



"Santiago, Deborah" <Deborah_Santiago@ed.gov>

03/17/2000 10:45:29 AM

Record Type: Record

To: Reynaldo Valencia/WHO/EOP, Bethany Little/OPD/EOP

cc: "Brown, Sarita" <Sarita_Brown@ed.gov>

Subject: Competency v. Proficient v. literate

Hi. For what it's worth, I just wanted to share with you my own thoughts on the discussion we had on the 3 words mentioned in our meeting on language. Take it as you will.

Competency: we say people are either competent or incompetent. To me it's similar to a pass/fail approach. Unless we say that someone is highly competent, competent just sounds like someone is just "good enough". In the dictionary, competency is defined as "adequate" or "sufficient". Since we are focussed on high standards and high expectations, I don't know that this word captures that focus.

Proficiency: To say someone is proficient, I think sounds more like having an ability, often oral, in a specific field. In the dictionary, it is defined as "performing in a branch of learning with correctness and facility". While I don't think this is incorrect, or lacks the focus of high standards or expectations in English, I guess I see it more as an adjective; like being proficient in English, proficient in math, etc.

Literate: To me, literate means functionality, and connotes more than an oral proficiency, but a academic functionality that includes reading, writing and basic math. The dictionary defines literate as "one who can read and write; an educated person". We want students to be literate in English, meaning that they not only speak the language, but can also read and write the language--skills needed to function in our society.

For example, when discussing adult literacy, people address more than a competency or proficiency in a language. Many American adults today speak English but cannot read, write or do basic math that would allow them to function more effectively in society. They cannot read bus signs, write checks, etc. As we discuss having high standards and high expectations in education, we might want to look beyond an oral competency or proficiency and look to literacy as a broader band of skills needed in English to succeed in our society.

Hope these ideas are helpful as we continue our discussions.



NATIONAL COUNCIL OF LA RAZA

Raul Yzaguirre, President

National Office

1111 19th Street, N.W., Suite 1000

Washington, DC 20036

Phone: (202) 785-1670

Fax: (202) 776-1792

M E M O R A N D U M

TO: Maria Echaveste
FROM: Charles Kamasaki *ckk*
DATE: March 9, 2000
SUBJ: Conference Agenda

After some deliberation following our recent meetings, and consultations with some other participants, I have developed an agenda fleshing out something that I think works pretty well. I would emphasize that while I have discussed this with several participants at the meeting and shared it with most of them, I do not purport to have obtained everyone's concurrence.

Having said that, I think the agenda works on several levels:

- As we all agreed, it would provide both a set of clear outcomes (goals for closing the gap) that may stimulate a range of ancillary and supporting activities.
- It provides several opportunities to "make the case" for investments in helping to close the gap.
- Per comments that you and Andy made, it indeed addresses the key substantive questions, including testing and language. To address the concerns about mixed messages, however, it frames the discussion in terms of coming up with "benchmarks." Examples of these benchmarks could include:
 - 90% of English language learners should receive some form of special instruction (bilingual ed., ESL, or immersion) by 2005, and 100% of ELLs should receive such services by 2010 (under language).



- 90% of Latino children should be taught by qualified teachers by 2003; 94% by 2006; and 98% by 2009 (under qualified teachers).
- It provides an opportunity for the Administration to “rollout” either HEAP implementation or HEAP appropriations requests, or both, as “downpayments” on strategies.
- It concludes with a structured set of discussions calling on various sectors to commit to working toward resolving the problem. In particular:
 - The first set of discussions may be the forum to discuss a revised executive order;
 - The second might be tailored to incorporate the private sector group that has been meeting would like to produce annual “report cards” as another type of response;
 - The third panel would offer an opportunity to both highlight exemplary practices as well as obtain buy-in from diverse sectors.

We have spent considerable time trying to reconcile the various perspectives raised at recent meetings. I hope you agree that this agenda reflects one way to cover the range of substantive and process outcomes that have been discussed, while still helping to generating the “political space” needed to effect major change. Please let me know if you have questions or concerns, or if there are additional ways we can be helpful in advancing the process.

**WHITE HOUSE CONSULTATION ON
GOALS FOR CLOSING THE LATINO EDUCATIONAL ACHIEVEMENT GAP**

DAY ONE

- Noon: ***Plenary Session: Closing the Latino Achievement Gap: Why This Matters to All Americans***
Speech by the President/Secretary of Education
- 2:00 ***Plenary Session: A "Report Card" on Latino Education***
Compare and contrast status of Latino educational outcomes with
The National Education Goals
- 3:00 – 5:00 ***Concurrent Small Group Sessions: Closing the Gap: Sub-goals for Latino Achievement***
Small groups charged with setting achievable sub-goals for the
2001-2010 period for Latinos in the context of the National
Education Goals (those related to student achievement)
■ Ready to Learn
■ School Completion
■ Student Achievement and Citizenship
■ Mathematics and Science
■ Adult Literacy and Lifelong Learning
- 5:00-6:00 ***Plenary Session: Small Groups Report***
- 7:00 ***Reception***

DAY TWO

9:00 am – 11:00

Concurrent Small Group Sessions: Closing the Gap: Strategic Themes and Interim Benchmarks

Small groups charged with identifying appropriate benchmarks for the 2001-2010 period in the context of selected key strategic themes

- Standards and Testing
- Teacher Qualifications
- School Finance, Class Size, School Size
- Language Development
- Access to Federal Assistance

11:00 – 12:00

Plenary Session: Small Groups Report

Noon

Luncheon: Downpayments on the Strategy for Closing the Gap

Speech by the Vice President on 2000 HEAP implementation and FY 2001 HEAP appropriations request

2:00 – 5:00

Plenary Session: Commitments and Next Steps

Series of three panels, with questions and answers from the audience, moderated by the President (alternate format: large roundtable discussion moderated by the President focused on three themes).

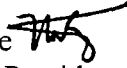
- Holding Ourselves Accountable: The Federal Response
Panel of federal officials and advocates discussing mechanisms, including a re-structured Executive Order, to promote achievement of the sub-goals and benchmarks
- Holding Ourselves Accountable: The Private Sector Response. Panel of scholars, advocates, and foundation and corporate representatives discussing one model for promoting achievement of the sub-goals and benchmarks
- Holding Ourselves Accountable: Other Stakeholder Responses. Panel of school & education trade association officials, foundation and corporate representatives, and others discussing what they can commit to doing to promote achievement of the sub-goals and benchmarks
- Closing remarks by the President.

ACCEPTREGRETPENDING

TO:

Stephanie Streett
Assistant to the President and Director of Scheduling
Lisa Berg
Director of Scheduling and Advance for the Vice President
Patti Solis Doyle
Deputy Assistant to the President and Director of
Scheduling and Advance for the First Lady

FROM:

Maria Echaveste 
Assistant to the President and Deputy Chief of Staff
Bruce Reed
Assistant to the President and
Director of the Domestic Policy Council

REQUEST:

For the President to meet with national leaders regarding narrowing the educational achievement gap for Hispanic Americans. The President has reviewed and approved a memorandum setting forth the conceptual framework for this meeting. A copy of the memorandum is attached to this proposal.

PURPOSE:

The overall goal of this national meeting is to promote excellence in education for Hispanic Americans by focusing attention and resources of the public and private sector and varying stakeholders to ensure educational equity for Hispanic Americans.

BACKGROUND:

Hispanic students are the fastest growing cohort of American students, yet are also less likely to have effective preschool experiences, successful K-12 experiences, and graduate from college than non-Hispanic white students.

