

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

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

EXECUTIVE SUMMARY

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

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

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

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

1. INTRODUCTION

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

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

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

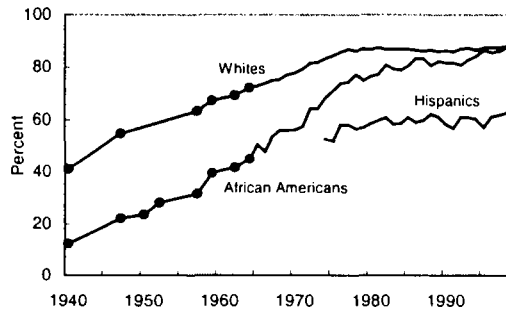
To highlight these issues, this report focuses on one rapidly expanding, highly paid sector of the economy—information technology (IT). An examination of labor market data indicates that the generally well-educated Hispanics who attain positions in IT occupations earn twice as much as Hispanics in other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

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

2. A BRIEF OVERVIEW OF TRENDS IN HISPANIC EDUCATION

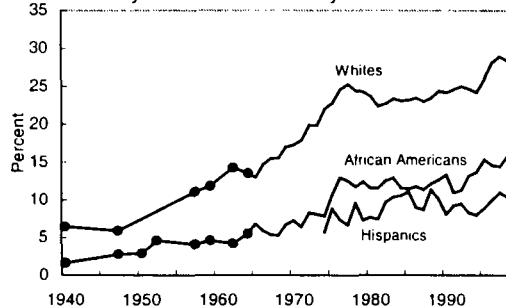
Over the past 5 decades there has been a marked increase in the educational attainment of young Americans. Recent data indicate that high school completion rates for young adults (aged 25-29) are approximately 88 percent for both whites and African Americans, with the earlier

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



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

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



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

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

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

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

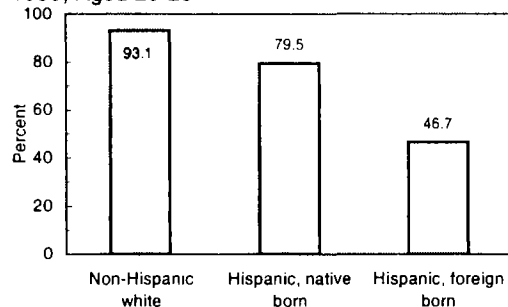
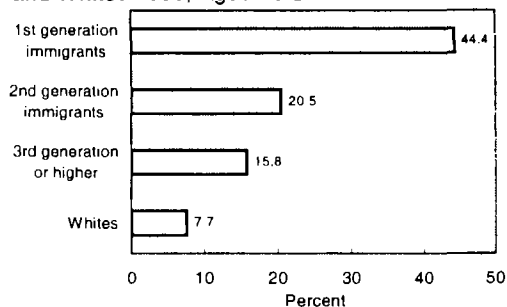
³ For additional analysis see Julian R. Betts and Magnus Lofstrom, "The Educational Attainment of Immigrants: Trends and Implications," National Bureau of Economic Research Working Paper 6757, October 1998.

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

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

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

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

Chart 3. High School Completion Rates 1995-1999, Aged 25-29**Chart 4. Dropout Rates for Hispanic Immigrants and Whites 1998, Aged 16-24**

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

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

3. THE PATH TO HIGHER EDUCATIONAL ATTAINMENT

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

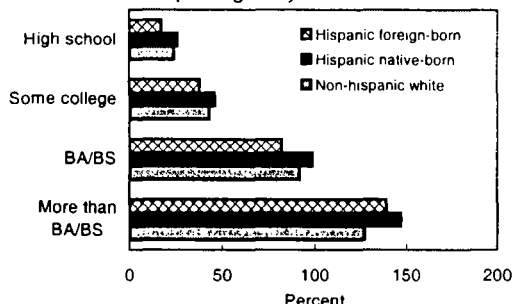
¹¹ As of 1998 median income for Hispanics was \$28,330 compared with \$42,439 for non-Hispanic whites. Data from the 1993 Survey of Income and Program Participation suggest that the median net worth of non-Hispanic white households was over 10 times that of Hispanic households. The 1998 *Economic Report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

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

4. THE IMPORTANCE OF EDUCATION FOR ECONOMIC SUCCESS

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

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



whites, native-born Hispanics and foreign-born Hispanics.¹³ The general relationship between educational attainment and labor market success clearly holds for both Hispanics and non-Hispanics whites.¹⁵

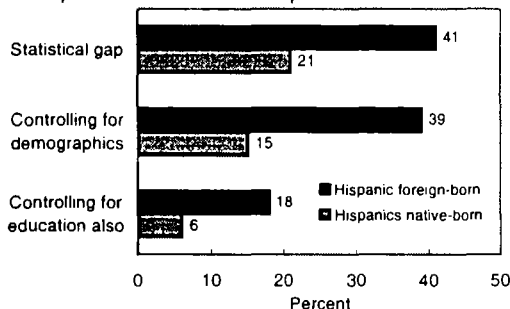
The raw comparisons in wages across education level described above do not take account of any differences in age structure or gender between workers in these groups. Chart 5 demonstrates that after controlling for age and gender, the premium for education is even higher for U.S.-born Hispanics than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

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

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

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

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



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

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

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

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

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

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

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

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

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

Definitions of these occupations are provided in the Appendix.

IT Occupations: Rapid Growth and High Wages

The combined employment level in these five occupations has grown by almost 81 percent since 1983 (Chart 7), with particularly strong growth in the last 5 years. In contrast, total employment in the overall economy grew by just 32 percent since 1983. Today these IT

occupations comprise approximately 3.4 million workers (about 2.6 percent of all employed workers). Employment projections by the Bureau of Labor Statistics suggest that rapid growth for computer-related occupations is expected to continue well into this century.

Chart 7. Workers Employed in IT Occupations

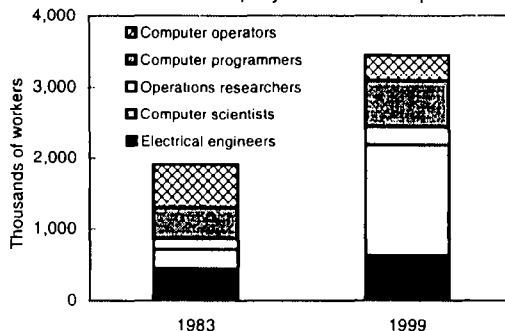
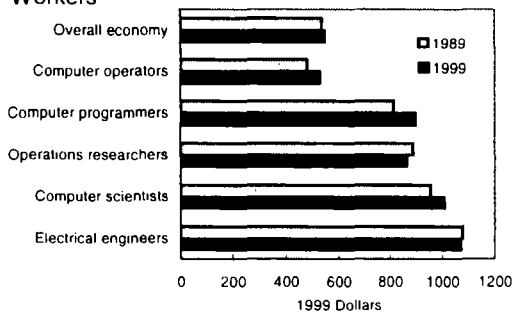


Chart 8. Median Weekly Earnings of Full-Time Workers



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

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

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

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

Hispanics in IT Occupations

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

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

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

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

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

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

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

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

6. CONCLUDING REMARKS

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

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

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

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

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

Examples of Federal Government Efforts to Improve Educational Opportunity.

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

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

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

APPENDIX. DESCRIPTIONS OF IT OCCUPATIONS STUDIED IN THIS REPORT

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

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

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

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

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

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

THE WHITE HOUSE

WASHINGTON

June 15, 2000

I am pleased to welcome all those participating in the White House Strategy Session on Improving Hispanic Student Achievement.

Improving public education and opening the doors of college to all Americans have been cornerstones of my Administration's domestic policy. Vice President Gore and I have worked to expand investment in such key areas as Head Start, after-school programs, teacher quality, technology, and financial aid, while insisting on high academic standards for all children and accountability from teachers and school administrators. This strategy has already boosted academic achievement, but much work remains to be done.

Hispanic Americans are the fastest-growing ethnic group in America and the fastest-growing demographic group in our public schools. These students expect and deserve the same quality education as their peers. Across the country, Hispanic students' academic performance has been improving, but not quickly enough. And because education is the key to opportunity for our citizens, we cannot tolerate the existing gap in academic performance between Hispanic students and their peers.

