ ☒ Mark Magana _____ Brian Mason
_____ Josh Ackil _____ Erica Morris

Comments:

Pages (Including cover page) 2

Office Phone (202) 456-6620 / Office Fax (202) 456-2604

**DEPARTMENT OF EDUCATION****ABSTRACT - CURRICULUM VITAE****VÍCTOR FAJARDO VÉLEZ, Ed. D.**

Honorable Victor Fajardo Vélez is the Secretary of the Puerto Rico Department of Education. His professional experience includes leadership positions as Secretary of Government Public Policy and Organization, Executive Director of the Volunteer Youth Corps of Puerto Rico at the Governor's Office, Special Assistant for the Puerto Rico Senate, and Director of the Office of Youth Affairs and Assistant to the Mayor in Bayamón

As an Educator, he started as a Science teacher, School Principal, School Manager, Superintendent and now as Secretary. He is also a Civic Leader in his community.

He has a Doctor of Education Degree and holds a Professional Diploma in Education from Dowling College in New York, a Master's Degree in School Administration and Supervision, studied in Seville, Spain at the School of Medicine and obtained a B.A. in Science from the University of Puerto Rico. He continues to attend seminars and professional development activities in the field of education.

As Secretary of Education, he is the President of the Education Reform Institute, and Executive Director of the Office for the Improvement of Public Schools. He is the Chairperson of the Extra State Jurisdiction Committee of the Council of Chief State School Officers (CCSSO). Since July 1997, he has been serving on the Education Commission of the States (ECS) Policy and Priorities Committee. He is also a member of the Board of Teachers Retirement and the Committee of Volunteer Savings Bonds for the Treasury of the United States. Presently he is the President for the Scholarship and Grants Council of Puerto Rico. He is a member on the Census Advisory Committee on the Hispanic Population.

His public education policy is based on related legislation, the Governor's Master Plan and on his determination to improve education in Puerto Rico. He projects his leadership and education philosophy through his policy making, innovative projects and supporting staff.

His excellence and dedication in education have been acknowledged by the schools, school districts, universities, civic organization and the general public. Evidence of this acknowledgement is gathered in awards and honors received.

GILBERTO ANZALDUA, PH.D.



On June 1, 1999, Dr. Gilberto Anzaldua became superintendent of the fifth largest school district in Texas — the El Paso Independent School District.

Dr. Anzaldua is actively involved in developing leadership modules in different school cultural and ethnic settings. He is a noted activist in the use of technology in educational environments and developing parent leadership programs. His strong areas of experience and accomplishment lie in strategic planning especially in the area of instructional improvement and technology.

Dr. Anzaldua received his bachelor's from Texas A & I University in Kingsville, his master's from Eastern Oregon State College in La Grande, and his doctorate from the University of Oregon in Eugene.

Before joining the Los Angeles County Office of Education as assistant superintendent, Dr. Anzaldua was superintendent of California's San Ysidro School District for four years. He also was deputy superintendent in the National City School District, and worked for the Oregon State Department of Education.

He is a member of the Association for Supervision and Curriculum Development and has served as a consultant in leadership training, effective schools and cultural diversity.

Dr. Anzaldua is married and has three children.



THE WHITE HOUSE

Office of Legislative Affairs House Liaison



Date: 6, 6, 00

To: Bethany Little

Fax #: 65581 Phone # _____

From: ☐ Broderick Johnson ☐ Rebecca Walldorff
☐ Lisa Kountoupes ☐ Marty Hoffman
☒ Mark Magana ☐ Brian Mason
☐ Josh Ackil ☐ Erica Morris

Comments:

Pages (Including cover page) 2

Office Phone (202) 456-6620 / Office Fax (202) 456-2604



CITY OF PHILADELPHIA

OFFICE OF THE MAYOR
ROOM 215 CITY HALL
PHILADELPHIA, PENNSYLVANIA 19107-3295
(215) 686-2181
FAX (215) 686-2180

JOHN F. STREET
MAYOR

June 1, 2000

The Honorable Albert Gore
Vice President
Old Executive Office Building
Washington, DC 20501

Dear Mr. Vice President:

For the past several years, The University of Pennsylvania and the City of Philadelphia have worked together to understand local issues and to devise solutions to the problems in the West Philadelphia community. These efforts are particularly important to the City as we believe they may be successfully replicated to address similar problems throughout Philadelphia. To these ends, we have enlisted support from local and state governments and from private entities. We are writing to encourage the federal government to join us actively to address urban blight and revive our city's neighborhoods.

Our efforts are grouped broadly under five "West Philadelphia Initiatives."

