

DEPARTMENT OF EDUCATION

FY 1999 Annual Performance Report on Hispanic Educational Excellence

The US Department of Education, in its commitment to ensuring equal access to education and to promoting educational excellence for all Americans, supports a variety of programs and activities to improve access to quality from pre-school through higher education and career and adult education. In response to the President's Executive Order 12900 and the growing number of Hispanic children in our schools, the Department is working hard to ensure that Hispanic students have access to the educational opportunities they need to achieve to challenging standards and to be successful in school and beyond.

In this effort, the Department has focused on programs and activities that serve the greatest numbers of Hispanics and have the greatest effect on Hispanic students. In particular the Department is working to 1) increase Hispanic participation in federal education programs, and 2) improve the quality and effect of that participation to better serve Hispanic learners and their families.

PROGRAMS AND ACTIVITIES

Early Childhood Education: School Readiness and Early Literacy

Children will enter school ready to learn and will exit third grade reading independently.

Even Start Family Literacy Program

Even Start, authorized under Title I, Part B of the Elementary and Secondary Education Act, is designed to help break the cycle of intergenerational illiteracy by improving the educational opportunities of the nation's low-income families. The \$150 million program funds family-centered projects to help parents improve their literacy and parenting skills, and assist children (from birth through age seven) in reaching their full potential as learners. The program combines adult education or English language instruction, early childhood education, and parenting education into a unified family literacy program.

Even Start is awarded through a formula to states, where awards are then made to local partnerships of school districts and non-profit community-based organizations (CBOs), public agencies, Institutes of higher education (IHEs) or non-profits with demonstrated need, such as areas with high levels of poverty, illiteracy, unemployment, or limited English proficiency.

The national program evaluation demonstrates that :

- Children participating in the Even Start program achieve significant gains on tests of school readiness, and on measure of language and cognitive development.

- Adults participating in the Even Start program improve literacy levels and earn GED's at a higher rate.

Thirty-nine percent of families participating in Even Start are Hispanic and evaluation data suggest that Hispanic families participate longer and in more program services, and are therefore more likely to benefit. . Over the last year, the program has encouraged States to fund programs in communities with high Hispanic and LEP populations.

Family literacy programs directly funded for migrant, largely Hispanic, families integrate early childhood education, school readiness training, adult literacy and adult basic education, and parenting education into a coherent family literacy model.

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

The Department is also working to improve the quality of Even Start family literacy services for Hispanic families by 1) requiring states to develop performance indicators for English language acquisition and to hold local programs accountable for adult and child outcomes; 2) identifying and sharing expertise from several model sites serving high numbers of Hispanic families; and 3) developing a quality indicator guide for projects serving high numbers of Hispanic families including quality indicators for English language acquisition and for the development of program materials and activities that are culturally appropriate.

Reading Excellence Act

More than two years ago, President Clinton issued a challenge to every American to help all children become good readers. In fiscal year 1999, Congress authorized the Reading Excellence Act (REA) to help improve the teaching and learning of reading. More than 500,000 pre-kindergarten through third-grade children in 17 states are now being served through the \$260 million appropriated for FY 1999. Additional children will be served as additional states participate in the program in fiscal years 2000 and 2001.

The new program provides funds to states on a competitive process, for the purpose of supporting the implementation of research based strategies to improve the teaching of reading to those most at risk of having reading difficulty. Within states, funds are awarded on a competitive basis. Because low-income students fail at reading more often than their affluent peers, the program concentrates support on high-poverty districts.

The Department of Education has taken a number of steps to ensure that program money effectively serves LEP students, including: (1) workshops and materials to help LEAs develop programs and proposals that address reading difficulties of LEP students; and (2) summarizing the most important research on teaching reading to second language learners.

The America Reads Challenge furthers the goals of this program by calling on all Americans to support teachers and help ensure that every American child can read well and independently by the end of 3rd grade. As part of the effort, the campaign continues to both support local volunteer tutors and provide a variety of materials, including those for Spanish-speaking parents and families to improve children's reading skills. Similarly, the National Research Council report *Preventing Reading Difficulties in Young Children*, and other important reading guides, are being distributed and used to implement effective research-based instructional strategies (http://www.ed.gov/americanreads/resources_text.html).

In addition, the America Reads initiative, the Reading Excellence program, and OBEMLA have worked together to host a series of seminars on the teaching of reading to students with limited English proficiency. From October to December 1999, the Department of Education hosted several regional workshops as part of the Improving America's Schools conferences. These included jointly sponsored sessions facilitated by literacy and linguistics experts Dr. Catherine Snow and Dr. Lily Wong Fillmore. A discussion paper was written for these sessions and further materials--including training videos--are being developed from the conference notes.

Research on the education of LEP Students with Disabilities

Because more than 300,000 Hispanic students (identified as having learning disabilities, emotional disturbances, or mental retardation) are served by special education programs in public schools, the Department supports a variety of research efforts to improve the education of students with disabilities who are also either Hispanic or limited in their English proficiency. For example, the University of Connecticut is investigating alternative service delivery models for infants, toddlers, and their families who are of Latino heritage, who use Spanish as their primary language, and who are eligible for early intervention services through Part C of IDEA. The University of Colorado is conducting a qualitative study to examine the divergent and complex ways that a family's socio-cultural and linguistic backgrounds influence the early intervention processes of young children with disabilities who are Hispanic and LEP.

Through support of the Office of Special Education and Rehabilitative Services, the University of Texas at Austin is conducting a study to develop profiles of LEP Hispanic students with reading-related learning disabilities (LD) and to identify instructional strategies that are effective in developing oral language and reading skills in Spanish and English.

High Academic Standards

Hispanic and limited English proficient students will become proficient in English and meet the same challenging academic standards as expected of all other children.

Title I

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

Title I funds are allocated to states, local school districts and schools on a formula basis. Title I currently serves 3.3 million Hispanic students, approximately 30% of all students participating in the program. Hispanic participation has increased by 72% (up from 1.9 million) since 1993-94. Approximately 30% of the students served by Title I are Hispanic.

Over the last year, the Office of Elementary and Secondary Education has been working to strengthen enforcement of the provisions in current law that require states to hold schools and local school districts accountable for the academic performance of Hispanic and LEP students. In 1999, the Department:

1. Issued and began to widely disseminate guidance on what steps states must take to be in full compliance with Title I requirements in current law for standards, assessments and accountability (November-December 1999). The guidance underscores the Department's expectation that, by school year 2000-2001, every state will have challenging content and performance standards for grades 3-5, 6-8, and 9-12, valid and reliable assessments aligned with those standards, will include Hispanic and LEP students in assessments, and will report disaggregated data, including data showing the performance of Hispanic and of LEP students, at the school, school district and state level. It also includes guidance to states and school districts on how to comply with the requirement that LEP students be included in the state assessment system, to the extent practicable, in a form and language that best yields the most valid results.

The guidance makes clear that, in most instances, Hispanic students who are not proficient in English, must as appropriate and practicable, be assessed in their native language. This guidance was issued in the winter 1999 and technical assistance and compliance monitoring is planned for throughout the year.

2. Initiated a vigorous program of compliance monitoring and technical assistance to ensure that every state meets these accountability requirements by the 2000 - 2001 academic year. These include integrated reviews in 14 states for school year 1999-2000, and detailed workshops for states through out both 1999 and 2000, beginning in Fall 1999, in conjunction with the Improving America's Schools Act regional conferences.

3. Expanded its evaluations of Title I, to better assess program impact on the achievement of LEP students. The Department's Planning and Evaluation Service improved evaluations of the effectiveness of Title I in serving LEP students by creating a more comprehensive National Longitudinal Study of Schools (NLSS). The Study, a national survey sample of 1,400 schools, will over sample schools with high concentrations of LEP children. Data for year one of the three-year study have been collected and the first report is currently being drafted.

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

The Department also proposed significant improvements to the Title I statute as part of the reauthorization of ESEA to strengthen the program's focus on providing effective services to LEP students. The proposal would:

- Require annual assessments of English language fluency for all LEP students in schools or programs supported by Title I and/or Title VII. Results from such assessments would be used to inform parents of student progress and to help teachers and schools improve instruction to meet student needs.
- Expand current provisions for inclusion of LEP students in state assessments (for program accountability) by requiring that, at a minimum, states have native language assessments available in Spanish.
- Improve the quality of teachers in Title I schools by Requiring that 10% of Title I funds be devoted to professional development for teachers and by limiting the hiring of unqualified teachers in high-poverty schools.
- Strengthen existing school accountability provisions, by requiring states to intervene in low performing schools, and by providing additional resources for this purpose.

In addition, the Office of Special Education programs has supported more than 500 projects under the Minority Institutions Competition within the Personnel Preparation Program. This priority supports bilingual personnel preparation programs for teachers and paraprofessionals and preservice programs for teachers, early intervention, and related-services personnel that focus on effective instruction and service provision to children and youth with disabilities from diverse cultural and linguistic backgrounds. Training grants were funded in universities in California, Texas, Utah, Florida, and Maine to prepare personnel to assume leadership roles in implementing special education services to young children with disabilities who may live in migrant families.

Migrant Education Program (MEP)

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

There are currently approximately 752,000 migrant children identified as eligible for the migrant education program; 621,000 are being served. Approximately 85% of migrant children are Hispanic. Because such a significant portion of migrant students are both Hispanic and have limited English proficiency, MEP is working hard to share promising practices that highlight approaches to identifying and effectively serving LEP students. Among these efforts, MEP is working to coordinate all Title I, Title VII, and migrant education service to better ensure the academic achievement of these children. In addition, the program highlights several efforts through its Departmental website, <http://www.ed.gov/offices/OESE/MEP/PrelimGuide/pt3.html#sls>.

The Department of Education through the Office of Migrant Education (OME) has explored the “student record systems” across the United States regarding migrant students. Because a completely “consolidated database” is difficult to compose because of the different systems in each state, OME will begin by deciding on a set of “Common Data Elements” along with State Directors and by collecting that information from the states.

Bilingual Education

Bilingual education programs support a variety of efforts--professional development, career ladder, research, etc.--to improve instructional efforts to help linguistically diverse children achieve the same challenging academic standards required of all children enrolled in America's schools. Supported largely through teacher development and instructional support programs authorized under Title VII of ESEA, bilingual education funds support states, school districts, institutions of higher education, and nonprofit organizations in developing and implementing quality instructional programs for students with limited English proficiency as part of standards-based education reforms.

In 1999, the Department:

1. Made 101 new grants, totaling more than \$21 million, as part of efforts to improve teacher quality in schools serving limited English proficient (LEP) students. The Title VII awards support collaborative efforts by schools, universities and state education agencies to develop and improve training programs to better meet the needs of a large and growing number of students not yet fluent in English.
2. Served approximately 1.4 million Hispanic students through Title VII programs. Federal bilingual education projects continue to demonstrate effectiveness in teaching English. Recent evaluation reports indicated that for 91% of projects, at least two-thirds of LEP students made gains in their oral English proficiency.
3. Supported the distribution of a variety of educational resources for teachers of linguistically and culturally diverse students, the majority of whom are Hispanic. For example, through the National Clearinghouse for Bilingual Education (NCBE), the Department created a series of guides on the preparation of teachers of English language learners (<http://www.ncbe.gwu.edu/ncbepubs/resource/ells>); a report and cases studies on *Transforming Education for Hispanic Youth: Exemplary Practices, Programs, and Schools* grounded in the work of Hispanic Drop-Out project (<http://www.ncbe.gwu.edu/ncbepubs/resource/hispanicyouth/index.htm>); and state-specific data on LEP student enrollments in US schools (<http://www.ncbe.gwu.edu/askncbe/faqs/01leps.htm>).
4. Continued to support research committed to learning more about language development and acquisition--including literacy transference, assessment of LEP students, and models for effective professional development.
5. Initiated work on a school reform guide for parents of LEP children. The publication, which will be available in Spanish, will provide parents with valuable information about standards based reform, including assessments, accountability, and ways of ensuring that their children's needs are considered in school improvement efforts.
6. Expanded support of bilingual education programs through increased appropriations for Title VII programs. In FY2000, an additional \$19.5 million was appropriated for Professional Development and \$2.5 for Instructional Services to help train an additional 6,000 teachers per year.