At this strategy session, we will challenge the nation with five goals to dramatically improve education for Hispanic students over the next decade. We will also work to develop the critical strategies and partnerships necessary to achieve these ambitious goals. By bringing together leaders from the public, private, and nonprofit sectors, we hope to stimulate discussion, action, and ongoing partnerships to involve all areas of American society in this effort.

This event will not be the culmination of my Administration's efforts to improve education in our nation, but rather the beginning of a 10-year commitment to dramatically improve Hispanic student achievement. Thank you for joining us, and thank you for your commitment to this important American issue.

Bill Clinton

THE WHITE HOUSE

WASHINGTON

WHITE HOUSE STRATEGY SESSION IMPROVING HISPANIC STUDENT ACHIEVEMENT

AGENDA

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

**THE FOLLOWING PUBLICATIONS ARE AVAILABLE FROM THE
U.S. DEPARTMENT OF EDUCATION BY CALLING 1-877-4ED-PUBS:**

Reading:

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

Math and Science:

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

Figure This! (available in Spanish)

Helping Your Child Learn Math (available in Spanish)

Preparing for College:

Charting a Course for College (available in Spanish)

Think College? Me? Now?

Getting Ready for College Early (available in Spanish)

Funding Your Education (available in Spanish)

Family Involvement in Education:

Questions Parents Ask About Schools (available in Spanish)

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

Helping Your Child with Homework (available in Spanish)

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

Issues Pertaining to Hispanic Students:

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

Latinos in Education

What Works for Latino Youth (Second Edition will be available in the next few weeks)

Transforming Education for Hispanics

PRESIDENT CLINTON AND VICE PRESIDENT GORE:

Expanding Education Opportunities for Hispanic Americans

June 15, 2000

SUPPORTING QUALITY EDUCATION FOR ALL:

Largest Investment in Education in 30 Years. Maintaining his longtime commitment to education, President Clinton enacted the largest investment in education in 30 years -- and the largest investment in higher education since the G.I. Bill by doubling student aid to \$60 billion.

Enacted a Hispanic Education Action Plan. The Clinton-Gore Administration is reaching out to Hispanic youth, encouraging them to stay in school, do well academically, graduate from high school, and go on to college so that they can compete successfully for good jobs. The Action Plan includes significant increases in a number of programs that enhance educational opportunity for Hispanic Americans. The final FY 2000 budget included \$436 million in increases for programs that help to improve the educational outcomes of Latinos and limited English proficient students, including Title I grants to LEAs, Adult Education, Bilingual Education, GEAR UP, and TRIO.

Measures of Progress for Hispanic Students. Math scores of Hispanic students have increased at all levels tested since 1992. Hispanic students are taking AP exams in grater numbers and at higher rates than ever before. In 1999, over 62,000 Puerto Rican, Mexican American, and Hispanic students took AP exams. And a majority of Hispanic American high school graduates are now going directly on to college.

Proposing the Largest Head Start Expansion in History. Since 1993, this Administration has increased funding for Head Start by 90 percent. The President's FY01 budget increases funding for Head Start by \$1 billion -- the largest increase ever proposed for the program -- to provide Head Start and Early Head Start to approximately 950,000 children. This funding will bring within reach the President's goal of serving one million children in 2002 and build the foundation for the long-term goal of universal pre-school. Over 26 percent of children served by Head Start are Hispanic.

Doubled Funding for Safe After-School Opportunities. The 21st Century Community Learning Centers program provides enriching after-school and summer school opportunities for 850,000 school-age children in rural and urban communities in FY 2000. Extended learning time has not only been shown to increase achievement in reading and math, but to decrease youth violence and drug use. For FY 2001, the President's budget invests \$1 billion to ensure that all children in failing schools have access to quality after- and summer school opportunities. This proposal will double funding and nearly triple the number of students served to 2.5 million.

Establishing the GEAR-UP Mentoring Program for Middle School Children. President Clinton and Vice President Gore created and expanded GEAR-UP, a nationwide mentoring initiative, to help over 750,000 low-income middle school children finish school and prepare for college this year. GEAR-UP will expand mentoring efforts by states and provide new grants to partnerships of middle schools, institutions of higher education, and community organizations, to provide intensive early intervention services. The President's FY 2001 budget would expand services to 1.4 million students with a 63 percent increase.

Expanding Access to Education Technology. With the Vice President's leadership, the Clinton-Gore Administration has made increasing access to technology a top priority. The President and Vice President created the Technology Literacy Challenge Fund to help connect every school to the Internet, increase the number of multimedia computers in the classroom and provide technology training for teachers. Since 1993, they increased overall investments in educational technology from \$23 million to \$769 million, and tripled funding for Community Technology Centers to reach at least 120 low-income communities. Through the E-

rate program, they secured low-cost connections to the Internet for schools, libraries, rural health clinics and hospitals, benefiting more than 80 percent of America's public schools. In 1999, 95 percent of public schools were connected to the Internet -- up from just 35 percent in 1994.

English Literacy/Civics Initiative. The Clinton-Gore budget includes \$75 million for the English Language/Civics Initiative -- a nearly \$50 million increase to help an additional estimated 250,000 limited English proficient (LEP) individuals. This program helps states and communities provide LEP individuals with expanded access to quality English-language instruction linked to civics and life skills instruction, including understanding the U.S. government system, the public education system, the workplace, and other key institutions of American life.

HELPING ALL CHILDREN ACHIEVE HIGH STANDARDS:

More High-Quality Teachers with Smaller Class Sizes. The Clinton-Gore Administration won a second installment of \$1.3 billion for the President's plan to hire an additional 100,000 well-prepared teachers to reduce class size in the early grades, when children learn to read and master the basic skills. Already, 29,000 teachers have been hired through this initiative. This year's budget provides \$1.75 billion, a \$450 million increase -- enough to fund nearly 49,000 teachers. Research shows that minorities, and low-income students in particular, benefit academically from smaller classes.

Placing High-Quality Teachers in Underserved Areas. President Clinton and Vice President Gore won \$98 million in the FY 2000 budget to enhance teacher quality and attract teachers to high need, high poverty school districts. This year, they have proposed a new \$1 billion teacher quality plan to recruit, train and reward good teachers. The Teaching to High Standards Initiative includes a Hometown Teacher Recruitment program to empower high-poverty school districts to develop programs to recruit homegrown teachers to address the shortage of qualified teachers.

Turning Around Failing Schools. Eleven million low-income students now benefit from Title I-Aid to Disadvantaged Students, and all our children are benefiting from higher expectations and a challenging curriculum geared to higher standards. Thirty-two percent of children served by Title I are Hispanic. Last year the President won \$134 million for an accountability fund to help turn around the worst performing schools and hold them accountable for results. This year, the President is proposing to double funding to turn around the nation's failing schools to ensure all children receive a quality education. And in 1994, President Clinton eliminated barriers in Title I that had prevented limited-English proficient children from getting help.

Expanding Choice and Accountability in Public Schools. The Clinton-Gore Administration has worked to expand public school choice and support the growth of public charter schools, which have increased from one public charter school in the nation when the President was first elected to more than 1,700 today. More than 250,000 students nationwide are now enrolled in charter schools in 30 states and the District of Columbia. The President won \$145 million in FY 2000 -- and has proposed \$175 million in his FY01 budget -- to continue working toward his goal of establishing 3,000 quality charter schools by 2002.

Strengthening Bilingual and Immigrant Education. The Clinton-Gore Administration fought for and won a 35% increase in bilingual and immigrant education in 1997, and won another \$26 million increase in FY 2000. Bilingual education funding helps school districts teach English to more than a million limited English proficient children and helps LEP students to achieve to the same high standards as all other students. It also provides teachers with the training they need to teach limited English proficient students. The Immigrant Education program helps more than a thousand school districts provide supplemental instructional services to more than 800,000 recent immigrant students.