At the close of the First Lady's White House Convening on Hispanic Children and Youth on August 2, 1999, the First Lady expressed her hope that the Convening would serve as a catalyst for more significant focus on and treatment of the issue of educational achievement for Hispanics. Specifically, the First Lady called for a national meeting regarding this issue to take place in the Spring of 2000. Subsequent to the convening a small group of foundation and private sector representatives began to meet and work toward this end. This group was joined by members of the

President's Advisory Commission on Educational Excellence for Hispanic Americans as well as representatives from the National Hispanic Leadership Agenda. These efforts were ultimately combined with those from within the White House.

A number of foundation and business leaders have expressed a willingness to support this event. Moreover, this event would be in keeping with the spirit of Executive Order 12900 regarding Educational Excellence for Hispanic Americans.

DATE AND TIME:	First or second week in April of 2000
DURATION:	TBD. The actual format and structure of the meeting is still being developed
LOCATION:	East Room
PARTICIPANTS:	150 representatives of business, education and community organizations interested in and dedicated to narrowing the Hispanic educational achievement gap
OUTLINE OF EVENT:	
PRESS/MEDIA:	Open.
VICE PRESIDENT'S ATTENDANCE:	Desired.
FIRST LADY'S ATTENDANCE:	Desired.
RECOMMENDED BY:	Maria Echaveste Bruce Reed
CONTACT:	Marjorie Tarmey X66456 Reynaldo Anaya Valencia X65506

00 FEB 28 14:09

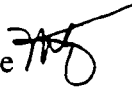
THE WHITE HOUSE
WASHINGTON

THE PRESIDENT HAS SEEN
2-28-00

February 24, 2000

copied
Echaveste
Reed
Podesta

MEMORANDUM FOR THE PRESIDENT

FROM: Maria Echaveste 
Bruce Reed

SUBJECT: NATIONAL MEETING ON HISPANIC EDUCATION ISSUES

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

Background

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

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

Proposed Meeting

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

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

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

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

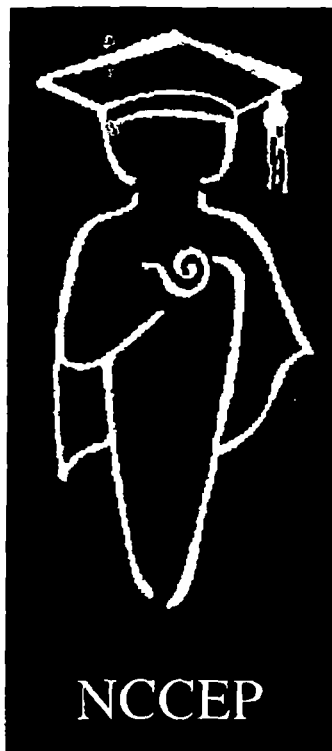
Recommendation

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

Agree ☒ _____

Disagree ☐ _____

Discuss Further ☐ _____



**UPCOMING
EVENTS**

**ENLACE Networking
Meeting**
February 10-11, 2000
San Antonio, TX

**GEAR-UP Pre-Application
Technical Assistance
Workshops**

February 7, 2000
Phoenix, AZ

February 9, 2000
Kansas City, MO

February 16, 2000
Jackson, MS

February 18, 2000
Washington, DC

February 22, 2000
Edinburg, TX

**U.S. Department of Education
FY 2000 Postsecondary
Education Dialogue**
February 23, 2000
Edinburg, TX

National Council for Community & Education Partnerships

One Dupont Circle, N.W., Suite 118

Washington, DC 20036

Telephone: 202/939-9450

Fax: 202/530-0809

E-Mail: Hector_Garza@nccep.nche.edu

Homepage: <http://www.edpartnerships.org>

From:

- ☒ Hector Garza, President
☐ Juana Adaniya, Executive Assistant to the President
☐ Carmen Gloria Alvarez, Director, Finance & Administration
☐ Johnson Niba, Project Associate
☐ Carmen Arroyo, Consultant
☐ Adella Santos, Consultant

Date: 1/18/00

To: Andrew Rotherham

Institution: The White House

Fax: 202 456 - 5581

Telephone: 202 456 - 5372

Pages: _____ (Including Cover Sheet)

☐ **URGENT**

Memo:

FYI



**NATIONAL COUNCIL FOR
Community and Education Partnerships**

Promoting Student Achievement and Access to Higher Education

January 18, 2000

Maria Echaveste
Deputy Chief of Staff
The White House
Washington, DC 20502

Dear Maria:

I am writing on behalf of the planning committee that has agreed to collaborate in co-sponsoring a national meeting for Latino educational excellence. As you know, this group has been meeting with the White House Initiative staff and Commissioners to plan for an event that will bring business, philanthropy, education, community and parent organizations, government and others to create a national agenda and action plan to improve K-16 education for Latinos.

We were delighted to have an opportunity to meet with your team about this effort on January 5, 2000 and were pleased to learn that the White House is also interested in hosting a White House event as a follow-up to the August 1999 First Lady's Convening. As agreed to at the meeting, Andy Rotherham, DPC, has been invited to join the policy group of the Stakeholders Committee, and we will contact Brian Barreto (Office of Public Liaison) to work with the Stakeholders to address outreach to constituent groups. We remain excited about the prospect of coordinating our efforts with the White House and this letter is intended to update you on our current thinking and plans.

Since our last meeting with you, the core planning team has developed a conceptual model for the conference that builds upon the ideas shared with you and your colleagues on January 5. While the enclosed preliminary draft still needs to be vetted with the entire coalition of partnering organizations, we hope this provides a framework that will allow us to develop this event collaboratively.

Simultaneously, we are moving forward to secure funding from our partnering organizations and have orally received commitments from several organizations and foundations to help finance the two-day event. We look forward to continuing our coordination efforts with you and Sarita Brown.

Sincerely,

Hector Garza
President

Enclosure
HG/ja



One Dupont Circle, NW
Suite 118
Washington, DC 20036
tel: (202) 939-9450
fax: (202) 530-0809
www.edpartnerships.org

DRAFT—Not for distribution or quotation

***Excelencia en Educación:* A National Day of Commitment For Latino Educational Excellence**

Rationale

The Latino community is the fastest growing in the country yet continues to have lower educational attainment rates than Anglos, African Americans, and Asian Americans. These factors combine to create a scenario that is unacceptable for the Latino community and the rest of society. While promising educational strategies exist in communities across the country, most are dwarfed by the unmet needs, thus suggesting that slow incremental change will be insufficient. The key to activating all the necessary stakeholders is to harness the collective political will of those who care and to commit to work together on an action agenda for change. A national meeting in Washington, DC in May 2000 will provide the process to bind together, a representational group of stakeholders with effective strategies to create the political will to close the achievement gap for Latinos in the coming decade.

Assumptions that Support High Achievement by Latino Students

- The curriculum should be framed by high standards
- Schools need up to date materials and equipment to deliver an excellent education
- Appropriate inclusion in an accountability system increases the likelihood that Latino students will do well in school
- Teachers must have the skills and experience to teach linguistically and culturally diverse students
- Students learn to read best in their native language
- Parents are a key ingredient in school success for Latino students
- The community has an important role to play in supporting the education of Latino students

Purpose

To develop and launch an action agenda with assigned responsibilities, measurable outcomes, and a timeline leading to accomplishing the following goal by the close of the coming decade (2009):

90% of every eligible Latino child enrolled in U.S. public schools will receive a high school diploma by 2010

Meeting this goal will require tackling issues such as children must start school ready to learn, the schools they attend must offer a quality environment and the teachers must be prepared to offer a rich educational experience that challenges all students to reach their highest potential. Meeting the goal of high school completion will also create an expanded talent pool for post secondary education and the workplace.