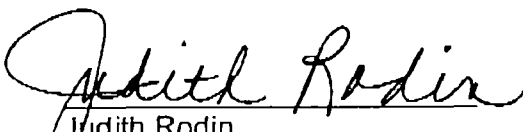
- Clean and Safe Neighborhoods and Streets: Programs include a special-services district to provide safety ambassadors, street cleaning, and cultural events; residential and street lighting initiatives; and neighborhood greening efforts.
- Community Housing: The University's guaranteed mortgage and rehabilitation programs encourage Penn affiliates to purchase homes in West Philadelphia, and provide assistance to homeowners for home improvement, affordable housing.

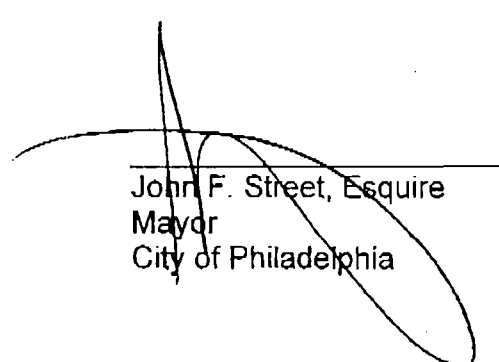
The Honorable Albert Gore
June 1, 2000
Page 2

- Economic Development: Local minority residents and women have been employed in substantial numbers on recent major construction projects, and the University is harnessing its purchasing power to assist local businesses.
- Retail Enhancement: We are working to attract stable, appropriate businesses to West Philadelphia, providing employment opportunities for area residents.
- Excellent School Options: The City, the University, the School District of Philadelphia, and the Philadelphia Federation of Teachers are developing a University-assisted public school for 700 neighborhood children, which will serve as a community learning center and a professional development center for all of the school district's teachers.

The City of Philadelphia and the University are engaged as active partners as we work to strengthen Philadelphia. As you know, we have been working with the White House Task Force on Liveable Communities to match up these goals and initiatives with federal programs. We have also met with representatives of several federal agencies. We need and would be grateful for your personal help and support, however, and we hope that these steps will lead to fruitful collaborations.

Sincerely,


Judith Rodin
President
University of Pennsylvania


John F. Street, Esquire
Mayor
City of Philadelphia

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

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

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

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

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

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

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

White House Strategy Session on Educational Excellence for Hispanic Students

**The White House
June 15, 2000**

Draft Agenda

9:00 am – 9:30 am	Registration
9:30 am – 10:30 am	Welcome and Plenary Session
10:45 am – 12:45 pm	Break-out Sessions: • Increasing Access to Quality Early Childhood Education • Ensuring that Hispanic Students Achieve English Proficiency • Eliminating the Achievement Gap • Increasing the Rate of High School Completion • Increasing the College Completion Rate
1:00 pm – 2:00 pm	Buffet Lunch
2:00 pm – 2:30 pm	Move to East Room
2:30 pm – 4:30 pm	White House Strategy Session – Working with the Public, Private and Non-Profit Sectors to Meet our National Goals
4:30 pm – 6:00 pm	Commissioner's Reception

Note: Times are tentative and subject to change.

EDUCATION DAILY

The education community's independent daily news service

Federal, State Officials Mull Future Of School-To-Work

With federal funding for school-to-work (STW) programs scheduled to sunset next year, education officials at both the state and federal levels are seeking ways to continue the initiatives launched in 1994.

The challenge facing state directors of STW programs is securing state dollars once federal funds—provided under the School-to-Work Opportunities Act—run dry in September 2001.

Stephanie Powers, director of the national STW office, is confident the programs, which combine a structured vocational education program with job-site training, will continue in some form or another.

"It is going to be imbedded into different things," she said at a conference of state directors last week in Washington, D.C.

States Find A Way

Powers noted that 94 percent of state STW directors are on or are involved in their youth councils or Workforce Investment Boards—which generally oversee local job training programs. "We're seeing a lot of embedding of school-to-work learning ideas—student internships, career education showing up in other forms."

These initiatives also are showing up in state legislation. In a cursory review of about 20 states, she found 48 pieces of legislation or appropriations pending that would sustain STW.

"There is a lot of activity that is occurring," she said, noting examples of strong support in states like Kentucky, Hawaii, Massachusetts and Iowa. "These are legislatures that are providing dollars that will support school-to-work."

The outlook for sustaining STW in New Hampshire is good, said state director Kim Runion.

(more on p. 4)

In This Issue

Vol. 33, No. 105 ■ Monday, June 5, 2000

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Federal Appeals Court Dismisses Fort Worth Prayer CasePage 3

Connecticut To Begin Tracking Student, Teacher Data.....Page 3

Report: Help The Parents Of Poor Disabled Students

The link between disability and poverty is real, a new report states, but it does not have to stay that way if more attention is paid to improving opportunities for those with special needs and their caretakers.