Reducing the Drop-Out Rate Through Right Track Partnerships. Right Track Partnerships promote partnerships between schools, employers, and community-based organizations that devise innovative community-wide approaches to increase the rate at which economically disadvantaged and limited-English proficient youth complete high school and go on to college, training, and higher paying careers. The President's FY 2000 budget includes \$100 million for Right Track Partnerships.

OPENING THE DOORS OF COLLEGE TO ALL AMERICANS:

Opening the Doors of College to All Americans. President Clinton proposed and passed the HOPE Scholarships and Lifetime Learning tax credits, which in 1999 were claimed by an estimated 10 million American families struggling to pay for college. The Hope Scholarship helps make the first two years of college universally available by providing a tax credit of up to \$1,500 for the first two years of college. The Lifetime Learning tax credit provides a 20 percent tax credit on the first \$5,000 of tuition and fees for students beyond the first two years of college, or taking classes part-time.

New Tax Incentives to Make College More Affordable. President Clinton has proposed the College Opportunity Tax Cut, which would give families the option of taking a tax deduction or claiming a 28 percent credit for tuition and fees to pay for higher education. When fully phased in, this proposal would provide up to \$2,800 in tax relief annually to help American families pay for college.

Expanding Work Study and Pell Grants. One million students will be able to work their way through college because of the President's expansion of the Work Study Program, and nearly 4 million students will receive a Pell Grant of up to \$3,300, the largest maximum award ever. The maximum award has increased 43 percent under the Clinton-Gore Administration. This year President Clinton proposed a \$77 million increase in Work Study to continue to support one million awards, and a \$200 increase in the Pell Grant maximum award, to raise it to \$3,500. In the 1995-96 school year, 54 percent of all Hispanic students enrolled full-time in college received a Pell Grant.

Dual Degree Programs for Minority-Serving Institutions. The Clinton-Gore Administration has proposed a new program to increase opportunities for students at minority-serving institutions that offer four-year degrees. Students would receive two degrees within five years: one from a minority-serving institution, and one from a partner institution in a field in which minorities are underrepresented. This new \$40 million program will serve an estimated 3,000 students.

Established a Hispanic Advisory Commission. In 1994, the President established an advisory commission to oversee the improvement in education for Hispanics and work to ensure that Hispanic-Serving Institutions of Higher Education have more input regarding educational goals and issues of concern to Hispanics. The Commission's report identified contributing factors impacting attainment of educational excellence, corrective policy actions, and plans for program development and funding.

Helping Students Finish College. This year the President has proposed new College Completion Challenge Grants to help reduce the college drop-out rate, with pre-freshman summer programs, support services and increased grant aid to students. This \$35 million initiative will improve the chances of success for nearly 18,000 students. Currently, 31 percent of Hispanics drop out of college after less than one year, compared to 18 percent of whites.

AmeriCorps College Support. Since 1993, more than 150,000 people have had the opportunity to serve their communities through AmeriCorps, with Hispanics comprising 11 percent of all participants. In 1999, nearly 50,000 young people had the opportunity to serve and earn an award of up to \$4,725 to pay for college or repay student loans.

Key Indicators of Hispanic Student Achievement:



National Goals and Benchmarks
for the Next Decade

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

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

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

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

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

GOAL 1: Early Childhood

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

KEY OUTCOME INDICATOR:

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

All percentages rounded.

OTHER OUTCOME INDICATORS:

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

GOAL 2: Learning English

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

KEY OUTCOME INDICATOR:

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

GOAL 3: Eliminating the Achievement Gap

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

KEY OUTCOME INDICATORS:

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

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

OTHER OUTCOME INDICATORS:

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

GOAL 4: Eliminating the Gap in High School Completion

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

KEY OUTCOME INDICATOR:

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

OTHER OUTCOME INDICATORS:

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

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

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

GOAL 5: Increasing Postsecondary Completion

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

KEY OUTCOME INDICATORS:

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

OTHER OUTCOME INDICATORS:

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

Sources

- ¹ U.S. Department of Education, NCES. (2000). *The Condition of Education 2000*. Table 2-1.
- ² U.S. Department of Health and Human Services, Head Start Bureau. (June, 2000) Special computation by Craig Turner.
- ³ U.S. Department of Education, NCES. (1999). *National Household Education Survey, Parent Interview*. Special Tabulation by the Education Statistical Services Institute.
- ⁴ U.S. Department of Education, NCES. (1999). *NAEP 1998 Reading, A Report Card for the Nation and the States*. Table 13-2.
- ⁵ U.S. Department of Education, NCES. (May, 2000). *NAEP Summary data table*
<<http://www.nces.ed.gov/nationsreportcard/TABLES/SDTTOOL.HTM>>
- ⁶ U.S. Department of Education, NCES. (1999). *NAEP 1998 Reading: A Report Card for the Nation and the States*. Table 15-1.
- ⁷ U.S. Department of Education, NCES. (May, 2000). *NAEP Summary data table*
<<http://www.nces.ed.gov/nationsreportcard/TABLES/SDTTOOL.HTM>>
- ⁸ The College Board. (2000). *1999 College-Bound Seniors*. New York.
- ⁹ U.S. Department of Education, NCES. (1999). *Dropout Rates in the United States: 1998*. Table 4.
- ¹⁰ U.S. Department of Education, NCES. (1999). *Dropout Rates in the United States: 1998*. Table 1.
- ¹¹ U.S. Department of Education, NCES. (June, 2000). *High School Dropouts by Race-Ethnicity and Recency of Migration*. Indicator of the Month.
- ¹² U.S. Census Bureau. Population Division. Education & Social Stratification Branch (1999) *Educational Attainment in the United States: March 1998 (Update)*. Table 1.
- ¹³ U.S. Department of Education, NCES. (1999). *Digest of Education Statistics 1999*. Table 142.
- ¹⁴ U.S. Department of Education, NCES. (1999). *Condition of Education 2000*. Table 32-1.
- ¹⁵ U.S. Department of Education, NCES. (1999). *Digest of Education Statistics 1999*. Table 189.



Script for Strategy Session

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

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

- **YOU** may want to acknowledge the political tensions around the subject of Goal 2 (English Language Proficiency), and make a strong statement about the importance of having a goal on English language proficiency, and then pose a question to Migdania Vega, principal of Coral Way Bilingual Elementary School.

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

- **YOU** may want to make a strong comment on the importance of standards, accountability, state assessments and investment in what works. **YOU** then pose a question to Hartford School District Superintendent, Anthony Amato.

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

- **YOU** pose a question on Goal 4 (High School Completion) to David Driscoll, Massachusetts Chief State School Officer.

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

- **YOU** pose a question on Goal 5 (College Completion) to Juliet Garcia, President, UT-Brownsville.

White House Strategy Session Improving Hispanic Student Achievement

SPEAKER BIOGRAPHIES

OPENING SESSION

Presidential Hall

Albert Gore, Jr. – Vice President of the United States

Maria Echaveste – Assistant to the President and White House Deputy Chief of Staff

As Deputy Chief of Staff, Ms. Echaveste manages policy initiatives, develops legislative and communications strategies for the White House, and coordinates the selection of senior Administration appointments. Ms. Echaveste received her Juris Doctor from the University of California at Berkeley, and her B.A. in Anthropology from Stanford University.

The Honorable Cruz M. Bustamante – Lieutenant Governor of California

Cruz M. Bustamante was elected Lieutenant Governor of the State of California in November 1998, the latest step in a career in public office that began when he was elected to the state Assembly in a special election in 1993. Mr. Bustamante's colleagues elected him Speaker of the assembly in December 1996, and he served as Speaker until February 1998. During Bustamante's term as Speaker, the Legislature reduced class sizes, enacted a \$1.7 billion tax cut, extended health insurance coverage to 600,000 low-income children, reformed welfare, and rolled back student fees at state universities and colleges. Bustamante also authored laws that provided \$1 billion to put updated textbooks into California classrooms. Mr. Bustamante attended Fresno City College and then Fresno State University.