What

A national meeting of 225 leaders committed to the goal of *Excelencia en Educación*. The meeting will be the vehicle for the development of a plan by community sectors that frame actions that will support the goal over the next decade. The sectors will include the corporate sector, government, the schools, higher education, community groups, foundations, parents, and national organizations. Prior to the convocation, sectors will identify five possible outcomes in support of the goal outlined. These outcomes will be used as a yardstick against which all actions taken by that sector can be measured by members of the sector and by the general public.

The action could include support for effective programs, policies, strategies identified under each of the objective areas in an effort to bring these approaches making a difference in achievement to "scale" and could potentially be implemented rapidly in large numbers of communities. Some examples of programs to consider include those identified in the publication *What Works for Latino Youth* created as a product of the First Lady's Convening on Hispanic Children and Youth in August, 1999.

This would facilitate the engagement and ownership of all sectors by providing either a beginning list of "deliverables" for them to consider and commit to "on-site" or examples from which they could expand or connect with their existing efforts.

Who

A chairperson for each sector will be identified by a national steering committee. Over the course of the two day convocation, each chairperson and 25 sector representatives will identify outcomes, determine benchmarks and begin to draft a plan for dissemination of the outcomes and buy in from members of the sector and the general public.

Operational Structure (Long-Term)

The national steering committee will work with a small staff to provide support for the action agenda. The staff will develop public education materials and monitor progress toward the outcomes by all sectors.

In the short term and for the purpose of coordinating and funding the National Day of Commitment events, the coalition of organizations will use the National Council for Community and Education Partnerships (NCCEP) as the organizing and coordinating entity.

Funding Commitments Received

The Ford Foundation
The W.K. Kellogg Foundation
AT&T Foundation
State Farm Insurance

Other Funding Prospects

Knight Foundation
Sallie Mae Foundation
Univision

Proposed Agenda/Format

1. White House Kick-Off Event

The White House would kick off the day with an hour-long event that would include statements by the President, Vice President, and/or First Lady and representatives of participating sectors (such as business, philanthropy, education, community organizations, etc.). These statements will announce and define new commitments of the Administration, corporate America, educators, and others to help achieve the Action Agenda that will be finalized at the end of the day. The event will recognize the importance of the First Lady's convening as a crucial spark in creating a national agenda and will take advantage of the ability of the President and key members of the Administration to focus national attention on the issues. We also may want to feature Latino students and educators who could recognize the importance of these commitments in the lives of millions of Latino young people.

2. "Day of Commitment" Meeting

Following the White House kickoff, participants from each sector will gather at a nearby hotel at an event sponsored by partner organizations to discuss the action agenda and the goals for the next five or ten years. The session will include:

- a motivational keynote,
- brief overview of the data,
- brief overview of the policy agenda supported by written materials mailed to participants before the meeting (addressed by sector)
- breakout meetings by sector to develop outcomes, responsibilities and timelines; and
- dinner with another motivational speaker.

A second day might include continuation of sector-by-sector work with reporting from representatives of each sector and final approval of a national plan.

We may wish to have a news event to announce the approval of the plan.

3. Follow-up Activities

In the weeks and months after the Day of Commitment activities, we will work to accomplish the following:

- A meeting of national foundations hosted by the Ford Foundation and the AT&T Foundation and others focused on the role private and corporate philanthropy can play in achieving the Action Agenda;
- Creation of a national coalition or partnership to push the agenda, including ongoing monitoring and reporting of how far the nation has come in meeting its agenda;
- Presentations to national organizations to disseminate the Action Plan among key constituency groups;
- Development of state-by-state legislation in support of the agenda;
- A media campaign to draw attention to the needs of Latino students; and,
- Other activities developed by partners.

THE PROMISE OF LANGUAGE

First, I want to address the promise of language. For many, language is at the core of the Latino experience in this country, and it must be at the center of future opportunities for this community and for this nation. Parents and educators want all children to learn English because it is essential for success. And we also know how valuable two languages can be.

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

Unfortunately, some have viewed those who use a foreign language with suspicion and their language itself as a barrier to success. In some places, even the idea of “bilingual education” is controversial. It shouldn’t be.

There are many different and effective strategies for teaching English, from bilingual to sheltered English to ESL. Today, I want to spotlight the dual language approach, which is also sometimes referred to as two-way bilingual or dual immersion education.

Bilingual and ESL programs are working well in many states toward this goal of bi-literacy, and they will continue to work well if we set clear performance measures and provide the resources needed to meet the rising demand with quality teachers.

Good, solid bilingual programs can make a difference in helping students learn English and achieve academically. I am pleased that the budget plan that the president recently submitted to Congress for FY 2001 increases funding for Bilingual Education to \$296 million and nearly doubles investment in foreign language education.

Applause

I also want to draw your attention to a very important and helpful publication just released by our Office for Civil Rights, entitled *Programs for English Language Learners*. This valuable resource, developed by our Seattle office in response to requests from school districts, offers materials for planning and self-assessment that are consistent with the district's individual needs and circumstances.

But, whatever the approach to teaching English, it cannot be simply a defensive or reactive one. If we see to it that immigrants and their children can speak only English and nothing more—then we will have missed one of the greatest opportunities of this new century, namely, to take advantage of the invaluable asset that helps define a culture.

Proficiency in English and one other language is something that we need to encourage among all young people. That is why I am delighted to see and highlight the growth and promise of so many dual-language bilingual programs across the country. They are challenging young people with high standards, high expectations, and curriculum in two languages. They are the wave of the future. *applaud*

In Salem, Oregon, for instance, Grant Elementary School has instituted a high-achieving Spanish-English dual-language program to help both Spanish- and English-speaking students develop language skills in the other language.

Our nation needs to have more of these kinds of learning opportunities, in many different languages. That is why I am challenging our nation to increase the number of dual-language schools to at least 1,000 over the next five years, and with strong federal, state and local support we can have many more.

Right now, we have about 260 dual-immersion schools and that is only a start. We need to invest in these kinds of programs and make sure they are in communities that can most benefit from them. In an international economy, knowledge—and knowledge of language — is power. *applause*
Sabemos poder

We must make sure that all children are served appropriately, that the programs that serve these children are held accountable, and that the students in them are held to high standards. Anything less is counterproductive.

Give more info re: Title I.

I am very pleased that this administration initiated the Title I testing requirement that is helping to ensure the inclusion of all students in Title I assessments and school district accountability systems.

A DEMAND FOR TEACHERS AND NEW WAYS OF TEACHING

The second challenge we must meet is a demand for teachers and new ways of teaching. Teaching is at the heart of our efforts to transform how we view language and support student learning.

Over the next 10 years we face a demand for more than two million teachers, with acute needs in fields like math and science, special education, and bilingual education. The changing demographics and the advent of new learning technologies and ways of teaching will require a more diverse and more adaptable teaching force.

enrollment in higher education over the last two decades, although they are still vastly underrepresented.

Many schools are doing much of what has to be done to raise achievement levels. Here at Bell Multicultural, for instance, where 98 percent of students are below the poverty line, you have achieved a 95 percent attendance rate and a drop-out rate of only 10 percent, far below the national average. And 70 percent of the students go to college. *Applause*

We *can* turn schools around and return these young people back to the world of learning. Indeed, in many places we already are.

How are Bell and other schools making this kind of progress? Not through any “magic bullet” solution, but through hard work, with well-prepared teachers and strong principals, with challenging and engaging classes, the support of entire communities, and an overarching commitment to ensure that all children learn.

They do it by being schools that offer more than just a 9-to-3 classroom. They are centers of the community, providing programs and classes on drop-out prevention, vocational-technical training, career development, parenting skills and adult literacy.

challenging courses and in providing them the support to stay in school and go on to college.