In addition, the Department introduced a reauthorization proposal that would improve the quality and strengthen accountability of Title VII grantees in helping LEP students both

learn English and achieve to high standards. The proposal would:

- Clarify grant programs to establish awards for professional development of all teachers, support the certification of ESL and bilingual educators, promote career ladders for paraprofessionals to become qualified bilingual/ESL teachers.
- Create a priority for applicants with a proven track record of success in serving LEP students.
- Require applicants to submit more comprehensive baseline data on students to be served, academic achievement, and English language proficiency.
- Require grantees to annually assess students' English language proficiency and use results to improve instruction and inform parents of student progress.
- Require grantees to report annually, rather than biennially on program and student progress.
- Require that grantees that fail to make substantial and continuous progress over the first three years of the grant, submit a plan for program improvement and meet benchmarks of progress to receive continued funding.

21st Century Community Learning Centers

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

In 1999, the Department:

1. Supported nearly 500 21st Century Community Learning Center grantees. The program funded at least one project in 14 of the 20 districts with the highest LEP enrollment. Between 18-20% of all students served by 21st Century, more than 48,000, had limited English proficiency.
2. Began development of a database of program grantees that will include ongoing information on participating students and services provided, including participation of Hispanic students and educational services provided.
3. Provided an invitational priority for FY 2000 funds to applicants who will serve communities with significant risk of educational failure, particularly those with high drop out rates and high concentrations of LEP students., and strongly encouraged applicants to

demonstrate attention to the specific educational needs of LEP students in their proposals.

4. Expanded outreach and dissemination efforts to support increased participation of Hispanic communities in the grant program. In particular, the Department of Education, in partnership with the Charles Stewart Mott Foundation and the National Association on Bilingual Education (NABE), held approximately 75 workshops nationwide with a special effort to involve districts and CBOs serving high numbers of Hispanic and LEP students. The workshops were designed to provide technical assistance for improving the quality and competitiveness of their grant proposals (<http://www.ed.gov/21stccle/wkspsch.html>).

In addition, the Department will further improve its recruitment of application reviewers to better include those with particular understanding of the needs of Hispanic youth by soliciting recommendations of peer reviewers for the grant review from a variety of organizations.

Hispanic Outreach

In 1998-1999, the Department, through the Office of Intergovernmental and Interagency Affairs (OIIA), initiated an agency-wide plan for outreach to improve Hispanic education. Implementing the Department's Hispanic Outreach Plan. The Plan's mission is "To improve the educational achievement of Hispanic students through increased family involvement and community partnerships," through the pursuit of three goals:

1. Ensure our customers have access to useful information by having bilingual customer service representatives on our front-line call centers. (Spanish-speaking bilingual staff are now available at all major Department call centers. The Information Resource Center has bilingual staff on hand to answer calls from Spanish-speaking customers who call into the 1-800-USA-LEARN number, as does the Education Publications Center (1-877-4ED-PUBS) and the Federal Student Aid Information Center (1-800-4FED-AID).)
2. Increase awareness among our audience of the Department's priority areas of Reading, Math, College Access, and Parent Involvement through conferences and an information-dissemination campaign.
3. Provide customers with useful, high-quality materials that are culturally and linguistically appropriate.

In 1999, the Department pursued public information and outreach campaigns with both *Univision* and *Telemundo*, the two largest Spanish language television networks in the country. The campaigns address the educational needs of Hispanic students through a number of public service announcements (PSAs) that began in August 1999. The Department's 1-877-4ED-PUBS number was displayed in the PSAs for viewers to receive appropriate Spanish language publications in the areas of Reading, Math, College Access, and Parent Involvement.

The *Univision* campaign focused on the belief that that "Education Matters" for the future

of our children, families, and the nation. The PSA Campaign consists of two six months airing of PSAs, focused first on parental partnerships in education as the key to gaining a good education, and secondly on what parents should know about the educational system, their child's learning, and what is in school. During the airing of the PSAs, the department provided Spanish-language and English publications.

The Telemundo partnership produced two PSAs focused on college access. Again, the PSAs included ED's call center number for EDPubs to allow viewers to receive high-quality publications in Spanish.

In 1999, the Department also:

1. Initiated a radio PSA campaign. The Office of Public Affairs and OIIA collaborated in the production of a series of radio PSAs on the subjects of Reading, Math, Think College Early, and Parent Involvement. In March 1999, compact discs containing the Radio PSAs were distributed to 400 Spanish language radio stations throughout the county. Radio listeners are being asked to call 1-877-4ED-PUBS for written material, in Spanish, on these four subjects.
2. Began production of a videotape for Spanish-speaking families and the schools and organizations that serve them – to provide some basic suggestions about helping children succeed in school. The areas that will be covered include parent involvement in education, ready-to-learn issues, reading and mathematics, and preparing for college. The videotape will be 15 minutes in length and be used as a tool for presentations to groups of Spanish-speaking families that might be provided by schools, colleges, community-based organizations, faith-based organizations, or others. The tape will be packaged with print materials as a kit to be marketed to schools and community-based organizations serving Hispanic Americans. The video package is currently being distributed.
3. Developed a resource on the information needs of Spanish-speaking parents to support improved marketing strategies to highlight the Department's key initiatives, and evaluate the effectiveness of its Hispanic outreach efforts. The project, which began in September 1999, has already produced an initial report based on parent focus groups.
4. Coordinated, through the White House Initiative on Educational Excellence (housed in OIIA), a series of conferences, "Excelencia en Educación: The Role of Parents in the Education of their Children" in an effort to engage parents in a national dialogue on the essential role Latino parents play in supporting the education of their children. Conferences were held in San Antonio, Los Angeles, New York, Chicago, and Miami. The focus of the conferences was developing strategies for schools, teachers, civic leaders, community-based organizations, business, and federal agencies to reach out to parents and fully engage them in their children's education.
5. Began Spanish version simulcasts of monthly "Satellite Town Meetings." The "meetings" bring communities across the country together with national experts, local educators, and community leaders to discuss the most critical and timely issues in education.

In addition, to better serve our customers, the OIIA, Office of Educational Research and Improvement, and the Office of Public Affairs, produced a catalog, written in both English and Spanish, listing the Department's Spanish-language publications. There are approximately 25,000 copies of the catalog available for distribution. Other Spanish-language publications include "Helping Your Child with Homework," "Helping Your Child Become a Reader," "Challenge Young Minds," "Learning Partners: A guide to Educational Activities for Families," and Helping Your Child Learn Math," (<http://www.ed.gov/MailingLists/EDInfo>). "Como Ayudar A Su Hijo A Aprender Matematicas," the Spanish version of "Helping Your Child Learn Math," a tool for parents, is rich in proven ideas and activities to help their children succeed in math. The guide, fully translated in Spanish, includes sample word problems, math games, and other activities designed to help children in the elementary grades learn math, and to help Hispanic parents become actively involved in their children's learning. (This and other guides is available free through the Education Department's toll-free number, 1-800-USA-LEARN.)

The Office of Special Education and Rehabilitative Services (OSERS) is also working to create a series of Public Service Announcements to increase Hispanic parents' awareness of their rights and those of their disabled children under the Individuals with Disabilities Education Act. In addition, OSERS has been collaborating with the Mexican Department of Education to exchange information on inclusion of disabled children to support a better understanding of the cultural and linguistic needs of disabled students of Mexican background in the U.S.

Ensuring College Access and Completion

Hispanic students will complete high school, be academically prepared for college, and enroll in and complete college.

Think College Early

"Think College Early," a public information and outreach campaign, is about learning how to plan for college and how to garner support from the various groups that come into play in a student's life, including the family, schools, community, businesses, religious organizations, government, and local universities. All students, especially those who are economically disadvantaged, limited English proficient, or Hispanic, need to know that education after high school is necessary.

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

The outreach effort reminds students and their families that they can prepare for college and success by:

1. Setting high expectations and high standards for yourself;
2. Working hard and getting the best grades you can;
3. Finding mentors who will support your positive goals;
4. Planning to take the RIGHT courses--like algebra and geometry--to keep your education options open; and
5. Learning about financial aid.

Among the many resources and outreach activities sponsored by Think College Early is the *Getting Ready for College Early* guidebook, first produced in August 1997. The guide, which helps parents and their children understand the steps they need to take during the middle and junior high school years to get ready for college, is now also available in Spanish (*Preparándose a Tiempo Para la Universidad*) (http://www.ed.gov/pubs/GRFC_Span/grfcspan.html).

In addition, the Department of Education will hold a special Spanishlanguage satellite conference in spring 2000, to help students and parents in the Hispanic community learn about the steps necessary to prepare for college. Part of the Education Department's overall "Think College Early" campaign, the meeting will emphasize the importance of taking challenging "gateway" courses such as algebra and geometry, and provide information about access to financial aid. Community based organizations, parents, students, counselors and others interested in helping Hispanic middle and high school students will be invited to attend or host downlinks, and video copies of the teleconference will be widely available through the Education Department's toll free number. The conference will be a live, interactive program highlighting important information to help students prepare financially and academically for college.

GEAR UP

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

In 1999, the Department:

1. Conducted an aggressive outreach strategy to encourage institutions of higher education and local school systems in Hispanic communities, as well as HSI's, to successfully compete in the GEAR UP competition. This strategy included holding outreach sessions in communities with large Hispanic populations, issuing invitations to these outreach sessions, and selecting high quality reviewers who understand approaches to reducing the Hispanic dropout rate in increasing Hispanic college participation.
2. Awarded the first GEAR UP grants. Of the 164 partnership grants awarded in August 1999, 31 partnerships involving HSI's were funded. These partnerships received 27% of the funds (\$20 million out of \$75 million). Twenty-one state grants were made.
3. Began collecting data to develop demographic profiles of the students served by all GEAR UP partnerships. The emerging database will support effective monitoring of the participation of Hispanic students and Hispanic serving institutions.

In addition, the Department is expanding its outreach to Hispanic communities and HSI's through mailings, application workshops and technical assistance in communities with large Hispanic populations. It is also working to develop ongoing partnerships with Hispanic advocacy groups and community-based organizations to identify and solicit grant proposal reviewers knowledgeable about Hispanic communities and education issues.

TRIO Programs

The TRIO programs include eight outreach and support programs targeted to help disadvantaged students, including Hispanics, progress from middle school to postbaccalaureate programs (Student Support Services, Upward Bound, Upward Bound Math/Science, Talent Search, Educational Opportunity Centers, McNair Postbaccalaureate, TRIO Dissemination Program, Training Program for Federal TRIO Programs Staff). Hispanic students represent approximately 16% of all students served by TRIO programs. Evaluations indicate that Hispanics participating in Upward Bound earn more high school credits, are less likely to drop out of high school, and attend four-year colleges at a higher rate than comparable non-participants.

In 1999, \$600 million, a \$70 million increase over FY1998, was allocated in support of the TRIO programs; in FY2000 an additional \$45 million was allocated for TRIO. These additional funds will be used to: 1) improve dissemination of promising practices and innovative strategies in reaching and serving underserved populations, including Hispanics, recent immigrants, those with limited English proficiency, or individuals with disabilities; and 2) increase support and technical assistance to existing Upward Bound grantees to expand outreach to and recruitment of underserved/educationally at-risk students, including Hispanics, recent immigrants, those with limited English proficiency, or individuals with disabilities. The Department will also continue to develop partnerships with Hispanic advocacy groups and community-based organizations to identify and solicit grant proposal reviewers knowledgeable about the education of

Latinos.