The Honorable Lucille Roybal-Allard – Congresswoman, 33rd District of California and Chair, Congressional Hispanic Caucus

Lucille Roybal-Allard is a political pioneer. In 1992, she became the first Mexican-American woman to be elected to Congress. In 1999, she became the first Latina in U.S. history to be appointed to the House Appropriations Committee, one of the most powerful and distinguished committees in Congress. Ms. Roybal-Allard is also the first woman ever elected Chair of the Congressional Hispanic Caucus. As the head of the nineteen-member Congressional Hispanic Caucus, she focuses on education, economic development, the 2000 Census and access to health care. For the 106th Congress, Roybal-Allard's legislative priorities include improving school safety, modernizing and upgrading our public schools, and addressing the high Hispanic drop-out rate. Congresswoman Roybal-Allard graduated from California State University at Los Angeles in 1965.

Richard Riley – Secretary of Education

President Clinton chose Dick Riley to be Secretary of Education in December 1992 after Riley won national recognition for his highly successful effort to improve education in South Carolina. During the president's first term, Secretary Riley helped launch historic initiatives to raise academic standards; to improve instruction for the poor and disadvantaged; to expand grants and loan programs to help more Americans go to college; to prepare young people for the world of work; and to improve teaching. Secretary Riley's goals now include helping all children master the basics of reading and math; making schools safer; reducing class sizes in grades 1-3 by helping states and schools hire 100,000 more good teachers; modernizing and building new schools to meet record-breaking student enrollments; helping students learn to use computers; and expanding after-school programs. After graduating *cum laude* from Furman University, Secretary Riley received a law degree from the University of South Carolina

The Honorable Richard Gephardt – House Democratic Leader

Hailed by *U.S.A. Today* as "the perfect combination of a fiery populist and a quiet, back-room pragmatist," Dick Gephardt was elected in 1994 to serve as House Democratic leader, the top-ranking Democratic leader in the United States House of Representatives. Winning the post of Democratic leader by an overwhelming margin, Mr. Gephardt vowed to devote his tenure to regaining a Democratic majority in the people's House, and rededicating his party to improving the economic lives of working Americans. Mr. Gephardt graduated from Northwestern University and the University of Michigan Law School.

BREAK-OUT SESSIONS

Goal #1: Increasing Access to Quality Early Childhood Education

Chairperson: *The Honorable Rubén Hinojosa – Congressman, 15th District of Texas and Chair, Education Committee, Congressional Hispanic Caucus*

Congressman Hinojosa serves on two House committees: Education and the Workforce, and Small Business. Both his Education Committee assignment and his appointment to chair the Congressional Hispanic Caucus Education Task Force were critical to the success of Hinojosa's first major legislative initiative, entitled "The Higher Education for the 21st Century Act." This bill secured an increased authorized funding level of \$62.5 million for Hispanic Serving Institutions (HSIs); enhanced visibility of HSIs within the Higher Education Act; relaxed the restrictions for institutional eligibility for HSI designation; and improved the ways and financial means by which HSIs strengthen curriculum development, academic instruction, mentoring, and college libraries. Mr. Hinojosa attended a BBA and an MBA from the University of Texas in Austin and in Edinburg, respectively.

Panelists:

Florence Abel

Ms. Abel is the Director of the Family Resource Agency of North Georgia Head Start in Rossville, GA. In addition to her experience as a program manager, she has extensive experience providing training and technical support to Head Start programs throughout the country that are attempting to automate and manage their Head Start program operations more effectively. She holds a B.A. in Education from Michigan State University and has also completed graduate work at Oakland University.

Rebeca Barrera

Rebeca Barrera is the President of the National Latino Children's Institute (NLCI), an organization that serves as a voice for Latino children. The Institute was established in 1994, when 40 organizations met together and developed the *National Latino Children's Agenda*. Ms. Barrera is the first Latina to serve on the Board of Directors of Scholastic, Inc.—a global publisher of children's books and magazines—and has co-authored several bilingual curriculum programs.

Linda Espinosa

Dr. Espinosa is an Associate Professor in the College of Education at the University of Missouri-Columbia. Her practical experience and research interests focus on the design and evaluation of optimal learning environments for young children who are at risk for school failure. Dr. Espinosa has worked extensively with low-income Hispanic children and families throughout the state of California. She earned her B.A. from the University of Washington, her Ed.M. at Harvard University, and her Ph.D. in Education Psychology at the University of Chicago.

Carole D. Fiore

Ms. Fiore is the Library Program/Youth Services Consultant for the State Library of Florida in Tallahassee, FL. In her current position, Ms. Fiore directs the award-winning Florida Library Youth Program (FLYP), where she has implemented innovative programs to assist parents in breaking the cycle of illiteracy. Ms. Fiore holds a B.S. in Early Childhood and Elementary Education from Temple University and an M.S. in Library Science from Drexel University.

Edward Luis Leo, Jr.

Mr. Leo is the Principal of Sanchez Elementary School in Austin, TX. A long-time educator and school administrator, Mr. Leo received his B.A. in Elementary Education from Pan American University and his M.A. in Elementary Administration from New Mexico State University.

Goal #2: Ensuring that Hispanic Students Achieve English Proficiency

Chairperson: *The Honorable Joe Baca – Congressman, 42nd District of California*

Immediately after being sworn in, Congressman Baca supported federal legislation to bring more high-quality teachers to schools, to create lower class sizes, to double funding for after-school programs, and to bring accountability to low-performing schools. Mr. Baca earned his B.A. in Sociology from California State University--Los Angeles.

Panelists:

Migdania Vega

Ms. Vega is the Principal of Coral Way Elementary Bilingual School in Miami, FL. As principal at Coral Way Elementary--which offered the first dual language program in the United States--Ms. Vega has acted as consultant, trainer, panelist, advisor and advocate for similar initiatives throughout the nation. She obtained her B.D. in Education from the University of Miami and her M.S. in Modern Educational Systems from Nova University.

Margarita Calderón

Dr. Calderón is a research scientist for the Center for Research on Education of Students Placed at Risk (CRESPAR) at Johns Hopkins University. She holds an M.A. in Linguistics and a Ph.D. in Education and is presently conducting research on language minority schooling in El Paso, TX--including two-way immersion, ESL, and bilingual programs. For the past 25 years she has trained thousands of ESL and bilingual education teachers, trainers, and administrators throughout the United States, Mexico, Israel, Europe, and the Pacific Islands.

Kenneth A. Noonan

Mr. Noonan is the Superintendent of the Oceanside Unified School District in Oceanside, CA. During Mr. Noonan's tenure, the district has experienced a sharp rise in test scores of English Language Learners. Mr. Noonan obtained his B.A. in Social Studies and English from California State University--Los Angeles and his M.A. in Education from Whittier College with a concentration in Bilingual Education.

Alba Ortiz

A professor in the Department of Education at the University of Texas at Austin, Dr. Ortiz is also the Director of the Office of Bilingual Education and the holder of the H.E. Hartelder/Southland Corporation Regents Chair in Human Resource Development. She is a nationally recognized expert on the education of linguistically and culturally diverse learners with disabilities. In 1994, Dr. Ortiz was awarded the President's Achievement Award by the National Association for Bilingual Education for her contributions to the development of the bilingual special education field and for her advocacy on behalf of Hispanic students with disabilities. She earned her Ph.D at the University of Texas at Austin, and earned her B.S. and M.Ed. in Speech Pathology at Southwest Texas State University.

Goal #3: Eliminating the Achievement Gap

Chairperson: *The Honorable Carlos Romero-Barceló – Resident Commissioner of Puerto Rico*

A member of the Congressional Hispanic Caucus and the Congressional Arts Caucus, Congressman Romero-Barceló serves on the Committee on Education and the Workforce and its Subcommittees on Employer-Employee Relations and Early Childhood, Youth and Families. Mr. Romero-Barceló earned his B.A. in Political Science and Economics from Yale University, and his law degree from the University of Puerto Rico.

Panelists:

Anthony S. Amato

Mr. Amato is the Superintendent of the Hartford Public School System in Hartford, Connecticut. The ethnic population of the school district is 54% Hispanic, 42% Black, and 4% other. During his tenure as superintendent, Mr. Amato has instituted a number of creative and visionary programs to increase test scores, reduce the digital divide, and empower parents through educational opportunities and full school partnerships. Mr. Amato obtained his B.A. in Science and Education and his M.A. in Bilingual Education, Administration and Supervision, from the City College in New York.