In addition, increasing the literacy of Hispanic parents and guaranteeing high-quality educational assistance to these parents are critical to raising the achievement levels of Hispanic children. That is why we strongly support family literacy and learning centers and after-school programs.

A few months ago I had the opportunity to visit one such enriching center right down the street from here—the Latin American Youth Center. [*Acknowledge Lori Kaplan.*] I had a wonderful discussion with some of the students and counselors there. The pictures you see here around you are of young people who attend that center.

applause

In addition to housing a creative public charter school, the center offers a wealth of support services to young people in the community, including some who have left school and want to return to the world of learning. We need more places like it.

The U.S. Department of Education supports community involvement in education with a wealth of helpful publications in Spanish and English for parents and their children, including *Building Your Baby's Brain*, *Questions Parents Ask About School*, and *Getting Ready for College Early*. They are all listed in a



educational technology available to residents of low-income urban and rural communities.

CHALLENGES FOR THE FUTURE

The Hispanic community, like all communities, wants its children to achieve ^{high standards} and its schools to be held accountable for that

achievement. We are making progress. But we need to increase

the pace of that progress. Parents want to be part of the system. ^{We must}

^{remember that} But they need support.

^{Let's realize just fall - we must think comprehensively - Comprehensive is a simple solution}
In looking toward the future, I have outlined five challenges to ^{will not work}

provide this support because it is something that affects the well-

being of all citizens, not just Hispanic Americans: ⁽¹⁾ the promise of

language and learning two languages; ⁽²⁾ new ways of teaching;

⁽³⁾ lowering the drop-out rate through early intervention—^{please} remember,

^{we must have high expectations of Hispanic students + we must}
the better the start, the stronger the finish; ⁽⁴⁾ the importance of ^{help them think}

community; and constructing a future with modern buildings and ^{about college} ⁽⁵⁾ ^{early - Fin}

technology in every classroom. ^{must understand that college + high std}

^{are for them.}
^{with safe learning environment for our children}

In closing, I would like to mention a recent comment by a Latino

educator who noted that “young children learn from the very

beginning that they have the power to influence their world.” I

suspect it is education that gives them this power.

With this in mind, the first lady initiated a national conversation on

Hispanic Children and Youth. This year, the administration

committed more than \$8 billion to the Hispanic Education Action Plan, and soon the president will host a White House meeting to further discuss these issues and commit the nation to action.

*White House
meeting
announcement*

It is time for us to empower Hispanic youth by giving them educational opportunities, ^{*expecting more early*} teaching them to succeed, and holding schools and communities accountable for their success.

We must forge solutions and create opportunities for Hispanic Americans for the new century, just as we have done for so many other groups pursuing the American Dream throughout our history.

When we achieve this, when we transcend stereotypes and ^{*when we treat young Hispanic Americans as an asset not a*} overcome the tyranny of low expectations, then we will be able to ^{*deficit*} guarantee everyone the key civil right for the 21st century—a quality education.



Kendra L. Brooks
03/10/2000 10:22:27 AM

Record Type: Record

To: Andy Rotherham/OPD/EOP@EOP, John B. Buxton/OPD/EOP@EOP, Bethany Little/OPD/EOP@EOP

cc:

Subject: January 25, 1998 - Why Hispanic Students Need to Take the SAT

----- Forwarded by Kendra L. Brooks/OPD/EOP on 03/10/2000 10:22 AM -----



Why Hispanic Students Need to Take the SAT®

By Donald M. Stewart

Few people know that the idea of testing students for college admission has Hispanic roots. It was in Madrid in 1575 that a scholar, Juan Huarte de San Juan, proposed that the king establish an examination board to determine university admission. In a book titled **Examen de los Ingenios para las Ciencias**, Huarte de San Juan argued that admission exams were necessary. "Otherwise, 'tis a pity to see a man break his head upon a thing impossible for him to accomplish."

A few hundred years later, in 1900, the College Board was born, perhaps unaware of its Hispanic heritage but certainly cognizant of the important task that it was taking on -- helping colleges and universities identify applicants who could succeed at their institutions. That task has continued to be the fundamental responsibility assumed by the College Board and its famous offspring, the SAT, although it was not until 1926 that the admission test as we know it was first administered.

Over the years, the SAT has become a rite of passage for high school students from all backgrounds -- not just the academically elite, who originally sat for the test. The rite now includes increasing numbers of students from racial and ethnic minority groups; such students accounted for a record 32 percent of SAT takers in the high school class of 1997. Eight percent of all SAT takers listed themselves as Mexican American, Puerto Rican, Hispanic, or Latino, up from 5 percent in 1987. Hispanic enrollment in higher education itself rose by more than 100 percent between 1974 and 1994.

Does that progress mean that the United States has an acceptable level of Hispanic enrollment in higher education? Should we reduce our efforts to expand access to college for Hispanic Americans? Of course not. Not only are Hispanics still underrepresented on our nation's campuses, making up only 6 percent of college students -- while Hispanics make up nearly 9 percent of the population -- but they also have an appallingly low college-completion rate. They earned only 4.3 percent of all bachelor's degrees awarded in 1995. That is why the College Board shares the desire expressed in the recent report of the University of California's Latino Eligibility Task Force: the number of Hispanic students on the university's campuses should be

increased. But that is also why we believe that the task force's suggestion that the university eliminate the SAT as an admission requirement for Hispanic or any other applicants to improve their eligibility for college, is a simplistic solution to a complex problem.

Rather than consider the underlying reasons that Latino students do not do as well, on average, as white or Asian students on the SAT, the task force advocates that the university take the easy way out of a difficult situation. Its recommendation is like breaking the thermometer because you don't like the temperature it registers.

What is the thermometer telling us? SAT readings give us some objective information about Hispanic students. For example, Mexican-American students score, on average, 53 points lower than the national mean on the math portion of the test, and 54 points lower on the verbal portion. The SAT also provides sufficient background data to suggest what may be causing these problems. This thermometer is reflecting the continuing problems of poor academic opportunity, preparation, and achievement that are faced by too many of our Hispanic students.

Consider the following difficulties encountered by Hispanic students in our educational system.

- ° A disproportionate number of them are tracked into low-level academic courses or vocational programs, based on their presumed inability to handle more rigorous academic courses. Many Hispanic students with limited ability to speak English are even placed in special-education programs. Only 35 percent of Hispanic high school seniors are enrolled in college preparatory programs, compared with 50 percent of non-Hispanic white students.

- ° Many Hispanic students attend segregated schools with limited educational resources, inexperienced or underqualified teachers, and high percentages of students living in poverty. Between 1968 and 1992, the percentage of Hispanics attending schools whose enrollment was more than 90-percent minority increased from 23 to 34 percent.

- ° The overall academic preparation of Hispanic students is among the lowest of all minority groups. Even among SAT takers, who are the students aspiring to attend college, Hispanics lag far behind their peers. In fact, only 25 percent of Mexican-American students take 20 or more year-long courses in high school, compared with 46 percent of whites and 45 percent of Asians. Given these statistics, is it surprising that in 1995, fewer than 9 percent of Hispanics aged 25 to 29 had completed four or more years of college? We should be glad that more Hispanics have been getting into college in recent years, but we must also be concerned that more are not getting out with degrees.

- ° The number of Hispanic elementary and high school students with limited proficiency in English is expected to double to more than five million by 2020. Research shows that non-native speakers take three to six years to learn academic English, during which time many of them fall years behind in mastering other academic material. Without the extra help provided by programs designed to improve English skills without sacrificing curricular content or native-language abilities, those students will find it difficult to get a good job, much less go to college.