CAMP

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

In 1999, the CAMP program served approximately 660 students, an increase of over 50% since 1994. Approximately 86% of program participants are Hispanic and 4 of the 12 CAMP projects are located at Hispanic Serving Institutions, an increase of three since 1994. In June of 2000, the Department will make new CAMP awards.

Hispanic Serving Institutions (HSI's)

Hispanic-Serving Institutions (HSIs), so named by Title V of the Higher Education Act, are accredited and degree-granting institutions of higher education with at least 25 percent undergraduate Hispanic student enrollment where 50 percent of Hispanic students are low-income; and have high enrollments of needy students; and low educational and general expenditures.

In 1999, the Department awarded \$28 million under the Strengthening Institutions Program to provide financial support and technical assistance to assist eligible Hispanic-serving institutions of higher education to expand their capacity to effectively serve Hispanic and low-income students.

The five-year development grants are awarded in support of activities such as scientific or laboratory equipment for educational purposes, the renovation of instructional facilities, faculty development, funds and administrative management, development and improvement of academic programs, acquisition of equipment to strengthen funds management and academic program, joint use of facilities, academic tutoring, counseling programs, and student support services.

Student Financial Aid

The Student Financial Assistance Programs are the largest source of student aid in America, providing over \$40 billion a year in grants, loans, and work-study assistance and assisting millions of students nationwide in their pursuit of higher education. With more affordable student loans, significant increases in Work-Study assistance and Pell Grants, and higher education tax credits, the Department continues to make great strides in opening the doors of college to everyone who has the desire and preparation to go.

The Office of Student Financial Aid has bilingual Spanish call lines, and produces a

Spanish version of the annual Free Application for Federal Student Aid (FAFSA).

A record high 65.5% of Hispanic high school graduates enrolled in college in 1997, and 54% of those received some form of student financial aid. In addition, preliminary Education Department analyses suggest that Pell Grants help Hispanic college students earn a degree; Hispanic students who receive Pell Grants are more likely to attain a degree than those who do not.

In 1999, \$7.4 billion was appropriated for student financial aid. This included a \$162 million increase from 1998, and a new high of \$3,125 for Pell awards. The FY 2000 budget will expand these opportunities further, including a \$125 increase to the Pell Grant maximum award for a 2000 level of \$3,250, the highest ever. In addition, nearly one million more students will be able to take advantage of Work-Study opportunities.

Adult and Career Education

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

High School Equivalency Program

The High School Equivalency Program (HEP) provides discretionary grants to institutions of higher education, or other non-profit organizations in cooperation with an IHE, to provide academic and support services, including counseling, health services, stipends, and job or education placement to eligible migrant or seasonal farm-workers, or specified family members. To be eligible for assistance, an individual must be at least 16 years of age, lack a high school diploma or its equivalent and meet other statutory eligibility requirements.

The program assists these students, the majority of whom are Hispanic, through instructional and support services to help participants obtain a general education diploma and subsequently to enter an institution of postsecondary education, a job training program, or the workplace.

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

Adult Education: Basic Grants to States

State adult education basic grants support basic skills programs that provide educational opportunities for adults over the age of 16, not currently enrolled in school, who lack a high school diploma or the basic skills to function effectively in the workplace in their daily lives. Program funds are allocated by a formula based upon the number of adults, over age 16, who have not completed high school in each State. States distribute funds to

local providers through a competitive process based upon State-established funding criteria. Eligible providers of basic skills and literacy programs include: local educational agencies, community-based organizations, correctional education agencies, postsecondary educational institutions, public or private nonprofit agencies, institutions that have the ability to provide literacy services to adults and families, and for-profit agencies, institutions or organizations which are part of a consortium, that includes a public or private nonprofit agency, organization or institution.

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

Local programs emphasize the acquisition of basic skills including reading, writing, computation, communication and problem solving. Courses of instruction include Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a second language (ESL). ESL services for limited English proficient adults continues to be the fastest growing component of the adult education program.

In addition, the Office of Vocational and Adult Education (OVAE) continues to support the development and dissemination of high-quality materials and resources to improve educational services to adults. OVAE currently funds special demonstration projects that foster the development and dissemination of a variety of such tools for teaching English to adults (e.g. the "ESL for the Family Curriculum Guide," developed to serve Hispanic parents and their children in rural Oregon; "Immigration Stress: Families in Crisis," a resource guide designed to assist teachers of English for speakers of other languages, for use in Florida; and "I Don't Speak English ... but I understand you," a manual to improve speaking, writing, reading and listening skills for Hispanics in a community-based ESL program developed by the Center for Literacy in Philadelphia).

In 1999, the Department:

1. Increased state grants appropriations by \$20 million (to \$345 million) to continue adult education programs.
2. Initiated a \$7 million national demonstration grants program for ESL/Civics. The RFP for the new program to support innovative approaches to promoting English literacy, citizenship, and life skills education for adults was issued in November 1999. Awards will be made in March 2000.

Rehabilitative Services Administration (RSA)

RSA, a division of OSERS, provides formula funds to states for vocational rehabilitation programs. The most recent data (FY 1998) indicate that 19, 930 Hispanics were served during that year or 8.7% of all individuals successfully rehabilitated. RSA also has a vocational rehabilitation Migrant Program that serves approximately 8,000 migrant and

seasonal farmworkers. Approximately 90% of those served by RSA are Hispanics.

RSA recognizes that successful rehabilitation outcomes require services that are culturally and linguistically appropriate. The Rehabilitation Act of 1973 (as amended) contains provisions that require that state Vocational Rehabilitation (VR) agencies provide for appropriate modes of communication for individuals served by the agency and that the agencies provide prompt and equitable handling of referrals for VR services. These two provisions have led many state VR agencies to employ Spanish-speaking individuals and to make forms available in Spanish. In addition, the VR Migrant Programs must have strategies to outreach to this highly mobile, LEP, and rural population.

Data Collection: Monitoring Program Participation and Effectiveness

The Department will improve its data collection throughout ED with respect to Hispanic participation in key programs, effectiveness of key programs for Hispanics, and overall condition of education for Hispanic learners.

In 1999, the Department, through an independent contractor, initiated an analysis of current and ongoing data collections and evaluations agency-wide. The National Clearinghouse for Bilingual Education (NCBE) was asked by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) of the Department of Education to develop a profile of the Department's data collection activities with regard to Hispanic and LEP students. NCBE was asked to collect and analyze the relevant data and produce a report synthesizing the findings.

By means of a survey distributed by ED to its principal offices, data collection efforts were assessed and evaluated for redundancy and gaps in information. For this study, three questions were addressed:

1. What kinds of data and information does each principal office and program collect regarding (a) Hispanics, and (b) LEPs? Since not all Hispanics are limited English proficient and, conversely, not all LEPs are Hispanic, the same question was asked with regard to (c) Hispanic LEPs, and (d) Non-Hispanic LEPs.
2. What redundancy and/or gaps exist in the data and information collection efforts by principal offices and their programs related to Hispanic and LEP students?
3. What can ED do to respond to redundancy and/or gaps in its efforts to collect data and information about Hispanic and LEP students?

Initial findings revealed that of the 74 surveys that were received, 34 do not collect data on Hispanics and/or limited English proficient students. The 40 remaining surveys represent eight different offices:

- National Center for Education Statistics (NCES),
- Office of Bilingual Education and Minority Languages Affairs (OBEMLA),

- Office for Civil Rights (OCR),
- Office of Elementary and Secondary Education (OESE),
- Office of Postsecondary Education (OPE),
- Office of Special Education and Rehabilitation Services (OSERS),
- Office of Vocational and Adult Education (OVAE), and
- Planning and Evaluation Service (PES).

Inventories of these data collections, including preliminary analyses, were developed and are being used to guide improvements in data collection and evaluation efforts agency-wide. Findings for the 40 studies indicate:

- More than 50 percent of the surveys are conducted by either NCES (42.5 percent) or OPE (22.5 percent).
- Almost all (90.0 percent) of responding POC's analyze or aggregate collected data, but over half (57.5 percent) do not use NCES school codes, making comparisons with other data sets difficult.
- POC's are disaggregating data, i.e., by nation, region, state, rural/urban, school, grade, district, etc.
- Methodologies for collecting data vary--collecting from students, colleges and universities, schools, states, personnel, etc.
- All grade levels – from pre-kindergarten through high school, college, graduate school and adult education – are represented,
- The intended audience for such studies has tended to be federal policy-makers, Department program personnel, and/or state or local policy-makers far more frequently than instructional personnel.
- Overall, there is a disproportionate amount of information on Hispanics (67.5 percent of surveys) compared to LEP students (40 percent of surveys). A number of offices collect information on both Hispanic and LEP students, but do not differentiate or disaggregate the data to Hispanic LEPs and Non-Hispanic LEPs. Of the 16 instruments that have data for LEP students, ten instruments collect information about Hispanic LEP students and nine collect information about non-Hispanic LEP students.

There are three principle types of data relevant to students: *Contextual data* convey socio-demographic aspects of populations or individuals; *Participation data* indicate attendance or involvement of individuals or groups in particular programs; and *Achievement data* indicate student performance or accomplishment. These three types of data are complementary, and they are all necessary to support ED's need for information about Hispanic and LEP students. As described in the preliminary analysis, the three types of data are similar to the three legs of a stool; if one leg is missing, the stool will topple, and without one type of data, the Department's data are incomplete. As a result, the Department is to improve its collections, particularly in tracking student achievement and program effectiveness across four distinct groups: Hispanic students, LEP students, Hispanic LEP students, Non-Hispanic LEP students.

Contributions to HSIs

Estimated Agency Awards to Hispanic Serving Institutions (HSIs): FY 1999

Category	Awards to Hispanic Serving Institutions (HSIs)
Training for K-12 Teachers and Higher Ed. Faculty	\$28,903,071
Student Support (TRIO, Gear-Up, etc.)	\$78,774,167
Research, Demonstration & Dissemination	\$9,531,748
Institutional Support: Facilities, Equipment, Administrative & Infrastructure	\$34,866,966
Fellowships	\$1,030,597

EMPLOYMENT OF HISPANICS

The Equal Employment Opportunity Group (EEOG) in the Office of Management continues to track the Department's progress toward its affirmative employment objectives, including providing customized technical assistance to individual offices. Over the last year OM--largely through the Training and Development Center--has also taken an active leadership role in supporting individualized and group professional development and training opportunities, promoting mentoring options, and implementing a lateral mobility assignment program (MAP) meant to provide new career and learning opportunities to employees.

Though the Department of Education has not yet reached its goals for Hispanic employee recruitment and retention, it is making considerable progress. In this effort to improve the representation of Hispanics, largely through recruitment, promotions, and career development opportunities, the Office of Management has also been working with OIIA to improve outreach. Through a MAP assignment of its own, OM has also created an employee position dedicated to Hispanic recruitment and retention.

**Hispanic Employment Profile
FY 1999**

Category	All Employees		Hispanic Employees		%Hispanic Employees	
	Career	Non-Career	Career	Non-Career	Career	Non-Career
GS 1-4	47	0	2	0	4.3	0
GS 5-8	533	3	20	0	3.8	0
GS 9-12	1510	29	76	2	5.0	6.9
GS 13-15	2208	95	73	8	3.3	8.4
SES	58	19	3	3	5.2	15.8

FUTURE INVESTMENTS

The Department will continue to increase its investment in programs and activities that increase educational opportunities for Hispanic students. In particular, the Department is again seeking significant appropriations increases for those programs that target and/or serve large numbers of Hispanic or limited English proficient students.