Much work still needs to be done to improve communication about the services available to the disabled, concludes the report from the National Association of State Directors of Special Education's Project Forum.

Patty Smith, director of the Washington, D.C.-based National Parent Network on Disabilities, said many poor adults with disabled children continue to struggle.

"It is hard enough to raise a child, but when you have the overlay of disability, it can be too much," she said. "It is [an issue] that has had attention, but it needs more attention."

Teach A Man To Fish ...

With the current, tight labor market, more and more states are now focused on finding work for the parents of special education students as well as the disabled themselves, teaching them skills and providing a flexibility that wasn't present before.

(more on p. 2)

Report: Help The Parents Of Poor Disabled Students (Cont.)

Programs in many states have been set up to identify those with learning disabilities and to teach self-sufficiency to those with more severe disabilities, according to the survey.

Even for disabled persons or their caregivers who can find work, there are several hurdles that still stand in their way, the report finds.

Chief among them is finding transportation to a job. Another is being able to pay for health care on what often is a meager salary.

States, however, are attempting to reach out to many of these unemployed workers more than ever before. The report says many are now integrating agency programs and job training to focus their efforts.

By doing this, jurisdictions have improved many services that assist people in returning to work, such as vocational education, child care and family support.

Focus On Health Care

But Smith insists that real gains will not be made until government agencies provide health care to families who currently receive Medicaid to pay for children with special needs.

Hoping to address the issue, Smith said her organization is strongly supporting S. 2274, the Family Opportunity Act of 2000, which would allow those who make more than the current cap for Medicaid to pay into the program on a sliding scale (ED, March 24).

The legislation, which has been referred to the Senate Finance Committee, would also help poor special ed students receive the health services they need while in school.

Bill sponsor Sen. Charles Grassley, R-Iowa, said the federal government could play a significant role in reducing poverty for these children if Congress passes the measure.

"When you're a parent, your main objective is to provide for your child to the best of your ability," he said. "The government forces these parents to choose between family income and their children's health care."

Lawmakers would also be able to boost the quality of life for many special ed children if they would just listen to those who live or deal with them on a daily basis, Smith said.

"Washington, D.C., has a problem of not asking sometimes how a solution will play to people," she said. "Many times, they don't ask the grass roots, and they get unintended consequences." —Ted Gotsch

Fla. Board To Pay Murdered Teacher's Salary For 17 Years

The Palm Beach County School Board voted last week to give the widow of a teacher killed by one of his seventh-grade students the full amount of her husband's salary and benefits for 17 years.

For the rest of Pam Grunow's life, part of her late husband's \$40,800 yearly salary will be covered by the state, which pays 50 percent to the spouse of any employee killed in the line of duty. The school board voted to cover the other half, plus health insurance, until 2017, the year slain English teacher Barry Grunow would have retired.

The decision will cost the school board more than \$500,000 over the next 17 years, but that did not seem to matter at the emotional May 31 board meeting, the *Palm Beach Post* reported.

Said Interim Superintendent Ben Marlin, "[It's] not going to bring her husband back, but financially, hopefully, she's going to be OK." —Katie Chase



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Federal Appeals Court Dismisses Fort Worth Prayer Case

A federal court has dismissed the case of a Texas student who sought to legally force her school district to allow a Christian prayer at her high school's graduation ceremony.

A three-judge panel of the U.S. 5th Circuit Court of Appeals dismissed the case May 23, rejecting Katherine Hackleman Furley's claim that the Aledo Independent School District in Fort Worth violated her right to religious expression.

An attorney for the school district reviewed the student's prayer and edited out the references to "Heavenly Father" and "[thanking him] for having a plan to prosper us."

School officials ultimately relented and allowed the prayer after Hackleman Furley and the Liberty Legal Institute, a conservative think tank, threatened court action.

The student sued anyway, hoping the school's review policy would be declared unconstitutional. But the appeals court affirmed a lower court decision dismissing the case. Now, Hackleman Furley has until tomorrow to appeal the case before the full, 15-member appeals court.

The Plano, Texas-based Liberty Legal Institute expressed its intention to appeal the decision in *Hackleman Furley v. Aledo Independent*

School District (99-1126). "We're hopeful, but we are going into it knowing that it is not a situation that happens a lot," said one of the institute's attorneys, Kelly Shackelford, speaking of the potential of being granted a full 5th Circuit appeal.

The high school student has until tomorrow to appeal the case before the full 5th Circuit Court of Appeals.