Dealing with the deep-seated educational problems that confront too many Hispanic students today requires a serious long-term commitment. But is there anything we can do in the short term to increase their eligibility for college? The Latino task force's report contains some interesting suggestions for improving the teaching and curricula offered to Hispanic students. I would like to encourage the following efforts:

- ° Four-year institutions should take a closer look at transfer students. Two-year public colleges enroll more than 50 percent of all Hispanic students, who make up nearly 10 percent of the enrollment at those schools. Many of them are motivated and well-qualified after attending community college for two or more years, and should be actively recruited by four-year institutions. Two initiatives of the College Board -- the annual roster of academically talented minority students who have graduated from two-year colleges, and the new Office of Community College Relations -- are already helping. Our National Hispanic Scholar Recognition Program also has been identifying outstanding high school students for college recruitment since 1984.

- ° College and state officials need to encourage programs that prepare Hispanic students to do well in school.

U.S. Education Secretary Richard W. Riley recently released national figures showing that 83 percent of high school students who took algebra and geometry went on to college. Yet many Hispanic students attend high schools that don't offer such classes or offer too few sections. Further, Hispanics represent 8 percent of all students who take the College Board's advanced placement courses, but high schools could enroll more AP® students if states provided more money to pay for course materials and to train teachers to conduct the classes. Witness the miracle that Jaime Escalante worked with Hispanic AP calculus students in East Los Angeles; that success can be repeated elsewhere with the right resources and commitment.

° Middle schools, high schools, and colleges should collaborate more to improve and expand communication with Hispanic families. Research has confirmed that the students who get the least information about college and the transition process from high school are the ones who need it the most -- primarily minority-group and disadvantaged students. Hispanic students and families need material, in English and Spanish, on academic preparation, the college application process, ways of financing college, possible careers, and other questions that can seem daunting to the uninitiated.

We also need to deal immediately with the fact that Hispanic students have the highest school-dropout rates of any major population group, with 28 percent of Hispanic 16-to-24-year-olds having dropped out of high school. This is twice the dropout rate of African Americans and more than three times that of non-Hispanic whites. We must find ways to keep more Hispanic students in school, and to help the best of them get into the college pipeline.

Dropping the SAT may seem to be an expedient, short-term solution to a long-term problem, but it is also very shortsighted. SAT scores provide a vital piece of information about a student's ability to perform college-level work. A 1993 study established that the SAT is a good predictor of college performance for all ethnic groups, including Hispanic students. An earlier study (1990), by Maria Pennock-Roman, a researcher at the Educational Testing Service, found that there was no evidence of less-accurate predictions for Hispanic students than for others; her results supported the use of SAT scores, in combination with high school records, for evaluating Hispanic-American students for admission to moderately and highly selective institutions. The SAT is a standard that has served the nation well for more than 70 years. We need to find ways to help more Hispanic students meet that standard.

A diverse population of college students is essential for a nation undergoing massive demographic change. Although it is crucial to maintain fairness near the end of the educational cycle in college admission, it is equally important to deal with the shameful unfairness that many children face at the beginning: years of tracking into dead-end educational programs, poor teaching, and inadequate spending on facilities, books, and other educational resources. Helping students get into college begins not at the college door, but at the schoolhouse door. It is unfortunate, as the new millennium approaches, that race, ethnic background, or family income can still limit students' educational future. Getting rid of the SAT or any other standard is not going to change that fundamental fact. Instead of smashing the thermometer, why not address the conditions that are causing the fever?



home



search



store



library



contact us



help

This entire site protected by copyright. All rights reserved. By accessing and using this site, you agree to be subject to the "Terms and Conditions Governing Use and Access to College Board Online."

School Reform that Works

Jonathan Crane
National Center for Research on Social Programs
Socprogs@Aol.com

1. A Simple Statistical Fact: The vast majority of educational reform programs are only marginally effective. However, there are a few programs that work very well. This simple fact has important implications for educational policy.

A. Local control and decentralization make sense in the initial development process. If only a small percentage of things work, you have to try a lot of different things to develop a few good programs.

B. However, when we know something works, federal involvement is crucial. Good programs are rare gems. Once we have one, it no longer makes any sense to spread money around trying a hundred new things, hoping to find another gem. It is much better to spend money scaling up the successful program.

C. Scale must be achieved using a very systematic "cookie cutter" approach. The way to turn a small program into a big one is to copy the original model as closely as possible over and over again. (Program evaluators call this "implementation fidelity.") Changes to the original model are like genetic mutations. For every one that will make the program better, 100 will make it worse.

D. If we are going to concentrate resources on a few gems, it is extremely important that they are genuine. The only good way to identify successful programs is through systematic evaluation using state-of-the-art methodology.

E. We can reap substantial gains in education simply by replacing marginal programs with good ones. For example, most of the money spent in Title 1 (Chapter 1) goes to ineffective programs. Thus, without spending an extra cent, we should be able to increase the benefits substantially.

2. Specific Programs that Work

A. Reading One-to-One and Success for All-- tutoring programs for disadvantaged elementary school students

B. The Perry Preschool and The Abecedarian Project--intensive early intervention programs

C. Life Skills Training--substance abuse prevention

D. Roots and Wings--a middle school reform model

3. A Policy Proposal

Evaluations of Title 1 have found that the program, overall, does not generate any significant benefits, although a few of the programs funded by Title 1 do work very well. The problem is that local schools have not done a very good job of choosing successful programs. The overall effectiveness of Title 1 could be dramatically increased, at very little cost, by reallocating resources from programs that don't work to ones that do. However, the principle of local control is deeply embedded, and it seems unlikely that enough political support could be garnered to change that in the near term. The following proposal is designed to address this problem.

As long as local schools are achieving results, it makes sense to leave them alone. The federal Department of Education should provide them with a list of recommended programs for their Title 1 money but not force them to choose from it. Successful schools, which improve their students' test scores by certain amounts, should be given "outreach bonuses" to be used in spreading their success to other schools.

Schools that fail to meet certain standards for a certain length of time should be required to choose from the Department of Education's recommended list. Once they have chosen, they should be provided with money and assistance in implementing the program, so that it remains faithful to the original model (a key step). The recommended list should only include programs that have demonstrated substantial benefits in multiple state-of-the-art evaluations.

This approach makes far more sense than "punishing" failing schools by taking their Title 1 money away.

4. A few things we have learned from educational research

- A. Reducing class size seems to have only small effects, until you get down to the level of 1-1 tutoring.
- B. Teacher quality does make a substantial difference. So subsidies to bring excellent teachers to poorly performing schools may make sense. The problem, however, is that the only systematic way we have of identifying excellent teachers is through a research study.
- C. Intensive preschool programs generate large long-term benefits. We don't know whether Head Start, which is a greatly watered down version of the intensive models, does or not.
- D. For middle and high schoolers, unstructured time increases the probability of delinquent behavior. Therefore, after-school programs are important in these age groups.



Kendra L. Brooks
03/10/2000 10:24:00 AM

Record Type: Record

To: Andy Rotherham/OPD/EOP@EOP, John B. Buxton/OPD/EOP@EOP, Bethany Little/OPD/EOP@EOP

CC:

Subject: The Condition of Education 1998 / Issues in Focus: The Educational Progress of Hispanic Students

----- Forwarded by Kendra L. Brooks/OPD/EOP on 03/10/2000 10:23 AM -----

Issues in Focus

The Educational Progress of Hispanic Students

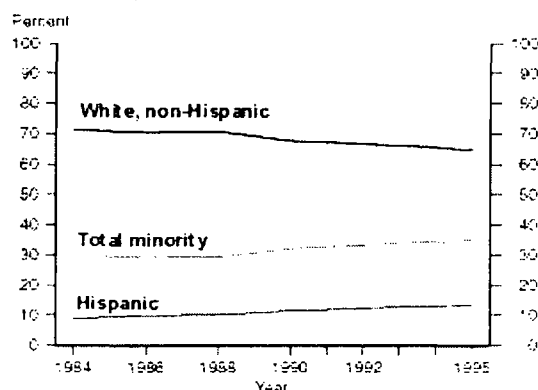
By Jennifer Sable and Janis Stennett, Pinkerton Computer Consultants, Inc.