Daniel Domenech

Dr. Domenech is the Superintendent of Schools for Fairfax County, Virginia, Public Schools--the nation's 12th largest school system. Dr. Domenech served as president of the 16,000-member American Association of School Administrators from July 1998 to June 1999. Additionally, he is past president of the New York State Council of School Superintendents and the Suffolk County Superintendents Association. He was the first president and co-founder of the New York State Association for Bilingual Education. Dr. Domenech currently serves on the U.S. Department of Education National Assessment Governing Board.

Aida Hurtado

Dr. Hurtado is a Professor of Psychology at the University of California at Santa Cruz. Her research focuses on the effects of subordination of social identity and she is especially interested in those group memberships (e.g. ethnicity, race, class, and gender) that are derogated in this society and are used to legitimate unequal distribution of power between groups. Dr. Hurtado is currently research director for the U.C. Latino Eligibility Task Force, which is now conducting the Anchor Study. A survey of California's high schools, this study identifies the barriers Latinos encounter in their efforts to attend the University of California.

David Hernandez

Mr. Hernandez is a twenty-year veteran educator from San Jose, California. He has been a trainer of educators on dropout prevention for the High Risk Program developed by the California Teachers Association. Currently, he serves as the Chair of the National Education Association Hispanic Caucus. He is a member of that organization's Board of Directors, and belongs to the Minority Affairs Committee. Mr. Hernandez is a graduate of San Jose State University.

Goal #4: Increasing the Rate of High School Completion

Chairperson: *The Honorable Louis Caldera – Secretary of the Army*

Secretary Caldera became the 17th Secretary of the Army on July 2, 1998. A graduate of West Point, he served as a commissioned officer in the U.S. Army before leaving active duty and earning a law degree from Harvard Law School and an M.B.A from Harvard Business School. As Secretary, Mr. Caldera views the Army--the nation's largest employer of our youth--as an important engine for advancing educational attainment.

Panelists:

Patricia Gándara

Dr. Gándara is an Associate Professor of Education at the University of California at Davis. Her particular interests are in the areas of education policy, education evaluation, minority students and higher education, bilingual education and minority student achievement. She is president of the Sociology of Education Association.

Manuel Isquierdo

Mr. Isquierdo is currently the Principal of Morton East High School. He serves as the Education Chair for LULAC of Illinois as well as being an adjunct professor at the Northeastern Illinois University School of Education. Using his own high school as a case study, Mr. Isquierdo is currently working on his dissertation regarding the Hispanic drop out rate at National Louis University. His high school is 87% Hispanic, with an enrollment of 3400 students (63% low income). The annual drop out rate is 10-12%. The students are either recent immigrant families from Mexico or are, at the very least, first generation. He earned his master's degree in Education Administration from Michigan State University.

Leonard Shryock

Mr. Shryock is a teacher at the Frontier Continuation High School in Whittier, CA. He has also been a Governing Board Member of the Norwalk La Mirada Unified School District. Mr. Shryock has been active in several partnership efforts to reduce the dropout rate, including efforts with universities and corporations to connect students into educational and career-related opportunities beyond high school. He received his master's degree in Educational Administration from California State University at Fullerton and his undergraduate degree in economics from California State University at Long Beach.

Goal #5: Increasing the College Completion Rate

Chairperson: *Ana Margarita Guzman* -- Senior Advisor to the Secretary of Education

Dr. Guzman is the immediate past Chair of the President's Advisory Commission on Educational Excellence for Hispanic Americans. Dr. Guzman has more than sixteen years of administrative experience in higher education and public schools. She has served as Vice President of Cypress Creek Campus and Institutional Campus Development at Austin Community College, Associate Vice Chancellor for Academic Support Programs at Texas A&M University System, and Associate Professor of Education at Texas A&M University in Kingsville.

Panelists:

Juliet V. García

Dr. García is the President of the University of Texas at Brownsville and Texas Southmost College. Dr. Garcia is also a member of the President's Advisory Commission on Educational Excellence for Hispanic Americans. She has been recognized as the first Mexican-American woman in the nation to become president of a college or university. *Hispanic Business* and *Texas Hispanic* magazines have recognized Dr. García as one of the nation's most influential Hispanics and NBC honored her with the VIDA Award for her contributions in education. She has served as Chair of the American Council of Education. Dr. García received her Ph.D. in Communications and Linguistics from the University of Texas at Austin and her M.A. and B.A. in Speech and English from the University of Houston.

Laura Rendón

Dr. Rendón is the Veffie Milstead Jones Endowed Chair at California State University--Long Beach. She is also professor of Educational Leadership and Policy Studies at Arizona State University. Previously, Dr. Rendón served as Director of Assessment in the Ford Foundation's Urban Partnership Program. The program involved 16 urban cities which organized city-wide alliances to improve the participation, retention, and graduation of at-risk students through innovative school reform efforts and systemic change initiatives. Dr. Rendón holds a Ph.D. in higher education administration from the University of Michigan, Ann Arbor, an M.A. in Counseling and Guidance and Psychology from Texas A&I University, Kingsville, and a B.A. in English and Journalism from the University of Houston.

Gustavo Roig

Dr. Roig is an Associate Professor and Associate Dean in the College of Engineering at Florida International University. Dr. Roig is the Program Director of the GEAR-UP Homestead Project, which aims to create ties between higher education and local community. He is also the Program Director of Project VISION, which trains elementary and middle school math and science teachers, and also uses technology to enrich schools' math and science curriculum—raising both student performance and motivation. Dr. Roig received his Ph.D. and his M.S. from the University of Florida at Gainesville. He received his B.S. from the University of Puerto Rico, Mayaguez Campus.

WHITE HOUSE STRATEGY SESSION

East Room

William Jefferson Clinton – President of the United States

Guillermo Linares – Chair, President’s Advisory Committee on Educational Excellence for Hispanic Americans

Mr. Linares has spent the last 25 years working to improve education and health care for children and families. In 1995, he was appointed to the White House Initiative for Educational Excellence for Hispanic Americans; in 1998, he was appointed to serve as its Vice-Chair and in March of 2000, he was appointed by President Clinton to serve as Chair. Mr. Linares was a founding member and co-president of the Parents Coalition for Education, Inc., in New York City. He served as President of the Chancellor’s Commission on Bilingual Education and was a member of the Board of Directors of Advocates for Children of New York City, Inc. Mr. Linares received a B.A. and an M.S. from the City College of the City University of New York and an Ed.D. candidate at Teachers College, Columbia University.

The Honorable Parris N. Glendening – Governor of Maryland

Parris Glendening was elected in 1994 to his first term as Governor of Maryland. Building on his life experiences and recognizing that access to a quality education makes success possible for everyone, Governor Glendening made education his top priority and increased funding for education at every level during his tenure. Governor Glendening attended Broward Community College on a scholarship, and later attended Florida State University, where he became the youngest student in that school’s history to receive a doctorate in Political Science and Urban Administration.

The Honorable Jeff Bingaman – U.S. Senator from New Mexico

After working in a private law practice and serving as Attorney General of New Mexico, Jeff Bingaman was elected to the U.S. Senate in 1982. He has been called the “Education Senator” by one of New Mexico’s leading newspapers. As one of two U.S. Senators serving on the National Education Goals Panel, Senator Bingaman is committed to a world-class educational system that challenges our students with high academic standards and provides them with resources to achieve their goals. Bingaman was the first Senator to introduce legislation calling for national education goals and academic standards. He also joined in introducing the *Goals 2000: Educate America Act*, which establishes national content and performance standards in core academic subjects such as math, English, and geography, and also encourages states to develop their own academic standards. Senator Bingaman earned a B.A. in Government from Harvard University and his law degree from the Stanford Law School.

Script for Strategy Session

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

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

- **YOU** may want to acknowledge the political tensions around the subject of Goal 2 (English Language Proficiency), and make a strong statement about the importance of having a goal on English language proficiency, and then pose a question to Migdania Vega, principal of Coral Way Bilingual Elementary School.