Hispanic Education Action Plan

Title I	\$7.7 billion (\$300 million increase)	\$8.0 billion	\$7.9 billion (201 million increase)	\$8.4 billion (\$416 million increase)
21st Century Community Learning Centers	\$200 million	\$600 million	\$453.4 million	\$1 billion
Bilingual Education	\$224 million (\$25 million increase for teacher quality)	\$259 million	\$248 million (\$24 million increase)	\$296 million (\$28.5 million increase for PD, \$17.5 million for instructional services, and \$2 million for support services)
Migrant Education	\$354.7 million (\$49 million increase)	\$380 million	\$354.7 million (no increase)	\$380 million (\$25 million increase)
HEP	\$9 million (\$1.4 million increase)	\$15 million	\$15 million (\$6 million increase)	\$20 million (\$5 million increase)
CAMP	\$4 million (\$2 million increase)	\$7 million	\$ 7 million (\$3 million increase)	\$10 million (\$ 3 million increase)
TRIO Programs	\$600 million (\$70 million increase)	\$630 million	\$645 million (\$45 million increase)	\$725 million (\$80 million increase)
Hispanic Serving Institutions	\$28 million (\$16 million increase)	\$42.3 million	\$42.3 (\$14.3 million increase)	\$62.5 million (20.3 million increase)
GEAR UP	\$120 million (new program)	\$240 million	\$200 million (\$80 million increase)	\$325 million (\$125 million increase)
Adult Education- State Grants	\$365 million (\$20 million increase)	\$468 million	\$450 million (\$85 million increase)	\$555 million (\$85.5 million increase)

Interagency Research on Language Minority Students				\$10 million
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183 new grants serving 600 schools were announced in November, 1999. Preliminary analysis of these grantees suggests increases in both Hispanic and LEP student participation compared with previously funded projects.

Gabriela D. Lemus

From: Gabriela D. Lemus [GLemus@LULAC.org]
Sent: Wednesday, April 19, 2000 3:26 PM
To: rgonzalez@ncir.org
Subject: WH Ed Meeting

Hi Raul,

Thank you for keeping me in the loop. I'm sorry I didn't get back to you sooner, but I was in San Francisco at a policy conference on Mexico and California. I only got back today.

I and my colleagues here have some minor comments to make with regards to the memo HEC has sent to Andy.

1) In the first section - "Format" Why are we asking the President or Vice President to act as moderators? Would it not be more appropriate to invite Secretary Riley?

2) As regards HEAP, I'm not entirely sure that this is the appropriate venue to be getting into appropriations. I'm afraid it might detract from the larger goal by getting into very specific areas of expertise.

3) As regards Goal 3, why do we not simply say "Educational Assessments"? This way, it leaves it open to the development of new types of assessment possibilities that are being developed in schools around the country. Also, I'm a little unclear as to something, who is to watch over assessments? Are you suggesting that we create a whole new bureaucracy for assessments? Would it not be better to use existing bureaucracy and ensure that everyone is in the loop? Just a thought...

4) One minor comment on Goal 4, not every school has AP classes - so it's not just equal access but actual creation of AP classes. Also, to reduce retention rates it seems important to have available some type of intervention programs/projects, i.e. class size reduction, giving a more individualized teaching method, after school training, etc.

5) Also regarding Goal 4, I feel that we also need to highlight the point that Hispanic agencies and Hispanic serving institutions need to be guaranteed fair treatment in the awarding of grants. This point should be clearly stated, although perhaps in a more diplomatic fashion. In addition, I feel very strongly that there should be some type of wording regarding outreach to parents and the importance of their involvement in the project. There is much anecdotal evidence that indicates that parental involvement, parental literacy rates, and parental HS completion rates are correlated to the track record of their children.

6) This last paragraph, "One last word about the strategies..." I think that this is absolutely key and the primary purpose of the conference. Should it not be addressed first? Without this point, the rest of the points appear moot.

Hope our comments are useful. If there is anything else, please let me know. Thanks...

Oh, is HEC having another meeting anytime soon? Gabi

EARLY CHILDHOOD EDUCATION AND HISPANICS

GOAL

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.

STRATEGIES TO ACHIEVE GOAL

Strategy #1: Improve Access and Increase Participation of Hispanic Children in High Quality Early Childhood Programs

a) Increasing Head Start Participation

- Head Start will serve 294,000 Hispanic children by 2001, an increase of 62,000 from 1999, and will serve Hispanics at a level that is at least comparable to the percentage eligible in the population within the next 10 years.

b) Targeting CCDBG

- Target CCDBG to Hispanic Families in the federally subsidized child care system, establish a baseline for Hispanic participation and serve Hispanics at a level that is at least comparable to the percentage eligible in the population within the next 10 years.

Strategy #2: Ensure High Quality Services for Young Hispanic Children

a) Double the number of early childhood care/education providers who obtain nationally recognized credentials (e.g. CDA, AA, BA).

- To ensure that children have access to early childhood programs that promote their cognitive development, the President's budget includes \$3 billion over five years for the Early Learning Fund to help improve child care quality and early childhood education for children under five years old.

b) By 2010, the majority of early childhood programs will have set child-to-staff ratios at the levels recommended by the National Association of Education for Young Children (NAEYC) or Head Start.

- The President's budget includes \$30 million to offer competitive grants to local partnerships that provide professional development for teachers, such as universities, local school districts that provide pre-school, and child care providers such as Head Start. The initiative would focus on equipping early childhood educators with the tools they need to help children develop language and literacy skills.

c) By 2010, every early childhood program that serves Hispanic children and families will have (or have access to) someone with a bicultural background and bilingual ability.

- This is currently a Head Start standard.

d) Improving Professional Training

e) Building Language and Literacy Skills

Strategy #3: Encouraging Parental Involvement

a) Reach out to stay at home families – to encourage participation and reading at home to supplement school activity. Target Early Head Start and Even Start – to further work on outreach to Hispanics through home visits.

b) Use other programs to encourage participation [WIC, Food Stamps for low-income]

c) Find ways to use faith-based and community organizations to encourage participation.

of Education through the ECLS study or the National Assessment of Elementary Progress. Therefore, HHS will defer to ED on the specifics of this goal, if we choose to have one.]

Improving Professional Training [from ED?]

Building Language and Literacy Skills [from ED?]

Strategy #3: Encouraging Parental Involvement

- Reach out to stay at home families – to encourage participation and reading at home to supplement school activity. Target Early Head Start and Even Start – to further work on outreach to Hispanics through home visits.

- Reach out pre-natally through non-education organizations (hospitals, etc.)
- prescription for Reading awareness
activities

- Employer support for parental involvement - FMLA expansion

- Also encourage employees to volunteer in literacy programs

- May 2 launch of "Get Caught Reading"

- How do you build knowledge base to increase quality? Need research + data

- Parenting information to help parents stay at home

- Chicago: Field Museum - Urban Neighborhood Org. - Take 10 initiative
Literary Volunteers of America - Family Literacy

- America's Promise - America Reads

- Going through CBOs that are reaching out around different things

- Vamos juntos a la escuela

- Catholic Church

- Fed govt provide structure to facilitate volunteers + CBOs connecting

- Intergenerational

- Role of the media - Univision + Ed campaign

- Grocery store gift certificates

- Children's museum in Boston

- Sears - agreement with national

- Learning goes home w/ parents

- AFL-CIO* - Labor Management partnerships

- Care Consortium - migrant community - Public/Private Partnerships

- WIC - USDA

Refer to
programs

Reading
Basic Math

GTE
Western Union

Teacher colleges

Credentialed
bilingual
bicultural

Providers of
ESL training

Military volunteer
programs

National Goals for Educational Excellence for Hispanic Americans

This draft is an attempt to articulate what the national goals may look like at this point, and elicit areas of confusion or disagreement. This is in no way a final product, and will not necessarily represent everyone's understanding of the goals. Strategies and indicators are still being developed for each of these goals and will be shared for comment when they have been drafted.

- 1) 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.
 - stress research on impact of Head Start + Even Start
 - staff w/ cultural + linguistic competency
- 2) Respecting the value of multilingualism, different learning styles, and different instructional approaches, by 2010 states and school districts will ensure that all students graduate from high school having demonstrated proficiency in English.
 - mechanism for students who enter too late to learn English
 - strategies included: framed as benchmarks
 - high academic
- 3) Eliminate the achievement gap between Hispanic students and other students on state assessments by 2010 by providing a high quality education with the resources and systems that ensure equal opportunities for all.
 - Multiple assessment
 - Sound testing practices
 - multiple measure
 - effective instructional practice
 - appropriate assessments
 - is measured by appropriate educational
- 4) Eliminate the gap in the high school completion rate between Hispanic students and the national average by 2010.
 - GEAR UP
 - next or 2
- 5) Make progress towards eliminating the gap between the average rate of college completion for Hispanic Americans and the national average by 2010 by at least doubling both the percentage of Hispanic Americans who earn Associate's and the percentage of Hispanic Americans who earn Bachelor's degrees.
 - next step - professional education

• By when, what do we want to accomplish

• Attach strategies that relate to work going on

Goal 3

National Goals for Educational Excellence for Hispanic Americans

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- 1) 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.
- 2) Respecting the value of multilingualism, different learning styles, and different instructional approaches, by 2010 states and school districts will ensure that all students graduate from high school having demonstrated proficiency in English. - For those who don't speak English as their 1st language
+ academic achievement
- 3) Eliminate the achievement gap between Hispanic students and other students on state assessments by 2010 by providing a high quality education with the resources and systems that ensure equal opportunities for all.
- 4) Eliminate the gap in the high school completion rate between Hispanic students and the national average by 2010.
- 5) Make progress towards eliminating the gap between the average rate of college completion for Hispanic Americans and the national average by 2010 by at least doubling both the percentage of Hispanic Americans who earn Associate's and the percentage of Hispanic Americans who earn Bachelor's degrees.
 - Importance of ensuring that school leadership is supportive of different instructional approaches & needs
 - Bill Rojas: San Francisco - Dallas
 - Focus on Latinos - highlight inappropriate tracking
 - Resources - inequality
 - Teachers - certified, qualified - trained for ESL
 - train all mainstream teachers in teaching ESL
 - Look outside schools for partnership
 - Communities receiving large influxes - need help!
 - Unions / Business offering adult ESL classes - AFL-CIO
 - Prodigy project for geniuses
 - Center for Applied Linguistics Standards

OERI Reauthorization - research + data collection

National Goals for Educational Excellence for Hispanic Americans

This draft is an attempt to articulate what the national goals may look like at this point, and elicit areas of confusion or disagreement. This is in no way a final product, and will not necessarily represent everyone's understanding of the goals. Strategies and indicators are still being developed for each of these goals and will be shared for comment when they have been drafted.

- 1) 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.
- 2) Respecting the value of multilingualism, different learning styles, and different instructional approaches, by 2010 states and school districts will ensure that all students graduate from high school having demonstrated proficiency in English.
- 3) Eliminate the achievement gap between Hispanic students and other students on state assessments by 2010 ^{and other key measures} by providing a high quality education with the resources and systems that ensure equal opportunities for all.
- 4) Eliminate the gap in the high school completion rate between Hispanic students and the national average by 2010.
- 5) Make progress towards eliminating the gap between the average rate of college completion for Hispanic Americans and the national average by 2010 by at least doubling both the percentage of Hispanic Americans who earn Associate's and the percentage of Hispanic Americans who earn Bachelor's degrees.
 - Good assessment practices - use OERI language
 - Disaggregation of data
 - Wallstone language
 - Include LEP in assessment
 - Mobility - transfer agreements - TX + Washington - DoD schools
 - Remote sound, promising, uniform practices among high poverty schools/districts
 - Miami Dade County - Operation Safety Net - McKinney Homeless Act
 - Align standards w/ curriculum - use assessment to inform resources + practice
 - Cannot assume a "core of skills"
 - Allow school districts to work collaboratively w/ instructors to develop curriculum
 - Developing good assessments to achieve a particular goal
 - Need standards-based instruction + curriculum

- Gerald Anderson - TX district - gap closing
- Pinellas - Tampa / St. Pete - school district
- assessment - resources - achievement gap
- digital divide - resources

Hispanic Education National Strategy Meeting
Goal #4: High School Completion

GOAL: **Eliminate the gap in high school completion rate between Hispanic students and the national average by 2010.**

This goal will measure the share of 18 through 24 year-olds who have completed a high school diploma or received an equivalent credential. The most current statistics—1998—show that 85% of all 18 through 24 year-olds not enrolled in high school had completed high school. For Hispanic young adults the completion rate is 62.8%. This number represents a 6% drop from the previous year and a rate roughly akin to Hispanic completion rates in the mid-1980s.