In order to prepare American students for the types of jobs that will be available in the future, schools and parents need to work together to ensure that all students acquire the academic skills necessary to compete.¹ As the Hispanic population grows, the successful transition of Hispanic youth from school to work and active engagement in American society becomes more important for the Nation.

Racial and ethnic diversity in the United States has grown dramatically in recent years, and the growth of the Hispanic population has been a major contributor to this diversity. The Hispanic population has increased more rapidly than any other racial or ethnic group, growing from 9 percent of the child population in the United States in 1980 to 14 percent in 1996. Predictions indicate that by the year 2020, more than 20 percent of the children in the United States will be Hispanic.²

The increase in the Hispanic population in the United States, and the resulting rise in the enrollment of Hispanic students, has contributed to an 11 percentage point increase in minority enrollment in public elementary and secondary schools between 1976 and 1995. In 1976, Hispanic students made up 6 percent of the student population at public elementary and secondary schools. By 1995, the proportion of Hispanic students rose 8 percentage points, reaching 14 percent, the largest increase of any minority group (**table 43-1**).

Figure 1. Percentage distribution of enrollment in public elementary and secondary school: 1984-95



NOTE: Data for 1992-95 are from the Common Core of Data (CCD) survey.

SOURCE: U.S. Department of Education, Office for Civil Rights, Elementary and Secondary School Civil Rights Survey, 1984, 1986, 1988, and 1990; National Center for Education Statistics, Common Core of Data Survey, 1992; and Digest of Education Statistics, 1995 and 1996, table 44, and 1997, table 45.

In general, the educational achievement and attainment of Hispanics has been lower than that of whites. Since Hispanics account for a growing percentage of the general U.S. and public school population, it has become increasingly important to understand the educational experiences and transitions to the labor force of Hispanics. Understanding the differences in educational experiences between Hispanics and whites, and how these differences have changed over time, provides an overview of the educational progress of Hispanics in the United States.

It should be noted that although limited data availability often leads researchers to treat Hispanics as if they were a homogeneous group, the U.S. Hispanic population is diverse. The three largest Hispanic subgroups are Mexican Americans, Puerto Ricans, and Cubans. Recent immigrants from Central America and South America constitute other, smaller groups. These subgroups are concentrated in different parts of the United States, their economic circumstances vary, and the timing of the immigration differs. In this analysis, overall trends for the U.S. Hispanic population are provided, as data are usually not available for these subpopulations.

Family characteristics and parent's involvement in education

A child's family characteristics and home environment have implications for many aspects of a child's life, including academic experiences. Children who live in poverty, in single-parent homes, or whose parents have low levels of educational attainment are at greater risk for dropping out of high school, not achieving at higher levels, and not attending postsecondary institutions. As differences between whites and Hispanics in these family background characteristics change, the educational progress of Hispanics compared to whites can be expected to change.

° *Both the likelihood of living in poverty and with a single parent increased among Hispanic children.*

The number of Hispanic youth under age 18 living below 100 percent of the poverty line has increased from 33 percent in 1985 to 40 percent in 1996. In contrast, the percentage of white children living in poverty has decreased slightly from 12 percent in 1990 to 10 percent in 1996.³ The percentage of Hispanic 15- to 18-year-olds living with one parent increased from 23 percent in 1972 to 33 percent in 1997, while the percentage of whites in the same age range living with one parent increased from 12 to 22 percent (Indicator 44).

° *The levels of parental education among Hispanic children have increased.*

Higher levels of parent education are generally associated with positive educational outcomes and experiences, such as participation in preprimary education and not dropping out of high school. The parental education levels of Hispanic students ages 15 to 18 nearly doubled in the past 25 years. For example, in 1997, 45 percent of mothers and 46 percent of fathers of Hispanic 15- to 18-year olds had at least a high school diploma or GED, up from 24 percent of mothers and fathers in 1972. The increase for white students has been from 68 to 64 percent of mothers and fathers having a high school diploma or GED in 1972 to 92 and 90 percent, respectively, having these credentials in 1997 (**Indicator 44**).

° *Many parents of Hispanic children are actively involved in their children's educational activities.*

Parents' involvement in their children's education is another way through which the family influences educational experiences. Parent participation in their children's education is evidenced by their involvement in school-related issues and activities. In 1996, parents of Hispanic children were equally or more involved in education-related activities that directly influenced their children than were parents of white children. For example, parents of Hispanics were as likely as parents of whites to attend general school meetings, and more likely to help their children with homework during the week than parents of white children. However, parents of Hispanic children were less likely than parents of white children to participate in school activities that did not directly influence their child's education, such as attending a school event, acting as a volunteer, or serving on a committee (**Indicator 49**).

Issues of limited English proficiency

The ability to speak and read English, a problem which is not unique to the Hispanic population, is a concern for many. Spanish-speakers may have difficulty with English because they have had limited opportunities to use English. For example, Hispanic students may speak English only at school, while speaking Spanish at home and outside of school. Difficulties in speaking and reading English places students at risk for academic failure. In fact, Hispanic students who speak Spanish are more likely to drop out of high school than peers who speak only English.

Between 1979 and 1989, the percentage of Spanish speakers age 5 and older increased 65 percent in the United States. In 1989, more than 14 million people in the United States spoke Spanish. Of those who spoke languages other than English, 58 percent spoke Spanish. Of these Spanish speakers, almost half reported having difficulty speaking English.4

The limited English proficiency of many Hispanics is likely to serve as an important impediment to success in the educational careers and employment outcomes of Hispanic youths. Knowing the pervasiveness of this problem is important for understanding the differences that exist between Hispanics and other racial and ethnic groups in terms of educational participation, progress, and achievement.

Preprimary education

Research has shown that a quality preschool experience is an important indicator of student success. Preprimary education prepares children for school by teaching learning and socialization skills.5

° *The preprimary educational experiences of Hispanic children differ from those of whites. Hispanic 3- and 4-year-olds are less likely to participate in preprimary education than their white peers, and are less likely to participate in early literacy activities.*

One form of preprimary education is organized preprimary programs, such as Head Start or pre-kindergarten. In 1996, about 22 percent of Hispanic 3-year-olds were enrolled in such preprimary programs compared to 40 percent of whites. Among 4-year-olds, 45 percent of Hispanics and 59 percent of whites were enrolled. Among 5-year-olds of normal kindergarten age, these differences largely disappeared: Hispanic enrollment rates, including kindergarten enrollment, were similar to the enrollment rates of white 5-year-olds (**Indicator 1**).

Preprimary educational opportunities are fostered in the home environment as well as in preprimary programs. In 1996, Hispanic children, ages 3-5, were less likely to have been read to in the past week or to have visited a library in the past month than white children (figure 2 and **Indicator 2**). This lack of early reading experience can create learning deficits for Hispanic youngsters.**6**

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), 1996 (Parent and Family Involvement in Education File).

Academic performance of Hispanic students

° Hispanic students score lower than white students in national assessments of reading, writing, mathematics, and science proficiency, but their performance has improved in some areas since 1975.

Developing reading skills at an early stage is important to future educational success. Once behind in reading proficiency, a student risks having difficulty with other aspects of the curriculum, and a continued lag behind other peers in reading skills as the student gets older. In 1996, at age 9, Hispanic students had an average reading scale score of 194 while white students had an average score of 220 (**Indicator 16**).