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

- **YOU** may want to make a strong comment on the importance of standards, accountability, state assessments and investment in what works for the achievement of our students and for the strength of our economy. **YOU** then pose a question to John Kernan, CEO of Lightspan (**YOU** will have mentioned in your earlier remarks that Lightspan has committed to provide educational technology resources to 10 HUD Neighborhood Network centers which serve Hispanic communities).

"John, what are the key strategies for closing the achievement gap that your session discussed? What are some of the key steps that businesses and communities can take to assist schools in raising the achievement of Hispanic students?"

- **YOU** pose a question on Goal 4 (High School Completion) to David Driscoll, Massachusetts Chief State School Officer.

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

- **YOU** pose a question on Goal 5 (College Completion) to Juliet Garcia, President, UT-Brownsville.

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

- **YOU** may want to comment on some of the crosscutting themes from the responses, which are likely to include teacher quality, parental involvement, resource allocation, and low expectations for Latino students.
- **YOU** then open the informal discussion. An opening question could go to Tom Gammon, the teacher from Miami Springs High School:

"Tom, working on the front lines with kids every day, what have you heard here that is borne out by your experience, and what big issues are we missing?"

(SEE ATTACHMENT FOR PARTICIPANT INFORMATION AND MORE OPTIONAL QUESTIONS)

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

White House Strategy Session: Improving Hispanic Student Achievement
President's Roundtable in the East Room

2:30 pm – 4:30 pm

June 15, 2000

(Names in order beginning from your far left)

Juliet Garcia

President of University of Texas at Brownsville (Hispanic Serving Institution)

- Member of your Advisory Commission on Educational Excellence for Hispanic Americans
- Dr. Garcia has 25 years of teaching and administrative experience in higher education.
- *"Juliet, what needs to happen to encourage and facilitate more Hispanic students transitioning from 2-year to 4-year institutions?"*

David Driscoll

Massachusetts Commissioner of Education

- Strong advocate for standards and assessment. Has been facing stiff opposition from some students and teachers who have boycotted recent state assessments.
- *"How do you think state resources can be most effectively used to help close the achievement gap?"*

The Honorable Guillermo Linares (D-District 10, Manhattan)

Chair, President's Advisory Commission on Educational Excellence for Hispanic Americans

- New York City Council member since 1991.
- Former President of Community School Board #6 in New York City (1990), and former instructor of student teachers.
- Member of the Executive Board of the National Council of La Raza.
- *"What roles should our community institutions be playing in helping to close the achievement gap, increase the high school completion rate and prepare Hispanic students to go to college?"*

Tom Gammon

Teacher, Miami Springs High School

- Developed a curriculum for a leadership program that teaches kids both "skills for success" and academic skills. The program has been successful at raising student achievement and keeping kids in school in both ESL and regular classes.
- Former elementary school teacher for 16 years, and 1996-97 Miami-Dade Teacher of the Year
- *"Tom, how do we ensure that even students who enter U.S. schools with limited English proficiency as late as high school are taught to high standards and ensured English language skills?"*

Delia Pompa

Executive Director, National Association of Bilingual Educators

- Co-Chair of the Hispanic Education Council, a coalition of education-focused Hispanic advocacy groups.
- Your former appointee as Director, Office of Bilingual Education and Minority Language Affairs at the U.S. Department of Education.
- *"Delia, how can we help educators who are not bilingual to effectively teach limited English proficient students?"*

Governor Glendening (D-MD)

- In his first term as Governor, he increased aid to primary and secondary education by more than \$600 million, and doubled funds to build and modernize classrooms.
- Recently, he worked to pass the Maryland HOPE Scholarship Program which guarantees access to college for all Maryland high school students who have done the work to get into college.
- *"You have experienced first-hand the extraordinary value of higher education. Yet the role of the government in providing higher education is much less clear than it is in providing public K-12 schools. How can government help to increase the college completion rate?"*

~~Barbara Taveras~~

~~Executive Director, Edward W. Hazen Foundation~~

- ~~Provides support for youth development with a focus on youth organizing and leadership development around concrete social issues that are important to young people and the larger community.~~
- ~~Member of the "2010 Alliance" that you are announcing today. This group will commit to working over the next decade to achieve the national goals you have laid out.~~
- ~~*"Barbara, what are some of the best examples of foundations and other community groups helping to improve educational opportunities and achievement for Latino students?"*~~

Migdania Vega

Principal, Coral Way Bilingual Elementary School, Miami, Florida

- Coral Way Elementary is recognized as a model for bilingual education both nationwide and internationally, and was one of 323 schools in Florida that received a 1999 School Recognition Award.
- *"Migdania, what role do you think English language proficiency plays in academic achievement?"*
- *"Migdania, what advantages do you perceive in students who come to your school having early childhood education opportunities?"*

Senator Jeff Bingaman (D-NM)

- Serves on Health, Education, Labor and Pension (HELP) committee
- Designated as lead Democratic Senator for the HELP committee on the following issues: Education Standards, Education Technology, At-Risk Students, and Pension Reform
- Serves on the National Education Goals Panel
- *"You have been a leader in increasing access to Advanced Placement courses. What do we know about the correlation between challenging coursework and high school completion?"*
- *"What more should the federal government be doing to help achieve the national goals set forth today?"*

Flo Able**Director, Family Resource Agency of Northern Georgia**

- This program is located in an area of Georgia where there is a large carpet making industry. Since 1995, a large influx of Central American Hispanic families have immigrated to the area. The Family Resources Head Start program took note of the changing demographics and worked to proactively hire bilingual teachers, staff and other coordinators, and to provide home visits for families that were not immediately comfortable with coming to the center.
- *"Flo, how can we be more effective in getting parents the information they need to get their children off to a healthy start?"*

Congressman Ruben Hinojosa (D-TX)

- Chair, Education Task Force, Congressional Hispanic Caucus
- Serves on both the Education and the Workforce and Small Business Committees.
- His first major legislative initiative was "The Higher Education for the 21st Century Act" which secured increased funding level of \$62.5 million for Hispanic Serving Institutions.
- Has introduced legislation to address the high school dropout crisis, reauthorize the federal bilingual education program, and promote parental involvement in local schools.
- Has played major role in securing funding for Hispanic Education Action Plan.
- *"I know you've sponsored legislation on parental involvement in schools. What can be done by both the public and private sectors to increase parental and family involvement in the education of our children?"*

John Kernan**Founder and CEO Lightspan**

- The Lightspan Partnership provides schools and communities with a comprehensive array of curriculum products and Internet services to create a strengthened School-Home-Community Connection designed to improve students learning and enhance family involvement.
- *"John, as the CEO at the table, what effect do you think closing the achievement gap has on business and the economy?"*
- *"John, what role do you believe the digital divide plays in the issues we are discussing today? How can we ensure technology bridges the gap instead of widening it?"*

Secretary of Education Richard Riley**Lily Eskelsen****6th Grade teacher, Orchard Valley Elementary, West Valley City, Utah**

- Former Utah Teacher of the Year
- National Education Association Executive Committee member
- Daughter of an immigrant from Panama.
- *"Lily, what can we do to get the best teachers to teach in schools with the students facing the biggest challenges?"*

Anthony Amato**Superintendent, Hartford School District, Connecticut**

- When Amato took the reins in Hartford, he pledged that the district would no longer be the lowest-performing district in the state. He was widely derided for this pledge. A year later,

Hartford had increased student achievement sufficiently to rise in the state ranking of districts.

- Formerly Superintendent of District 6 in New York City.
- *“How does the digital divide effect student achievement”?*
- *“Do you think the standards and accountability movement is helpful or harmful for Latino students?”*



News Release—

CONGRESSMAN
JOE BACA
Forty-Second Congressional District

FOR IMMEDIATE RELEASE: JUNE 15, 2000

CONTACT: LINDA MACIAS/TIM SECHRIST (202) 225-6161

**CONGRESSMAN BACA CHAIRS WHITE HOUSE
DISCUSSION ON HISPANIC EDUCATION**

WASHINGTON, D.C. - Representative Joe Baca (D-California) chaired a panel discussion on improving English Proficiency during the White House Strategy Session on Improving Hispanic Student Achievement, held on Thursday.