Potential Strategies/Meeting Topics for the High School Completion Goal

- Role of federal programs such as Head Start, Title I, GEAR-UP, and after-school programs in building a foundation to increase graduation/completion
- Role of literacy/prolonged reading difficulties
- Standards and curricular reform
- School-to-work and other career awareness efforts
- Student counseling needs and social service access
- Teacher training with a focus on expectations
- Mentoring, tutoring and individualized instruction
- English language mastery assistance
- College awareness and access initiatives
- Parental involvement

- A Nation at Risk

- Focus on the "concrete" success stories
video
virtual visit

Emphasis on research

Alignment w/ community partnership grants & schools
include CSSOP

NAB + APQC
Bridging Education
MO, IN, IL
OH, TX, NM

- goals
X: strategies
- commitments
- people
- effective practices

- Expectations
- Out of school factors
- Language

- Diversity teaching force - recruiting Latinos - HSEs
 - PASS program - create different ways to deliver instruction + learning
 - technology - smaller schools - after school program + self-examination
 - Encourage discussion of barriers - race/poverty/classism - all Latinos are not the same
 - Non-traditional programs for kids that drop out - TIEP
 - Latinos attend most segregated schools in the country + have largest number of unqualified teachers
 - Continuity + consistency in assessment + ^{workload} ~~workload~~ continuous process of info dissemination
 - Hold states accountable - Public acct. - communicate ~~and~~ share info
 - Small Schools - School within schools
 - Focus on motivation for success in early years
 - IHE + Schools of education not preparing teachers for the realities of teaching - no
 - Data collection + dissemination - segregation
 - Standards + pay for performance to offer equitable resources
 - Avoid trap of norming against schools that have smaller gaps
 - Ensure challenging curriculum - different standards for different schools
 - curriculum development - Involve faculty in this
 - Lack of research and information on what works - Bell Multicultural School
 - High School Exit Exams
 - Making teachers comfortable educating linguistically + culturally diverse students
 - cognitive + developmental skills around different learning styles
 - classroom management
 - class mapping - empowering students w/ own learning - work in groups
 - Consider schedules - need to work + be with family
 - Focus on the classroom
 - Partner schools w/ others to support
 - Mobility of Hispanic population - empower students to take charge of education (records)
 - Role of parents - how to get invested
 - Measurable skill of dual language proficiency
 - Importance of school leadership
- programmatic vs. instructional
 systemic content + common traits of successful systems

HIGHER EDUCATION GOAL

Improve Hispanic College Completion Rates

Background:

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

What You Earn = What You Learn:

- In 1998, median weekly earnings of full-time workers with a high school diploma were \$479, compared with \$753 for those with a bachelor's degree, and \$956 for those with an advanced degree. Thus, a bachelor's degree provided an earnings premium of 57 percent and an advanced degree increased earnings 100 percent over a high school diploma. *Current Population Survey, Bureau of Labor Statistics, (February 3, 1999)* *2yr degree vs 4yr degree + Graduate*

GOAL

Increase the College Completion rate of Hispanic Americans to the national average for all races. (As noted above, the 1997 rate for Hispanic Americans was 11% compared to the national average rate of 27.8%) *Make progress towards eliminating the gap by doubling the percentage of college grads in the next 10 years*

Federal Government Efforts to Address the Issue:

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

Private Sector Efforts

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

Increase support for Title III (Institutional Dev.) and Title IV (HSIs)
New SFA recruitment effort aimed at Hispanics

- Hispanic Scholarship Fund
- BRT - Hispanic Chamber of Commerce
- Hispanic Education Coalition (HEC)

So who is distributing piece

HISPANIC EDUCATION NATIONAL STRATEGY MEETING HIGHER EDUCATION GOAL

College Completion Goal

Make progress towards eliminating the gap between the rate of college completion for Hispanic Americans and the national average by 2010 by at least doubling the percentage of Hispanic Americans who graduate from college.

Background

In 1977, only 6.7% of Hispanic Americans aged 25 to 29 (compared to 25.3% of White Americans and 12.6% of African Americans) had completed four or more years of college. Twenty years later in 1997, the overall rate was 28.9%; the rate for White Americans rose to 28.9%; the African American rate increased to 14%; and the rate for Hispanic Americans had improved to 11%.

Since 1990, college-going rate for Hispanic Americans has jumped 8%, but the college participation rates for Hispanic 18-24 year-olds increased by only 1 percentage point, to 36%, between 1990-1997.

Proportion of Hispanics who have completed 4 or more years of high school was 61.8% in 1997. This share is similar to those posted in the late 1980s and represented the fourth time in five years that the rate has declined.

Examples of Strategies We Might Offer

- Targeted recruiting - work w/ families - loss of income issue - increasing academic deficits
 - Increasing cooperation between the K-12, community colleges and four-year colleges and universities in the areas of course credit, transfers, et al. Remediation programs, tutoring.
 - Increasing postsecondary financial assistance. Hispanic students are more than three times as likely as White students to come from low-income families and more than half of Latino undergraduates are financially independent of their parents. This strategy would include increased support for federal programs such as Pell Grants and other financial aid programs. Hispanic Scholarship Fund - Gates \$B (counselors)
 - Increasing knowledge & access to financial aid - extreme application complexity (large limits of assistance?)
• Increasing support for local, state and federal programs that focus on college preparation and retention (ie, GEAR-UP early intervention college preparation programs and the TRIO college support service programs, Project GRAD in Houston; and the new College Completion Challenge Grants Program, which would provide increased grant aid, summer programs and support services to students at risk of dropping out. - CAMP: College Assistance Migrant Program - financial & other support
 - Supporting MSI - improving quality
 - Greater involvement of business community and public sector employers in creating internships and other opportunities to provide work opportunities that help underscore the importance of graduating and obtaining a degree.
 - Professional Associations for Hispanic/Minority work w/ students (internships, etc.)
- Need to preserve linkages between goals + insist on comprehensive approach - Issue of rapidly growing populations support with around academic attainment

Hispanic Education National Meeting

April 20, 2000

Room 476 - OEOB

Agenda

I. Format of Event - DRAFT

- Registration/Sign-in - *Advance Electronic Registration*
- Welcome & Possible Department of Education "Report Card"
- Breakout sessions to strategize on each of the 5 goals
 - Panel discussions not breakouts - foundations or CEOs that can get involved*
 - assign people to breakouts to legitimize expertise*
- Break
- Lunch - Keynote Address??
 - panel of X experts and then open for discussion - prof. facilitator/chairman + prof. education writer - transcriber*
- White House Session - East Room
 - Goals Presented, Commitments and Deliverables Outlined
- Conclusion

II. Role of Principals

- Role of President, Vice President and First Lady
- Role of Commissioners
- Role of Congressional Hispanic Caucus
- Role of Stakeholders

Sites
Commerce
Interior

POTUS open + VP close - someone needs to issue challenge to the nation

↓
Report Card

↓
Town Meeting
on Hispanic Ed
w/ Hispanics

National Strategy Session
National Conversation
National Planning Mtg

National Goals for Educational Excellence for Hispanic Americans

This draft is an attempt to articulate national goals that could be used to hold policymakers and educators accountable for progress over the next decade. To that end, each goal is stated according to a readily quantifiable measure. The Department of Education is preparing a "report card" that will present a snapshot of current status on indicators relevant to these goals, and where possible, status in 1990. Following each goal are examples of strategies that could be used to reach the goal. This is not meant to be an exhaustive list of strategies, but should offer a point of departure to facilitate breakout discussions to identify priorities. These priorities will create a framework that can be used to develop a national action agenda for achieving educational excellence for Hispanic students.

- 1) 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.

~~Background~~

Strategies

- *Improve access to early childhood education programs*
 - Work with states and local governments to encourage proliferation of early childhood education
 - Increase federal investment in ~~Early Childhood Education~~
- *Increase participation of Hispanic children in early childhood education programs*
 - Encourage intergenerational approaches
 - Reach out to expecting parents and new parents through non-education institutions like hospitals, churches, clinics, employment offices and CBOs
 - Involve Hispanic media in communicating value of early childhood education
- *Improve quality of early childhood education programs and services serving Hispanic children*
 - Improve data collection and invest in research focused on serving Hispanic families
 - Reach out to educate parents and other family caregivers in homes
 - Invest in Early Learning Fund and early childhood educator professional development
 - Staff early childhood centers with persons of bicultural background and/or bilingual ability
- *Encourage parental involvement in children's development*
 - Reach out to parents through non-education organizations
 - Invest in parent education and literacy
 - Offer resources and motivation to parents to read to young children

Promising Practices/Successful Programs

Panelists

and the importance of academic achievement

- 2) Respecting the value of multilingualism, different learning styles, and different instructional approaches, by 2010 states and school districts will ensure that all students are given the resources and opportunities to graduate from high school having demonstrated proficiency in English.

Background

or

Strategies HEE

- ① Work with schools of education to ensure more teachers are trained in effective approaches to teach English while ensuring progress in other academic areas *use HEE goal*
- ② Institute rigorous courses that graduate all new teachers with a solid grounding in teaching English and other academic subjects to limited English proficient students
- ③ Ensure appropriate professional development for teachers in areas with growing population of limited English proficient students *double w/o "later grades"*
- Work with schools to develop effective programs to educate students who enter school with limited English proficiency in the later grades
 - Disseminate effective, research-based practices for educating limited English proficient students to achieve proficiency in English and other core academic subjects
 - Foster the expectation that children entering our public schools at any time are capable of learning to high academic standards, and the understanding that it is our responsibility to ensure they are offered the opportunity to do so
 - Encourage businesses, community based organizations, schools and governments to offer more English as a Second Language courses in the after school and evening hours *for students*
- Recruit and train more high-quality teachers with bicultural experience and bilingual ability *parents*
 - Increase federal investment in teacher recruitment
 - Encourage Hispanic mid-career professionals to consider using alternative routes to certification to become teachers
 - Encourage Hispanics proficient in English to serve as English tutors and mentors for limited English proficient students

Promising Practices/Successful Programs

Panelists

Deliverables

English language
LEP students, including time
~~extensive~~ *extended* learning opportunities
~~before school, after school~~
~~on weekends and~~

Deliverables

- 3) Provide a high quality education with the resources and systems that ensure equal opportunities for all in order to eliminate the achievement gap between Hispanic students and other students on appropriate state assessments and other key measures by 2010.