"We feel like the prospect of the government editing the prayers of private citizens is important enough that they will consider it," she said. "There is only one issue at hand, and that is if the government can review and edit students' prayers ... Thousands of school districts will be harmed by this."

The 5th Circuit judges only comment on their reason for the dismissal was the status of a similar case pending before the Supreme Court.

Doe v. Independent School District (97-40150) will determine whether school districts can allow prayers before football games. A decision from the high court is expected later this month (ED, March 30). —Esmeralda Barnes

Connecticut To Begin Tracking Student, Teacher Data

Connecticut soon will begin tracking the performance of individual students and teachers over time, using a statewide database recently approved by the state legislature.

The new plan will help organize data already collected by the state and local school districts, and it will give policymakers valuable feedback on how well the schools are working, proponents say.

"It really will assist districts to be able to manage and utilize all the data they collect. It will enable us to do long-term studies on what is making a difference right now," associate state education Commissioner Abigail Hughes told *The Hartford Courant*.

Critics worry that tracking individual data will invade students' privacy, or encourage excessive comparisons among districts. But according to state officials, people would be tracked by number, not by name.

Still, argued Joseph Grabarz, executive director of the Connecticut Civil Liberties Union, the information would not necessarily be carefully guarded. "I have rarely seen these databases maintained in the proper manner," he told the *Courant*. "Information that is generally referred to as 'non-identifiable' can become very identifiable."

Other states, including Tennessee and Florida, are developing similar databases. —Hannah R. Gladfelter

Federal, State Officials Mull STW's Future (Cont. from p. 1)

"We treated it as a systems-change grant from the get-go," she said. She said the state has been fortunate since all of the major departments have supported school-to-work. But without federal funding, she added, the level of professional development will likely decrease.

In Texas, the school-to-career program is aligned with local workforce development boards, said state STW director Mike Butler, who doesn't expect Texas to continue funding the efforts.

He said the \$61 million STW grant Texas received is "a couple of rain drops in a storm" in a multibillion dollar state education budget. "No one has become dependent on it," he said.

Five Years Not Enough

As the five-year pilot project comes to an end, Powers says the implementation of STW has been "wildly successful." At the same time, she admits there has not been ample time to truly realize the systemic changes and bring about the systems-building aspect of the legislation.

This is a point echoed by Alison Perkins-Cohen, senior budget examiner in the White House Office of Management and Budget. Cohen helped draft the administration's original STW budget request.

"Part of the problem is that the act may have been unrealistic when it was created," Perkins-Cohen said. "System building in five years—that was unrealistic."

Perkins-Cohen noted that politicians and administrations want to have new initiatives. When we get these directives, "we don't reinvent the wheel. We just make them look new."

When an administration decides which programs to fund, she said, it looks hard at what works and what doesn't. Evaluations of success, therefore, are crucial, she said.

Because of the flexibility built into the STW law, it has been difficult to paint a national picture, Powers admitted, "because it is not a standardized picture—and that makes it hard to measure."

Gary Hoachlander, president of MPR Associates, Inc., in Berkeley, Calif., and a STW expert, said the law was a new way of thinking. "It was

about creating a vision and putting it out in front of people," he said, not about specific programs. He described the goals of STW as:

- Increasing students' mastery of academic and technical knowledge;
- Encouraging higher rates of postsecondary education; and
- Raising students' long-term prospects for career success.

"People want to know if they are working or not. That is very difficult to distinguish [STW] from other efforts focused on school reform," he said. "Because it is about systems doing lots of things at one time, it is very difficult to isolate school-to-work."

Josh Haimson, senior researcher at Mathematica Policy Research Inc. in Princeton, N.J., said there are some indicators that school-to-work has worked. For instance, job shadowing has grown from 49 percent before the STW act to 58 percent today.

And when it comes to career academies, David Stern, professor of education at the University of California Berkeley, noted that the dropout rate of academy students is 21 percent, compared with 32 percent for non-academy students. "It is significant," he said.

'Pigeonholing'

Some at the conference noted that critics of STW claim it forces children to make career decisions early—and that it is social engineering of the worst kind (ED, May 21, 1996).

Jane Oates, education adviser to Sen. Edward Kennedy, D-Mass., said there is a "vocal minority who view school-to-work as pigeonholing. Advocates know that it is not true, but, unfortunately, that is the perception among some."

She encouraged state directors and business leaders to lobby for the program and make sure "the real accounts of school-to-work get out to the state legislatures."

Ohio state Sen. Linda Furney said STW is more important now than five years ago. She said that with the demise of federal support for STW, "maybe we are going backward for a little while, but I think that, in the future, we will be moving forward." —Neal Learner