Following is Congressman Baca's statement delivered during Thursday's session:

**I WOULD LIKE TO WELCOME EVERYONE AND THANK YOU FOR BEING
HERE TODAY**

**BY YOU TAKING THE TIME AND ENERGY TO BE HERE SHOWS YOUR
DEDICATION TO THE NEEDS OF OUR COMMUNITY AND MOST
IMPORTANTLY, OUR CHILDREN**

**I WOULD ESPECIALLY LIKE TO THANK THE ADMINISTRATION FOR
PUTTING SUCH AN IMPORTANT EVENT TOGETHER TO HELP US BETTER
UNDERSTAND THE NEED TO EDUCATE OUR CHILDREN AND PROTECT
OUR EDUCATIONAL SYSTEM**

**LET ME BEGIN BY INTRODUCING THE PANELISTS THAT ARE HERE
TODAY**

**I WOULD LIKE TO BEGIN BY INTRODUCING DR. MARGARITA
CALDERON FROM EL PASO, TEXAS**

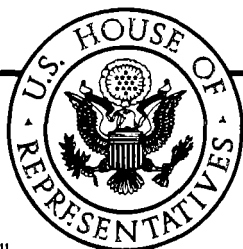
**SHE IS A RESEARCH SCIENTIST AT THE CENTER FOR RESEARCH ON
EDUCATION OF STUDENTS PLACED AT RISK, AT JOHNS HOPKINS
UNIVERSITY, FOCUSING ON LANGUAGE MINORITY SCHOOLING IN EL
PASO**

NEXT I WOULD LIKE TO INTRODUCE KEN NOONAN

**KEN IS THE SUPERINTENDANT AT OCEANSIDE UNIFIED SCHOOL
DISTRICT**

**KEN HAS HELPED TO INCREASE TEST SCORES OF ENGLISH LANGUAGE
LEARNERS, INCREASED GROWTH IN ACADEMIC ACHIEVEMENT OF ALL
STUDENTS, AND INCREASED THE SUCCESS RATE FOR FAILING 8TH AND
9TH GRADERS**

**DR. ALBA ORTIZ COMES TO US FROM AUSTIN, TEXAS, WHERE SHE IS
CURRENTLY THE DIRECTOR OF BILINGUAL EDUCATION**



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DR. ORTIZ IS A NATIONALLY RECOGNIZED EXPERT ON THE EDUCATION OF LINGUISTICALLY AND CULTURALLY DIVERSE LEARNERS WITH DISABILITIES

AND LAST BUT NOT LEAST WE HAVE MIGDANIA VEGA

SHE IS THE PRINCIPAL OF CORAL WAY ELEMENTARY BILINGUAL SCHOOL WHICH WAS THE FIRST DUAL LANGUAGE PROGRAM IN THE UNITED STATES

SHE HAS ACTED AS CONSULTANT, TRAINER, PANELIST, ADVISOR, AND ADVOCATE TO SIMILAR INITIATIVES THROUGHOUT THE NATION

LET ME BEGIN BY STATING THAT WHILE PROFICIENCY IN ENGLISH LIES AT THE HEARTS OF PARENTS AND EDUCATORS ALIKE, WE MUST NOT FORGET HOW VALUABLE TWO LANGUAGES ARE

OUR CHILDREN AND OUR CULTURE ARE WHAT IS LEFT BEHIND WHEN WE ARE GONE AND WE MUST PROTECT THEM BOTH

SOME HAVE VIEWED THOSE WHO USE A FOREIGN LANGUAGE AS A BARRIER TO SUCCESS

WHILE WE MUST EDUCATE OUR CHILDREN IN THE LANGUAGE OF THIS LAND, WE MUST NOT USE OUR EDUCATIONAL SYSTEM AS A TOOL TO RECULTURALIZE OUR CHILDREN

THERE ARE MANY DIFFERENT AND EFFECTIVE STRATEGIES FOR TEACHING ENGLISH

HOWEVER, BY LIMITING THE RESOURCES AVAILABLE AND CLOSING OUT OPTIMISTIC IDEAS, WE NOT ONLY CHEAT OUR EDUCATIONAL SYSTEM, BUT THE CHILDREN THAT IT IS SUPPOSED TO HELP

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

OUR NATION CAN ONLY GROW STRONGER IF ALL OUR CHILDREN GROW UP LEARNING TWO LANGUAGES, AND THE EARLY SCHOOL YEARS ARE THE BEST AND EASIEST TIME FOR CHILDREN TO LEARN THOSE LANGUAGES

THIS DISCUSSION WILL FOCUS ON THREE MAJOR QUESTIONS:

- 1) FIRST, WHAT ARE THE KEY STRATEGIES THAT NEED TO BE IN PLACE IF WE ARE TO REACH OUR GOAL?**
- 2) SECOND, WHAT ARE THE MAJOR BARRIERS TO IMPLEMENTING THE KEY STRATEGIES AND ACHIEVING THE GOAL?**
- 3) WHAT KEY ACTORS AND RESOURCES NEED TO BE INVOLVED IN ORDER TO SURMOUNT THE BARRIERS AND REACH THE GOAL?**

###

White House Strategy Session Improving Hispanic Student Achievement

SPEAKER BIOGRAPHIES

OPENING SESSION

Presidential Hall

Maria Echaveste – Assistant to the President and White House Deputy Chief of Staff

As Deputy Chief of Staff, Ms. Echaveste manages policy initiatives, develops legislative and communications strategies for the White House, and coordinates the selection of senior Administration appointments. Ms. Echaveste received her Juris Doctor from the University of California at Berkeley and her B.A. from Stanford University.

Albert Gore, Jr. – Vice President of the United States

The Honorable Cruz M. Bustamante – Lieutenant Governor of California

Cruz M. Bustamante was elected Lieutenant Governor of the State of California in November 1998, the latest step in a career in public office that began when he was elected to the state Assembly in a special election in 1993. Mr. Bustamante's colleagues elected him Speaker of the Assembly in December 1996, and he served as Speaker until February 1998. During Bustamante's term as Speaker, the Legislature reduced class sizes, enacted a \$1.7 billion tax cut, and extended health insurance coverage to 600,000 low-income children. Bustamante also authored laws that provided \$1 billion to put updated textbooks into California classrooms. Mr. Bustamante attended Fresno City College and then Fresno State University.

The Honorable Lucille Roybal-Allard – Congresswoman, 33rd District of California and Chair, Congressional Hispanic Caucus

Lucille Roybal-Allard is a political pioneer. In 1992, she became the first Mexican-American woman to be elected to Congress. In 1999, she became the first Latina in U.S. history to be appointed to the House Appropriations Committee, one of the most powerful and distinguished committees in Congress. Ms. Roybal-Allard is also the first woman ever elected Chair of the Congressional Hispanic Caucus. As the head of the nineteen-member Congressional Hispanic Caucus, she focuses on education and economic development. For the 106th Congress, Roybal-Allard's legislative priorities include improving school safety, modernizing and upgrading our public schools, and addressing the high Hispanic drop-out rate. Congresswoman Roybal-Allard graduated from California State University at Los Angeles.

The Honorable Richard Riley – Secretary of Education

President Clinton chose Richard Riley to be Secretary of Education in December 1992 after Secretary Riley won national recognition for his highly successful effort to improve education in South Carolina. During the president's first term, Secretary Riley helped launch historic initiatives to raise academic standards; to improve instruction for the poor and disadvantaged; to expand grants and loan programs to help more Americans go to college; to prepare young people for the world of work; and to improve teaching. Secretary Riley's goals now include helping all children master the basics of reading and math; making schools safer; reducing class sizes in grades 1-3 by helping states and schools hire 100,000 more good teachers; modernizing and building new schools to meet record-breaking student enrollments; helping students learn to use computers; and expanding after-school programs. Secretary Riley received his law degree from the University of South Carolina after graduating *cum laude* from Furman University.