Background

Strategies

- *Ensure schools are offering curricula aligned with state standards*
 - Encourage school districts to work collaboratively with teachers
- *Ensure states are using sound testing practices*
 - Encourage the use of multiple measures in assessing students
 - Develop appropriate assessments and accommodations for assessment and ensure LEP students are effectively included in state assessments
 - Disseminate and promote OCR guidance on appropriate testing and valid measures
 - Help educators use assessment results to inform practices and allocate resources
- *Ensure that teachers are prepared to teach to high standards*
 - Train teachers in effective instructional practices for teaching LEP students
 - Where possible, align teacher preparation programs and schools of education with standards
 - Provide long-term, research-based professional development aligned with state standards
- *Encourage educators to have high expectations of all students*
 - Offer professional development that promotes cultural understanding
 - Inform educators on the importance of expectations in children's success
- *Help educators develop potential of all students*
 - Disseminate effective, research-based practices for educating limited English proficient students to achieve academic excellence
- *Allocate resources effectively to address the learning needs of Hispanic students*
 - Increase investment in programs that are effectively addressing the educational needs of Hispanic students
- *Offer supports for migrant and other at-risk Hispanic children*
 - Develop systems to transfer or share student records and achievement information
 - Implement practices of assessing students and using assessment to ensure appropriate learning opportunities
- *Invest in closing the digital divide* — James Wood
 - Ensure teachers are trained in effective use of technology
- *Ensure states are in compliance with Title I*

Promising Practices/Successful Programs

• Add other teacher bulletts
Panelists Add WEC bulletts

Deliverables

- 4) Eliminate the gap in the high school completion rate between Hispanic students and the national average by 2010.

Background

This goal will measure the share of 18 through 24 year-olds who have completed a high school diploma or received an equivalent credential. The most current statistics—1998—show that 85% of all 18 through 24 year-olds not enrolled in high school had completed high school. For Hispanic young adults the completion rate is 62.8%. This number represents a 6% drop from the previous year and a rate roughly akin to Hispanic completion rates in the mid-1980s.

Strategies

- *Fund more research and data collection to determine effective practices for ensuring Hispanic students complete high school*
 - *Encourage school collaboration with community efforts and non-education grants designed to benefit Hispanic teenagers*
 - *Help schools develop programs to educate ^{students} all children, including those who enter U.S. schools with limited English proficiency in the later grades*
 - *Address out of school factors that contribute to high dropout rates* ^{pregnancy, gangs, crime, poverty}
 - *Expand programs that help Hispanic students see the potential benefit of high school completion and higher education*
 - Increase federal investment in GEAR UP
 - Expand TRIO to serve more Hispanic students
 - Promote School-to-work and other career awareness efforts
 - Encourage businesses to offer more internship opportunities to Hispanic students
 - *Recruit and train more Hispanics to diversify the teaching force and increase cultural and linguistic understanding and offer positive role models*
 - *Develop different ways to access learning including distance learning and flexible schedules*
 - *Create smaller schools and learning environments to foster connections and individual attention*
 - *Encourage educators to have high expectations of all students*
 - Offer professional development that promotes cultural understanding
 - Inform educators on the importance of expectations in children's success
 - *Help educators develop potential of all students*
 - Disseminate effective, research-based practices for educating limited English proficient students to achieve academic excellence
 - *Offer more remedial programs to address illiteracy and prolonged reading difficulties*
 - *Provide for student counseling needs and social service access*
 - *Offer more mentoring, tutoring and individualized instruction*
 - Encourage business and community based organizations to establish mentoring, tutoring and internship programs
 - *Eliminate unsound practice of promotion + retention*
- o Parental involvement

Promising Practices

- *Force states, districts + schools to undergo productive systemic change - not only to address problems, but to address systemic causes of those problems*

Panelists

Deliverables

- 5) Eliminate the gap between the average rate of college completion for Hispanic Americans and the national average by 2010 by at least doubling both the percentage of Hispanic Americans who earn Associate's and the percentage of Hispanic Americans who earn Bachelor's degrees.

Background

In 1977, only 6.7% of Hispanic Americans aged 25 to 29 (compared to 25.3% of White Americans and 12.6% of African Americans) had completed four or more years of college. Twenty years later in 1997, the overall rate was 28.9%; the rate for White Americans rose to 28.9%; the African American rate increased to 14%; and the rate for Hispanic Americans had improved to 11%.

Since 1990, college-going rate for Hispanic Americans has jumped 8%, but the college participation rates for Hispanic 18-24 year-olds increased by only 1 percentage point, to 36%, between 1990-1997.

Proportion of Hispanics who have completed 4 or more years of high school was 61.8% in 1997. This share is similar to those posted in the late 1980s and represented the fourth time in five years that the rate has declined.

Background

Strategies

- *Work with families of Hispanic students to encourage college attendance*
- *Increase amount and use of financial aid for Hispanic students*
 - Undertake proactive outreach strategies to promote greater understanding and use of financial aid among Hispanic families
 - Address the issue of lost income
 - Increase federal investment in Pell grants, work study and other financial aid programs
 - Increase private and foundation investments in scholarships for Hispanic students
 - Address age limits in availability of financial assistance
- *Encourage Hispanic college students to pursue graduate degrees*
 - Intensify efforts to recruit and hire more Hispanic faculty at Institutions of Higher Education
 - Encourage businesses to offer more professional internships and part-time or summer jobs
- *Strengthen Hispanic Serving Institutions*
 - Increase state, local and federal investment in high-quality programs and faculty
- *Increase cooperation between the K-12, community colleges and four-year colleges and universities in the areas of course credits and transfers*
- *Increase support for local, state and federal programs that focus on college preparation and retention by offering financial aid and support services to students at risk of dropping out*
 - Encourage institutions of higher education to create more orientation program, and offer more programs that help Hispanic students find caring communities and cultural affinity
 - Enact the President's proposed College Completion Challenge Grants Program

Promising Practices/Successful Strategies

Panelists

Deliverables

April 18, 2000

MEMORANDUM

To: Maria Echaveste, Assistant to the President and
Deputy Chief of Staff

From: Reginald M. Felton, Director, Federal Relations, NSBA 

Subject: *White House Conference on Hispanic Education/Student Achievement*

I appreciated the opportunity to participate in your planning meeting on Friday, April 14. I believe the White House Conference scheduled for Thursday, June 15, could significantly raise the commitment of the nation's leaders toward this goal.

As discussed during the meeting, I encourage you and your staff to refine the conference goals in such a manner that the focus is clear. The participants should be fully aware of the purpose and the White House expectations resulting from the conference. As you are aware, too often conferences provide a forum for participants to discuss a wide range of issues and options without coming to agreement on the specific follow-up actions and required commitments. I urge you to design the conference in a way that will yield active participation and commitment from key stakeholders. Here are some of my thoughts and recommendations regarding the conference:

- **Problem Identification**—I suggest that you define the problem and national impact more clearly. With the general focus on Hispanic education and achievement as proposed, there are too many variables that would have to be addressed. I suggest you start with a premise based in research. As an example, failure to ensure high-quality educational opportunities for the fastest growing minority group in the U.S. will adversely impact the economic future of our nation. If this were the problem, participants would be expected to share their expertise and organization's resources in solving this national problem. The small group sessions would focus on the "how."
- **Participants**—Target the invited participants beyond the education community. While the leadership from the major K-12 education community should be included, representatives from the business, financial, and elected public official communities should be included as well. A successful public education system is dependent upon academic, business, and political partners. In order to raise the issue of Hispanic education toward a national priority, it will be necessary to involve those at the most senior levels within the respective communities. As an initial strategy, I believe it will be more effective to have in attendance key senior stakeholders from the communities of business, education, and elected officials who are in a position to commit resources.



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- Clarice L. Chambers
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- Anne L. Bryant
Executive Director
- Michael A. Resnick
Associate
Executive Director

Maria Echaveste

April 18, 2000

Page Two

Also, it is important to include those who have already experienced the challenges relating to Hispanics having full access, and those who already recognize the criticality of this issue. This combination of participants should prove beneficial in developing realistic recommendations. I would be pleased to recommend prospective attendees.

- **Small Group Topics.** The five topics that you have selected are important and critical to our current public education system. In addition, you might explore the relevancy of the current educational opportunities offered the Hispanic communities and whether such educational programs may be offered through alternative and non-traditional approaches. The one-size-fits-all approach no longer appears effective to our school-age population.
- **Conference Format**—I suggest that you structure the conference to permit key stakeholders to not only share their views, but also to commit to specific actions for their respective community in support of the goals. Additionally, the level of the White House commitment will be assessed based on the keynote speaker. Secretary Riley has certainly been a strong supporter of the public school system. However, I would hope that President Clinton would be able to address the conference.

This general session should be followed with several small group sessions comprised of representatives from as many of the communities as are represented. This structure would better facilitate a more comprehensive approach to problem identification as well as solution. You could have a wrap-up session, but it is not uncommon to allow the small groups to adjourn when they have completed their assigned tasks. It is normally a good idea to end with a reception or dinner, depending upon how many will need to leave town that evening. Other White House and executive staff could be invited to attend this event in appreciation for the participation of the high level stakeholders.

Thank you again for the opportunity to comment. If I can be of assistance to you, please do not hesitate to call me. I may be reached at 703-838-6782, or e-mailed at rfelton@nsba.org.

MEMORANDUM

TO: Maria Echaveste
Sarita Brown

FROM: National Council of La Raza

DATE: February 24, 2000

SUBJ: White House Event on Education

We agreed to follow up on previous informal discussions about a potential White House event on Latino education in the Spring with a more detailed memorandum reflecting our thoughts. We would start with the caveat that we have not had the opportunity to discuss this in detail with many of our partners in the Hispanic Education Coalition and other interested Latino groups. In addition, as we indicated to you previously, we do not necessarily even have a very clear internal consensus within the NCLR staff regarding every aspect of what such an event might look like.

Having said that, we do have several strong beliefs about the proposed event; specifically:

- **A major White House event this Spring focusing on Hispanic education issues is very timely**, particularly since this would provide an opportunity to focus public attention on the issue somewhat outside the context of the Presidential elections. This assumes that the event would take place after the major primaries are concluded but well before public attention begins to be focused on the party conventions; something in the month of May would appear to make sense in this context.
- **It is critically important that we identify clear objectives for this event.** We believe that these objectives should include:
 - **Outlining what needs to be done.** Some specific, attainable policy objectives include generating support for increased investments in education, e.g., the Hispanic Education Action Plan; focusing attention on the need to make program outreach and implementation more responsive to Hispanic children and their parents (HEAP implementation); and maintaining the momentum for continued increases in funding for Hispanic Serving Institutions (HSIs) and related initiatives.



- **Creating the “political space” necessary to make sure these get done.** We believe that a compelling case can be made to the public regarding why it is in every American’s interest to reduce the achievement gap between Latinos and other Americans. The President, the Vice President, and the Secretary of Education have the unique ability to help make this case in terms of the nation’s future economic prosperity, social cohesion, and values.

- **A major set of long-term goals and initiatives to serve as a benchmark against which to measure future progress could be announced at the event.** With respect to goals, the most obvious would involve reducing the high school graduation and college attendance (or completion) “gaps.” One initial set of initiatives that could be rolled out would be the HEAP budget package and the HEAP implementation program developed by the Department of Education and the Office of Management and Budget. It would be particularly useful to frame these goals and initiatives in a broader context with a powerful metaphor, analogous to the Manhattan Project, the Marshall Plan or the Space Program.

- **The event should focus on themes and issues on which there is considerable consensus.** Issues like HEAP funding, HEAP implementation, and HSI funding should be highlighted; there is a broad, supportive consensus on these initiatives within the interest group community, the Hispanic Caucus, and other major stakeholders. We would not be inclined to focus on matters where there is major disagreement between the Administration and other stakeholders. This risks drawing public attention to the controversy, rather than to the need and importance of improving Latino educational achievement.

- **The event could serve as a forum to outline a long-term mechanism to oversee and report on the federal government’s progress toward these goals;** one obvious mechanism might be a revised or restructured Executive Order. Another possibility might be a “blue ribbon” independent commission, although that would probably require Congressional approval.