There is evidence that the majority of reading skills are mastered by age 13, which is generally when reading is taught in school as an explicit subject for the most part.**7** On average, the reading scores of all 13-year-old students in 1996 were about 50 points higher than their reading scores as 9-year-olds in 1992. In 1996, Hispanic reading scores differed by 46 points between ages 9 and 13, compared to 25 points between ages 13 and 17. The Hispanic-white differences in reading scores were about the same at all three age levels: 26 points at age 9, 27 points at age 13, and 30 points at age 17. At age 17, Hispanic students were reading at levels similar to white 13-year-olds (**Indicator 16**).

These scoring differences between Hispanics and whites mean that the average Hispanic score is below that of the average student by about 25 to 30 points. The extent to which these large differences may be attributable to recent immigration or language difficulties is unknown. Also, students whose English proficiency is judged not to be appropriate for the NAEP tests are excluded from taking them.**8**

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1996; Mathematics, 1973 to 1996; Reading, 1971 to 1996; Writing, 1984 to 1996, 1997.*

While Hispanics score at proficiency levels below those of white students at all ages, there was a slight improvement in the average reading proficiency scores of 9-year-old Hispanics between 1975 and 1996. However, there was no similar improvement for 13- and 17-year old Hispanics in reading proficiency (**Indicator 16**).

The NAEP writing proficiency scores of white and Hispanic 4th-, 8th-, and 11th-graders exhibited similar patterns as reading proficiency scores. In 1996, white 4th-grade students outperformed Hispanic 4th-grade students in writing proficiency by 25 scale points. As Hispanic and white students grew older, the writing scale scores of Hispanics remained lower than those of whites. Hispanic 11th-graders performed at a level similar to white students in 8th-graders, similar to the pattern with the reading proficiency scores. There have been no significant increases or decreases in performance on the NAEP writing proficiency scale for Hispanic or white 4th- or 8th-graders between 1984 and 1996 (**Indicator 17**). Again, students whose English proficiency is judged not appropriate for the NAEP tests are excluded from taking them.**9**

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1996; Mathematics, 1973 to 1996; Reading, 1971 to 1996; Writing, 1984 to 1996, 1997.

Patterns in the NAEP mathematics proficiency scores were similar to the average reading and writing scores in 1996 in most, but not all, respects. White students outperformed Hispanic students at each age level (figure 5). The major difference is that unlike reading and writing, the average mathematics proficiency scores of both white and Hispanic students increased between 1973 and 1996 at all age levels. The scores of Hispanic 13- and 17-year-olds increased at a faster rate than those of white students, causing the performance gaps to narrow over this period.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, Trends in Academic Progress: Achievement of U.S. Students in Science, 1969 to 1996 ; Mathematics, 1973 to 1996; Reading, 1971 to 1996; Writing, 1984 to 1996, 1997.

As in mathematics, the science proficiency scores of both Hispanic and white students increased between 1977 and 1996 at both ages 9 and 13 (**Indicator 19**). Unlike in mathematics, there was no improvement among 17-year-old whites or Hispanics. The gaps in science performance between Hispanics and whites also did not narrow between 1977 and 1996, and Hispanic-white differences at age 9 had not decreased by age 17.

Progress in school

° *Hispanics are taking more rigorous high school courses, and more Hispanic students are participating in the AP program than in the past.*

In the past Hispanic students have been commonly "tracked" into general high school courses that satisfied only the most basic requirements for earning a high school diploma, but did not prepare students to attend 4-year colleges or rigorous technical schools. This general high school curriculum also did not prepare students for good entry-level jobs in high-technology industries if the student chooses not to pursue a postsecondary education.¹⁰

In 1983, *A Nation at Risk* recommended that all high school students seeking a high school diploma take a more rigorous core curriculum called the "New Basics." This curriculum consists of 4 years of study in English, and 3 years each in mathematics, science, and social studies. In 1982, 7 percent of Hispanic high school graduates earned the units to meet this curriculum. By 1994, this percentage was six times higher, with 44 percent of Hispanic high school graduates earning the units for the "New Basics" curriculum. White graduates are still more likely to have met the course area requirements of the "New Basics" than Hispanics (**Indicator 28**, Condition 1996). However, Hispanics are just as likely as whites to have completed the more rigorous requirements recommended for college-bound students, which included foreign languages and computer science.¹¹

Another way to assess the rigor of a student's high school curriculum is to examine participation in the Advanced Placement (AP) program which offers college-level courses to high school students. Satisfactory performance on an AP examination (usually a score of 3 or higher on a 5 point scale) will often allow the examinee to earn college credit. Between 1984 and 1996, the number of Hispanic students who took AP examinations per 1,000 12th-graders increased from 24 to 74. For Hispanics, the rate of 74 students per 1,000 AP examination takers is about half the rate of 133 per 1,000 students for whites. Between 1984 and 1996, whites were more likely to take AP examinations than Hispanics, but the gap between the races has decreased. In 1996, Hispanics taking the AP examination were three times as likely as whites to take a foreign language AP examination (**Indicator 27**).

° *Hispanic students are less likely to complete high school than white students. The rates of not completing are highest among immigrants and those with limited English-language proficiency.*

The differences in high school completion between Hispanics and whites ages 16–24 are substantial. In 1996, the dropout rate for white young adults was 7 percent compared to 29 percent for Hispanic young adults.¹² Immigration and English language use and proficiency are all associated with this difference between the two groups.

Foreign-born Hispanic students are at a much greater risk of not completing high school than native-born students. The status dropout rate (defined as a proportion of young adults ages 16–24 who are not enrolled in school and do not have a high school credential) is about two times higher for Hispanic migrants than for Hispanic young adults born in the 50 states and DC (46 versus 18 percent). Many Hispanic youths migrating to the U.S. do not enroll in school, but seek employment instead. They may be deterred from enrolling by language, economic, and cultural differences.¹³ Those who never enroll in high school may account for about one-half of the higher dropout rate for Hispanics. In contrast, Hispanics who had ever enrolled in U.S. schools had a status dropout rate of 20 percent.¹⁴

NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1995, unpublished data.

The likelihood of not completing high school is also related to language use in the home and English-language proficiency. In 1995, for example, the status dropout rate for Hispanics speaking Spanish at home, who were ever enrolled in U.S. schools, and who spoke English "well," was 19 percent compared to 33 percent for their peers who did not speak English "well."¹⁵

Due to immigration and the higher dropout rates for Hispanics born in the United States, the overall percentage of the Hispanic, young adult population, ages 25–29 who have completed high school through receiving a diploma or other certificate of high school equivalency is less than that of whites. These rates are 93 percent for whites and 62 percent for Hispanics in 1997. The high school completion rate for Hispanics shows no consistent trend since the early 1980s, while the high school completion rate for whites has increased (Indicator 22).

College enrollment

° *Total Hispanic enrollment in postsecondary education is increasing rapidly, primarily because of the growing proportion of Hispanics in the total population, rather than an increase in the rate at which Hispanic high school completers are entering college.*

Enrollment in colleges and universities has become increasingly diverse since the mid-1970s as the total numbers of different minorities enrolling have increased faster than the enrollment of whites. Much of this increased diversity is due to the rapid growth of Hispanic enrollment, which nearly tripled between 1976 and 1995 from .4 to 1.1 million students (fall enrollment).¹⁶ Because of this growth, Hispanic enrollment rose from 4 percent of all students in 1976 in postsecondary education to 8 percent in 1995. As shown in table 2, more Hispanic students have enrolled in community colleges than in 4-year colleges by a substantial amount, and the proportion has increased since 1976.¹⁷

* Preliminary data.