We hope this is helpful, and look forward to working with you on this and other matters.

• Efficacy issue - showcasing "what works"

- Understand this as a problem of all Americans
- Problem that can be solved - highlight what works
- Commitment to expand/replizate/build on what works



"Brown, Sarita" <Sarita_Brown@ed.gov>
05/11/2000 05:45:27 PM

Record Type: Record

To: Bethany Little/OPD/EOP, Reynaldo Valencia/WHO/EOP
cc: "Santiago, Deborah" <Deborah_Santiago@ed.gov>
Subject: Preliminary Notes from Commission

Bethany and Rey,

I took you at your word. Here is the very first cut at the memo we hope to have ready for prime time next week. It will also include possible strategies, speakers, and Commissioner input as well recommendations for the invite list.

First Draft Commissioner Input on WH Conference

Early Childhood

In addition to strengthening federal support particularly in Head Start, focus on home and employer support.

Language

Proficiency in English is important and well-implemented bilingual education programs have accomplished this for years while not sacrificing grade level academic achievement.

In today's global economy language is an asset and we've already know from research that language acquisition is easier at early stages in life. Therefore, promoting dual immersion programs only makes sense. The Commission fully supports Secretary Riley's message on the topic from his March 15 speech.

Assessment

The mechanics of standards, assessment and accountability have not kept pace with the real world. State and local accountability practices have not incorporated the needs of English language learners. The Commission's Assessment Committee report offers background and recommendation that they would like to see incorporated into the WH conference.

High School Completion

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.

College Going

Attached is the draft policy brief on higher education. Also the discussion should include graduate and professional education and we should make the point that today's Latino doctoral students are tomorrow's faculty.

Beyond these thoughts on the goals a couple other issues to be thoughtful about:

The conference must address the federal role in improving education for all young people

If there are deliverables they should be bold to model the kind of attention this issue deserves.

We will have recommendations on strategies. Attached please find the summary of the Excelencia conferences. The WHI have secured support from Proctor and Gamble to develop an information kit for communities to hold their own Excelencia conferences.

Also, we strongly recommend some reference to the Exec. Order 12900, the Interdepartmental Council for Hispanic Educational Improvement and the Annual Plans from the 27 agencies--please don't re-invent the wheel!

FYI-The WHI is working to have a second edition of "What Works for Latino Youth" ready and Commissioners are prepared to describe the efforts launched between last August's Convening and now.

We will also have the fact sheets of the condition of Latinos.

<<NewCreationPost.doc>> <<HEissuebrief.doc>>



- NewCreationPost.doc



- HEissuebrief.doc



Jacqueline F. Lain

05/03/2000 10:28:58 PM



Record Type: Record

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

cc:

Subject: Hispanic Conference: Goal 4 Meeting

All, here is my recollection of what we heard during the Goal 4 meeting:

Goal 4: Eliminate the gap in the high school completion rate between Hispanic students and the national average by 2010.

Strategies should address:

- (1) Instructional Change - how we're teaching
- (2) Content Change - what we're teaching - must keep students interested in course work in order to keep them in school
- (3) Structural Change - where we're teaching

Partnerships could address:

Programs for At-Risk students

"Reading Academies" for kids reading below grade level

Dropout Recovery Programs (Model: HEP for Migrant Students)

School Leadership Training Programs - training strong principals

National Alliance for Business is developing a School Leadership Primer

Teacher training programs re:

Classroom management training

Instructional delivery tailored to students' learning styles

Classroom mapping - views students as customers and teachers track individual students' satisfaction with the instructional delivery

Curriculum alignment between elementary, Jr. High and High Schools

Schools within schools programs

Adopt-A-School partnership between local business and school, where business does needs assessment with the school and then provides the school with the lacking resources

Partnership between community, families and schools

Model: New Mexico's "Strengthening Quality Schools"

Model: Project GRAD in Houston

Model: National Alliance For Business' "Buy In Initiative"

Resources:

AFT gave me a publication: "Improving Low Performing High Schools" which suggests strategies and effective programs

Message Sent To:

Bethany Little/OPD/EOP@EOP
Julie K. Anderson/WHO/EOP@EOP
John B. Buxton/OPD/EOP
Irma L. Martinez/WHO/EOP@EOP
Reynaldo Valencia/WHO/EOP



"Ramirez, Heidi" <Heidi_Ramirez@ed.gov>
05/03/2000 06:00:02 PM

Record Type: Record

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

cc:

Subject: Hispanic conference deliverable?

A great suggestion from some of our folks for a potential deliverable...or at least to get some kind of a commitment for one....

How about the development of a cohesive national agenda of R&D on Hispanic issues that stems from the individual work that U.S. Foundations are funding? The WH might entice Spencer, Pew, Ford, MacArthur and Kellogg to join forces (and \$) to convene interested foundations and coax them to develop one national agenda that each foundation might jointly (or separately) fund. Otherwise, a Foundations patchwork R&D quilt will continue to be the norm.

Considering the amount of money each of the big foundations is already spending on these related issues, it might not be so difficult to negotiate some kind of agreement...and we could announce a good size financial commitment to learning about "what works for Hispanic students."

Just a thought,
Heidi

Message Sent To:

"Andy Rotherham (E-mail)" <arotherham@netzero.net>
John B. Buxton/OPD/EOP
Irma L. Martinez/WHO/EOP
Jacqueline F. Lain/WHO/EOP
Bethany Little/OPD/EOP



Irma L. Martinez
05/08/2000 10:03:53 AM

Record Type: Record

To: See the distribution list at the bottom of this message
cc: Deborah_Santiago@ed.gov @ inet
Subject: Fwd: Re: Fw: White House Summit on Latino Education

See comments from LULAC below:

----- Forwarded by Irma L. Martinez/WHO/EOP on 05/08/2000 10:02 AM -----



Glemus2363@aol.com
05/08/2000 08:05:46 AM

Record Type: Record

To: Irma L. Martinez/WHO/EOP
cc:
Subject: Fwd: Re: Fw: White House Summit on Latino Education

Irma,

Here's the message I received from my people in Texas. I think these points are worthwhile. Gloria is the woman I want to invite to the conference. She's LULAC's National Education Chair.

Bueno, te veo mas tarde, Gabi

Gloria, thank you for including me in this discussion. You are so gracious. I read the draft of the proposed goals. Following are my two cents:

I've seen goals like this before. You can find them throughout the Texas Education Code. They amount to little, as far as real results are concerned.

What we need is a plan of action, like the one we have been working on. We know the specific areas in need of change within the public education system.

In regards to academic achievement, we need to stop the current trend of hiring and assigning uncertified and inexperienced teachers to minority neighborhoods. Tomorrow, George W. Bush's appointees to the State Board for Educator Certification Board will propose to relax even more the teacher quality safeguards in our schools. Under the proposed rules, a school district could hire a teacher with no knowledge matter of the subject they will be assigned to teach. Even people without college degrees will be

eligible for employment. Guess which kids will have these teachers assigned to their schools? By the way, the so-called certification board is looking to relax bilingual education requirements for teacher certification. I will be contacting you tomorrow for possible reaction in the media. We've notified the capitol press corp about the proposed rules.

As far as dropouts, we need to change the concept of secondary education to enable at-risk Hispanic students to work and participate in job-related internships while they attend high school, without lowering academic standards or promoting GED tracks for these students. This can be accomplished through flexible scheduling and long-distance learning via the internet. Plenty of programs exist to provide such services, but they are treated as separate and apart from the regular high school program. In many parts of the state, the entire high school is at-risk, meaning poor and minority, as you well know. The core program needs to change.

Let's keep in touch.

Message Sent To:

Jacqueline F. Lain/WHO/EOP@EOP
John B. Buxton/OPD/EOP@EOP
Andy Rotherham/OPD/EOP@EOP
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Glemus2363@aol.com
05/12/2000 10:41:11 AM

Record Type: Record

To: Bethany Little/OPD/EOP
cc:
Subject: Fwd: Re: Latino Summit on Education Goals

Hey Bethany,

Here's the e-mail to Andy

Return-path: <Glemus2363@aol.com>
Date: Wed, 10 May 2000 18:40:50 EDT
From: Glemus2363@aol.com
Subject: Re: Latino Summit on Education Goals
To: andy_rotherham@opd.eop.gov
Message-id: <65.4155da6.264b3f72@aol.com>
MIME-version: 1.0
X-Mailer: Unknown
Content-type: text/plain; charset=US-ASCII
Content-transfer-encoding: 7BIT
Full-name: Glemus2363

Hey Andy,

I hope you got my e-mail with Patricia Gandara's paper.

I have been talking with the different members of LULAC's national education committee - all practitioners in schools across the US.

Some comments as to the ever-more sophisticated goals and strategies:

1) Somehow, the education committee felt that there was a need to address the specific needs of undocumented youth. The rationale was as follows - in large urban districts where there has been a high dropout rate it occurred because youth were discouraged because there is no incentive for them to produce or succeed academically. It was mentioned that Louis Caldera was trying to offer a plan in the military whereby if undocumented individuals enlist, they could be given permanent resident status.

Now, I realize that this is a touchy subject, but in the spirit of dialogue, I feel that it is worth examining. It seems to me that really what needs to occur also - which I believe my colleagues would probably disagree - is the need to define who is covered by "Latino education standards of excellence." I am going to assume that this is opening up a can of worms. But, the reality is we have never defined "Latino." I should probably leave that to my courses on Culture and Identity in the Americas...

2)A Policy Issue: The point of concern here regarded formulas for financial aid. There needs to be

greater allowance for students who work and come from lower incomes. They should not be penalized.

Students are hurting themselves by working. The current formula for student aid requires that a large percentage of your wages goes directly to your college. But, these are kids from poor families who are already at a disadvantage because of the schools they come from. So, over and above the money problem, they also do not generally get to participate in extra-curricular activities such as leadership programs. In effect, they more often than not, wind up in remediation.

3) Assessments: The group seemed to concur that although state assessments were being used to improve scores, the reality was that the teachers were simply teaching to the tests. Although some smaller cities have made significant strides in increasing their assessment scores, in areas like Ft. Worth and Austin, it became clear that the districts were masking. In effect, the Texas Education Agency admitted in recent newspaper articles that there were "discrepancies." There are smaller dropout rates but these are masked by the manner in which the TEA allowed the districts to report. The assessments only examined minimum skills.

NOTE: The Texas Commissioner of Education resigned between Bush's first and second term as governor. The argument given regarded test scores and the fact that there was a need for new assessment practices because the exams were easy and students were not really learning.

My personal and humble opinion on this is that it appears that there is no effort to teach students how to think critically. In other words, teach students to learn how to learn.

4) Professional Development standards: There is a definite problem here because there are teacher shortages overall, and even greater shortages of teachers qualified to teach both bilingual ed and English as A Second Language...sore point...sorry

The problem then is there are not enough certified teachers and therefore many non-certified teachers are being used, generally in minority areas.

5) Need better advising for students. Latino students do not seem to understand the role of assessments overall, especially those who are more recently arrived. They view the assessments as barriers because they come with disadvantages, particularly as relates to language. They expect to fail, ergo, self-fulfilling prophecy. It is important therefore to also increase the number of counsellors available for Latino students.

6) Lastly, as part of the "wish-list," there needs to be a validation of culture and heritage. This should probably be addressed throughout each goal. History books tend to look at us as the part that was taken away - whether through Manifest Destiny, the Spanish American War (results of 1898); Monroe Doctrine; or the United Fruit Company. I don't think I need to explain the historical implications here. We are presented as a conquered people my friend. We do not view our history as separate from that of the United States, but as part of the hemispheric challenge. This may seem trivial, but I believe it is an important issue.

Below please find programs that appear to work well:

1) Troops in Education - a military program that provides transition training for those coming out of the military to become teachers

2) O'Donnell Foundation in Ellis County, TX: They provide funding for AP training and teachers in Dallas area schools. Their programs have been very well-received and appear to be successful.

3) LNEEC Education Centers: There are 19 of them across the country. They give out annually approximately \$750,000 to \$800,000 to over 1200 Latino students. The monies include matching funds

from local councils that results in about a 60-40 split.

Hope this wasn't too much info...Gabi

>Gabriela

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>>Raul--

>>As we discussed over the phone, I am sending you some brief comments related to the follow up letter. I'm sending my comments via e-mail in order to share it with all HEC.

>>

>>I. The format issue, in our estimation is not the most important of the Council's concerns. If by "format" you are referring to the amount of time devoted to each of the goals, then we would be interested in this given that some of the goals are much more complex thereby, requiring more time for discussion. As Jeff mentioned at the Thursday meeting, the third goal includes three complex and very important issues: closing the achievement gap, assessments, and resources. Each of these topics warrants more than a slice of the breakout session devoted to Goal 3.

>>

>>II. While it may seem late in the game to revise the goals, we feel that there are certain key items that must be included if this event will seriously address the most critical issues regarding the education of Latino children and youth. Two specific issues come to mind (which Jeff raised at the Thursday meeting): a) fair assessments and b) resources/school finance.

>>

>>a) Assessments, of all kinds, not just state and national assessments can be the downfall for our kids. We need to make sure they are appropriately included in the assessments as well as ensure that the assessments are appropriately used. Accountability is important, yes, but if the children have not had the opportunity to learn the content on which they will be tested, we will be hurting the kids. The assessment issues are complex and multi-dimensional for our Latino children because a) many attend the poorest urban and rural schools in the nation, b) standard assessments are usually NOT normed on our Latino kids, and c) a significant portion of Latino children have second language development needs. The White House Commission has carefully looked into this so why not have a session that expands on this issue?

>>

>>b) Resources/School finance. In the original memo sent over by NCLR the issue of school finance was more prominent than it is now. Our Latino children attend many of the poorest schools in the nation and if this issue is not openly discussed, arrived at some lofty goals will be somewhat irrelevant at best, or wishful thinking, at worst. Localities, States, and the Feds need to address the issue of school financing. I think it behooves us to push this conversation along. Resources may also include other stakeholders contributing to providing educational opportunities for Latino children but such "extra" resources will not make up the huge differential in school funding for our poorest schools and we must not be naive in allowing the conversation stop at these "extra" resources.

>>

>>III. Overall messages. One of the items discussed on Thursday was overall message and I would suggest that the follow-up memo include a

comment on this. The White House has the bully pulpit and it's in our best interest to help craft that message. With the spread of Unz-type of initiatives and the use of high-stakes testing, it would be helpful to have the WH send a message that Latino children do not benefit from political initiatives that limit and deny best educational practices for language minority children nor do Latino children benefit from a rushed approach to implement high-stakes testing for a variety of purposes (accountability, grade promotion, exit requirement).

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>>The latest e-mail indicates the meeting times for each goal. I hope that the goals are still maleable and we can address the need to include specific items. Otherwise, I don't understand what has resulted from the consultation so far.

>>

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>>Gabriela Uro

>>Manager of Intergovernmental Relations

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>>At 05:57 PM 4/17/00 -0400, Raul Gonzalez wrote:

>>>Hi folks,

>>>

>>>Here's another draft follow-up memo to the WH. It'll go out from the HEC
>>>to Andy R at the DPC. Please let me know if you're planning to provide
>>>additional comments. If not, I'll let Andy know that this memo is in lieu
>>>of comments from individual HEC members. Again, sorry for the late notice,
>>>but we're hoping to get this up to the WH by Tuesday (tomorrow). Please
>>>let me know if you have comments/concerns. Thanks,

>>>

>>>Raul

>>>

>>>

Message Sent To:

John B. Buxton/OPD/EOP@EOP
Bethany Little/OPD/EOP@EOP
Kendra L. Brooks/OPD/EOP@EOP
Reynaldo Valencia/WHO/EOP@EOP
Brian A. Barreto/WHO/EOP@EOP
Jacqueline F. Lain/WHO/EOP@EOP

M E M O R A N D U M

TO: Andy Rotherham
Domestic Policy Council

FROM: Hispanic Education Coalition

DATE: April 18, 2000

SUBJ: June 15, 2000 Hispanic Education Event

The purpose of this memorandum is to flesh out many of the ideas and suggestions discussed at the meeting last Thursday. We would reiterate the views expressed by some of the Thursday meeting participants that the draft white paper and national goals are a useful framework for the event, and demonstrate a substantial investment of time and thought by Administration staff. In addition, we regret that we did not have the opportunity to get these thoughts to you on paper in advance of the Thursday meeting.

Format

As was discussed briefly during the meeting, we believe that the single most important task remaining is a discussion of the event's format. Once a format is established – and only after it is established – we can all make more informed suggestions regarding invitees, panelist, refinements to the goals and strategies, etc. In this connection, we would recommend that the event include:

- A formal address by the President outlining the case for why improving Hispanic educational achievement is in the interest of all Americans, and calling on all sectors of society to participate in the effort.
- One set of small group sessions designed to identify, and to the extent possible, agree on strategies or benchmarks needed to achieve the goals.
- A plenary session, possibly with panel presentations, moderated by the President or Vice President, in which various sectors – government, the “stakeholder” group, and others would discuss their commitment toward achieving the goals.

We also believe that, if time permits, some discussion of the 2001 HEAP appropriations request and progress on HEAP implementation would make sense.

Goals and Strategies/Benchmarks

The draft goals represent a powerful framework for making the case for a focused national effort, as well as an outline for monitoring future progress. As some of us discussed at the meeting, we have several suggestions:

- Goal 1: This is currently "asymmetrical" with the other goals. Instead of outlining a specific approach (parity in early childhood development programs) which we all agree is critical but think makes more sense as a specific strategy, we would recommend broadening the language to something like "Ensure that all Hispanic Americans start school ready to learn," or some variant of that.
- We believe that the single most important strategy under this goal is eliminating underrepresentation of Latinos in early childhood development programs as the current goal language suggests. Other strategies worth consideration here might include assuring adequate childhood nutrition, promoting and expanding public education and parenting programs that encourage parents to engage in activities that stimulate early cognitive development, etc.
- Additionally, given the dearth of early childhood educators prepared to provide instructional and other services, particularly reading instruction, to English language learners, we would strongly recommend a significant strategy for teacher training in this area.

Goal 2: We recommend that the goal read—"Respecting the value of multilingualism, different learning styles, different research-based instructional approaches, and the variety of developmental levels at which limited English proficient (LEP) students enter school, by 2010, all students will graduate from high school having demonstrated proficiency in English."

At least the following three strategies should be included:

- All teachers who teach LEP students will be trained appropriately by 2010.
 - All LEP students will receive appropriate language services by 2010.
 - K-12/post secondary education collaborations will be established to create transitional diploma awarding programs for students who are not able to develop full English proficiency by the end of 12th grade.
- Goal 3: Some of us were troubled by the emphasis on state assessments alone as the appropriate indicator of student achievement. Given the sensitivities around explicitly identifying the NAEP, we think it may make sense to replace "state assessments" with "appropriate state and national assessments," which could include, in addition to NAEP, various other measures that could be fleshed out in the strategies section. In addition, given the burgeoning backlash against high-stakes tests, we would strongly recommend clarifying that such assessments must

also be *used* appropriately, such as for school system accountability, rather than for making high-stakes decisions about students.

- Appropriate strategies for consideration here include greater equity in school finance, equal access to qualified teachers, elimination/reduction of tracking, access to AP courses, etc.
 - In addition, we recommend developing a strategy addressing the development of appropriate assessments and accountability systems which are planned to respond to Latino students' needs from the beginning—such as in norming samples, including LEP students in pilot and field testing of new assessments, in aggregation plans, and as reporting is planned.
- Goal 4: Appropriate strategies for this goal might include reductions in students being retained, equal access to advanced placement courses, and equal access to TRIO and other college preparation programs. In addition, it may make sense to include some strategy(ies) related to dropout recovery and GED programs, as well as charter schools, which serve as a *de facto* “safety net” for those the system has failed.

One last word about the “strategies” – to the maximum extent possible, we believe that these should be framed in measurable terms. As was discussed during the meeting, this will tend to deter the development of long “laundry lists” and will encourage participants to identify interim benchmarks against which we can measure future progress.

Process

We very much appreciate your offer to hold a series of meetings to further discuss the format and substance of the event. As mentioned above, we would strongly encourage that the first of these meetings focus on the event’s format. As the event’s format is further developed and clarified, we will be happy to submit additional thoughts regarding invitees, panelists, downlinks, and other information.

Thank you again for the opportunity to discuss these issues with you.

cc: Maria Echaveste, Deputy Chief of Staff
Brian Barreto, Office of Public Liaison
Bethany Little, Domestic Policy Council
Sarita Brown, White House Initiative
Cha Guzman, Department of Education



"Angelo I. Amador" <aamador@maldef.org>

05/05/2000 04:04:08 PM

Record Type: Record

To: Brian A. Barreto/WHO/EOP, John B. Buxton/OPD/EOP, Bethany Little/OPD/EOP

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

Subject: Goal #2 Language

Brian, Bethany, and JB:

Here are our comments, as we promised. I forwarded them to Andy as well. Also, I will be out of the office next week. Marisa Demeo, our Regional Counsel, will probably attend the meeting on Monday. Could you please make arrangements so she can get in? I believe you already have her information on record.

As the representatives of the Mexican American Legal Defense and Educational Fund, the Council of the Great City Schools, the Congressional Hispanic Caucus, the Association for the Advancement of Mexican Americans, the National Association for Bilingual Education, as well as principals and educators from schools with a significant Hispanic population pointed out in our discussions yesterday, the language of Goal #2 is seriously flawed from the perspective of the Hispanic Community and the students we represent.

First of all, we do agree that all Americans, not just Hispanics, should be proficient in English and this is a goal worth pursuing. However, we disagree with a goal that has "English über alles" as the main instructional objective. We want high goals. Goals of academic achievement in all areas that would allow our children to compete in whichever field they choose-science, math, arts, engineering, English literature, romance languages or any other field THEY choose.

Singling out English proficiency as the #2 goal could set the White House on a collision course with the high goals of a well rounded education the Hispanic Caucus and the Hispanic Groups are pushing by asking for-at the very least-equal resources, better school facilities, smaller classrooms, and competent teachers. All of which are also on the President's agenda. We also agree with the administration, as expressed by Secretary of Education Riley on March 16, 2000, that the United States economic competitiveness would be enhanced and expanded if more students learn to speak both English and another language. As Secretary Riley stated on March 16, 2000 at Bell Multicultural High School in Northwest D.C.: "I think that it is high time we begin to treat language skills as the asset they are, particularly in this global economy. . .Anything that encourages a person to know more than one language is positive-and should be treated as a positive."

Thus, clearly we agree on the objectives and goals of this administration.

However, the current Goal #2 language could derail the debate forcing our groups to take a position that the media might exhibit as adversary to the President or to the First Lady and Vice President Gore as co-hosts of the event.

For those reasons and the other reasons expressed throughout our many meetings we propose that the language of goal #2 be changed to read as follows:

"Encouraging the values of multilingualism and acknowledging the different learning styles and different instructional approaches, by 2010 states and schools districts will ensure that all students graduate from high school having demonstrated high academic achievement, particularly in reading, math, science, and proficiency in English and one other language."

Sincerely,

Angelo I. Amador
Mexican American Legal
Defense and Educational Fund

Gabriela Uro
Council of the Great City Schools



- Angelo I. Amador.vcf

Message Copied To:

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