NOTE: Details may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Higher Education General Information Survey (HEGIS), "Fall Enrollment in Colleges and Universities" surveys; and

Integrated Postsecondary Education Data System (IPEDS), "Fall Enrollment" surveys.

Nearly all of this growth in total Hispanic enrollments reflects rapid growth in the total numbers of Hispanic high school completers in the U.S. population and not increases in the rates at which Hispanic high school completers are continuing on into postsecondary education. The percentages of Hispanic high school completers ages 18–24 attending college has not changed since the early 1980s, while the rate for whites has grown. In 1996, 34 percent of Hispanic high school completers ages 18–24 were enrolled in college, compared to 45 percent of their white peers. In 1980, the enrollment rates were about the same, with 30 percent of Hispanics and 32 percent of whites enrolled (**Indicator 9**).

A large part of the growing gap between the percentages of Hispanics and white high school completers ages 18–24 who are enrolled in college reflects faster growth in the percentages of white high school completers who immediately enroll in college the following fall (**Indicator 7**). In 1996, 51 percent of Hispanic and 67 percent of white youth went to college immediately after completing high school, compared to 52 percent of Hispanics and 50 percent of whites in 1980 (**Indicator 7**).

° Hispanic students may be less prepared or qualified to attend a 4-year college than white students. Additionally, college-qualified Hispanics are less likely to take steps toward college admission and enrollment than whites.

Differences in college preparedness or qualifications may help to explain why Hispanics enroll in college at lower rates than their white peers. In order to have access to a 4-year college, students must complete a series of steps that will increase their chances for admission and enrollment. Students must be academically prepared to attend a 4-year college; this includes successfully following a rigorous high school curriculum and taking college admission tests such as the SAT. Students must also apply to college and enroll if accepted. In 1992, Hispanic high school graduates were less likely to be "college qualified" (as determined by a 4-year college qualification index, see the supplemental note to **Indicator 8**) than white high school graduates. Moreover, given that they were college-qualified, Hispanic high school graduates were less likely to take steps toward college admission or to enroll at a 4-year institution after high school than white high school graduates (**table 8-1** and **Indicator 8**).

Subject studied in college

Once enrolled in college, Hispanics to some extent pursue different courses of study than their white peers. The choice of a college major affects the types of jobs graduates are prepared to take once they complete their education. Now more than ever, college graduates need skills in science and technology to be competitive in the job market. Examining differences in the racial and ethnic distribution of bachelor's degrees conferred by field of study can be used to predict differences in employment and earnings between Hispanics and whites.

° Hispanics are more likely than whites to earn bachelor's degrees in business and in computer and information sciences.

In 1995, Hispanic students were more likely than white students to earn bachelor's degrees in humanities, the behavioral and social sciences, computer and information sciences, engineering, or business management. White students were more likely to major in natural sciences, engineering technologies, education, and health sciences. These patterns of degrees earned are evident in the Hispanic to white concentration ratios in the fields of business management and computer and information sciences (concentration ratios measure the extent to which the major fields of study differ between two population groups). The Hispanic to white concentration ratios increased to greater than 1.0 in these two fields between 1977 and 1995, indicating that Hispanics are increasingly more likely to earn degrees in these two fields than whites. In contrast, the Hispanic to white field concentration ratio decreased considerably in the education field (**Indicator 29**).

Postsecondary attainment

° *The postsecondary educational attainment of Hispanics has increased since the 1970s.*

Completion of postsecondary education has become increasingly important as the demand for education beyond the completion of high school has increased in the labor market.

The percentages of 25- to 29-year-old whites and Hispanic high school completers who have also finished some college or higher¹⁸ have increased between 1980 and 1997, as compared to no increase in the previous decade. In 1997, 68 percent of white high school completers and 54 percent of Hispanic completers had completed some college or higher, while in 1980 the corresponding figures were 54 percent of white and 40 percent of Hispanic completers (**Indicator 22** and figure 7).

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

The percentages of 25- to 29-year-old white and Hispanic high school completers who have finished 4 or more years of college have not increased as rapidly (see figure 8). The proportion of Hispanic high school completers finishing 4 years of college has increased from 13 percent in 1981 to 18 percent in 1997. For whites, the increase rose from 28 percent in 1980 to 35 percent in 1997. Thus, the rate at which Hispanic high school completers attain 4 or more years of postsecondary education relative to white high school completers remains about half the rate of the whites.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

As shown in figure 9, the rate of postsecondary attainment is substantially lower for Hispanics when computed on the basis of the entire Hispanic population, rather than on the number of high school completers. Among those ages 25–29, the rate of completing some college or higher declines from 54 percent of Hispanic high school completers to 33 percent of all Hispanics, while the rate of completing a bachelor's degree or more declines from 18 percent of high school completers to 11 percent of Hispanics.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

In summary, while there have been some gains in the percentages of Hispanics pursuing and completing higher education, they remain behind whites in attaining this level of education.

Relationship of education and labor market outcomes

Attaining higher levels of education increases one's employment opportunities by enhancing knowledge, ability to learn, work-related skills, and job readiness. Successful employment leads to better overall opportunities for young adults by giving them the opportunity to gain valuable work experience and on-the-job training.¹⁹

° *With comparable levels of education, Hispanics generally are less likely to be employed and to earn less than whites.*

Among both high school completers not enrolled in college and high school dropouts, Hispanics are less likely to be employed than their white peers. For example, 1995, 71 percent of white high school graduates not enrolled in college and 43 percent of Hispanic high school graduates were employed. Among school dropouts, 52 percent of

whites and 44 percent of Hispanics were employed (**Indicator 30**).

However, these figures indicate, Hispanic high school dropouts were no more likely to be employed than high school graduates.

As shown in table 3, both Hispanic men and women earn less than white men and women at every level of educational attainment.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March Current Population Surveys.

Summary

There has been some progress in education for Hispanics. More Hispanic students are taking rigorous high school course loads and there has been some increase in the rates at which Hispanic high school completers are completing some college or more. The educational levels of the parents of Hispanic students are rising and many parents of Hispanic students are actively involved in their children's education. However, Hispanic students in the United States are still at great risk for academic failure and the subsequent labor market outcomes associated with such failure.

In particular limited language skills are highly correlated to the high dropout rates for Hispanic youth. The extent to which these language skills impinge on Hispanic achievement test performance is largely unknown, but it is certainly a contributing factor to the test performance gaps. An indication of this is that students with low English proficiency are less likely to achieve basic levels of reading and mathematics than students of the same socioeconomic status with medium or high English proficiency.²⁰

The rates of high school completion among Hispanics remains much lower than that of both blacks and whites, reflecting the continued immigration of Hispanics to the United States. So far, the rigorous high school course loads being taken by Hispanic students have not translated into rising rates of college enrollment immediately following high school completion. Rates of completing at least some college within 10 years of leaving high school are rising among Hispanic high school completers and have reached three-quarters of the white rate, but rates of completing 4 or more years of college education remain only half the rate of whites.

When all Hispanics in the population are factored in, including those who have not completed high school, the percentages of Hispanics completing any level of postsecondary education fall considerably further behind the rates of whites, and are showing little improvement. These low rates of postsecondary completion mean continuing difficulties for the Hispanic population in fully participating in areas of the economy where higher levels of education are needed, employment is expanding, and wages are higher.

References

- 1 National Education Goals Panel, *The National Education Goals Report: Building a Nation of Learners*, Washington, DC, 1996.
- 2 Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being*, Washington, DC, 1998.
- 3 Federal Interagency Forum on Child and Family Statistics, *America's Children: Key National Indicators of Well-Being*, Washington, DC, 1998.
- 4 U.S. Department of Education, National Center for Education Statistics, *Language Characteristics and*