BREAK-OUT SESSIONS

Goal #1: Increasing Access to Quality Early Childhood Education

Chairperson: *The Honorable Rubén Hinojosa – Congressman, 15th District of Texas and Chair, Education Committee, Congressional Hispanic Caucus*

Congressman Hinojosa serves on two House committees: Education and the Workforce, and Small Business. Both his Education Committee assignment and his appointment to Chair the Congressional Hispanic Caucus Education Task Force were critical to the success of Hinojosa's first major legislative initiative, entitled "The Higher Education for the 21st Century Act." This bill secured an increased authorized funding level of \$62.5 million for Hispanic Serving Institutions (HSIs); enhanced visibility of HSIs within the Higher Education Act; relaxed the restrictions for institutional eligibility for HSI designation; and improved the ways and financial means by which HSIs strengthen curriculum development, academic instruction, mentoring, and college libraries. Mr. Hinojosa earned a BBA and an MBA from the University of Texas in Austin and in Edinburg, respectively.

Panelists:

Florence Abel

Ms. Abel is the Director of the Family Resource Agency of North Georgia Head Start in Rossville, GA. In addition to her experience as a program manager, she has extensive experience providing training and technical support to Head Start programs throughout the country that are attempting to automate and manage their Head Start program operations more effectively. She holds a B.A. in Education from Michigan State University.

Rebeca Barrera

Rebeca Barrera is the President of the National Latino Children's Institute (NLCI), an organization that serves as a voice for Latino children. The Institute was established in 1994, when 40 organizations met together and developed the *National Latino Children's Agenda*. Ms. Barrera is the first Latina to serve on the Board of Directors of Scholastic, Inc.—a global publisher of children's books and magazines—and has co-authored several bilingual curriculum programs.

Linda Espinosa

Dr. Espinosa is an Associate Professor in the College of Education at the University of Missouri-Columbia. Her practical experience and research interests focus on the design and evaluation of optimal learning environments for young children who are at risk for school failure. Dr. Espinosa has worked extensively with low-income Hispanic children and families throughout the state of California. She earned her Ph.D. in Education Psychology at the University of Chicago, her B.A. at the University of Washington, and her Ed.M. at Harvard University.

Carole D. Fiore

Ms. Fiore is the Library Program/Youth Services Consultant for the State Library of Florida in Tallahassee, FL. In her current position, Ms. Fiore directs the award-winning Florida Library Youth Program (FLYP), where she has implemented innovative programs to assist parents in breaking the cycle of illiteracy. Ms. Fiore holds an M.S. in Library Science from Drexel University, and a B.S. in Early Childhood and Elementary Education from Temple University.

Edward Luis Leo, Jr.

Mr. Leo is the Principal of Sanchez Elementary School in Austin, TX. A long-time educator and school administrator, Mr. Leo received his B.A. in Elementary Education from Pan American University and his M.A. in Elementary Administration from New Mexico State University.

Goal #2: Ensuring that Hispanic Students Achieve English Proficiency

Chairperson: *The Honorable Joe Baca – Congressman, 42nd District of California*

Immediately after being sworn in, Congressman Baca supported federal legislation to bring more high-quality teachers to schools, to create lower class sizes, to double funding for after-school programs, and to bring accountability to low-performing schools. Before being elected to the U.S. House of Representatives in 1999, Mr. Baca served in the California Legislature for seven years. After his election to the California State Assembly in 1992, Mr. Baca was elected Speaker pro Tempore of the Assembly—the first Latino in that position since California joined the Union in 1850. Congressman Baca earned his B.A. in Sociology from California State University--Los Angeles.

Panelists:

Migdania Vega

Ms. Vega is the Principal of Coral Way Elementary Bilingual School in Miami, FL. As principal at Coral Way Elementary--which offered the first dual language program in the United States--Ms. Vega has acted as consultant, trainer, panelist, advisor and advocate for similar initiatives throughout the nation. She obtained her M.S. in Modern Educational Systems from Nova University, and her B.D. in Education from the University of Miami.

Margarita Calderón

Dr. Calderón is a research scientist for the Center for Research on Education of Students Placed at Risk (CRESPAR) at Johns Hopkins University. She holds an M.A. in Linguistics and a Ph.D. in Education and is presently conducting research on language minority schooling in El Paso, TX--including two-way immersion, ESL, and bilingual programs. For the past 25 years she has trained thousands of ESL and bilingual education teachers, trainers, and administrators throughout the United States, Mexico, Israel, Europe, and the Pacific Islands.

Kenneth A. Noonan

Mr. Noonan is the Superintendent of the Oceanside Unified School District in Oceanside, CA. During Mr. Noonan's tenure, the district has experienced a sharp rise in test scores of English Language Learners. Mr. Noonan obtained his M.A. in Education from Whittier College with a concentration in Bilingual Education, and his B.A. in Social Studies and English from California State University--Los Angeles.

Alba Ortiz

A professor in the Department of Education at the University of Texas at Austin, Dr. Ortiz is also the Director of the Office of Bilingual Education and the holder of the H.E. Hartelder/Southland Corporation Regents Chair in Human Resource Development. She is a nationally recognized expert on the education of linguistically and culturally diverse learners with disabilities. In 1994, Dr. Ortiz was awarded the President's Achievement Award by the National Association for Bilingual Education for her contributions to the development of the bilingual special education field and for her advocacy on behalf of Hispanic students with disabilities. She earned her Ph.D at the University of Texas at Austin, and earned her B.S. and M.Ed. in Speech Pathology at Southwest Texas State University.

Goal #3: Eliminating the Achievement Gap

Chairperson: *The Honorable Carlos Romero-Barceló – Resident Commissioner of Puerto Rico*

A member of the Congressional Hispanic Caucus and the Congressional Arts Caucus, Congressman Romero-Barceló serves on the Committee on Education and the Workforce and its Subcommittees on Employer-Employee Relations and Early Childhood, Youth and Families. Mr. Romero-Barceló also served as Governor of Puerto Rico from 1976 to 1984. He earned his law degree from the University of Puerto Rico and his B.A. in Political Science and Economics from Yale University.

Panelists:

Anthony S. Amato

Mr. Amato is the Superintendent of the Hartford Public School System in Hartford, Connecticut. The ethnic population of the school district is 54% Hispanic, 42% Black, and 4% other. During his tenure as superintendent, Mr. Amato has instituted a number of creative and visionary programs to increase test scores, reduce the digital divide, and empower parents through educational opportunities and full school partnerships. Mr. Amato obtained his B.A. in Science and Education and his M.A. in Bilingual Education, Administration and Supervision, from the City College in New York.

Daniel Domenech

Dr. Domenech is the Superintendent of Schools for Fairfax County, Virginia, Public Schools--the nation's 12th largest school system. Dr. Domenech served as president of the 16,000-member American Association of School Administrators from July 1998 to June 1999. Additionally, he is past president of the New York State Council of School Superintendents and the Suffolk County Superintendents Association. Dr. Domenech currently serves on the U.S. Department of Education National Assessment Governing Board. He earned a Ph.D. from Hofstra University and a B.A. degree from Hunter College in New York City.

Aida Hurtado

Dr. Hurtado is a Professor of Psychology at the University of California at Santa Cruz. Her research focuses on the effects of subordination of social identity and she is especially interested in those group memberships (e.g. ethnicity, race, class, and gender) that are derogated in this society and are used to legitimate unequal distribution of power between groups. Dr. Hurtado is currently research director for the U.C. Latino Eligibility Task Force, which is now conducting the Anchor Study--a survey of California's high schools. This study identifies the barriers Latinos encounter in their efforts to attend the University of California.

David Hernandez

Mr. Hernandez is a twenty-year veteran educator from San Jose, California. He has been a trainer of educators on dropout prevention for the High Risk Program developed by the California Teachers Association. Currently, he serves as the Chair of the National Education Association Hispanic Caucus. He is a member of that organization's Board of Directors, and belongs to the Minority Affairs Committee. Mr. Hernandez is a graduate of San Jose State University.

Goal #4: Increasing the Rate of High School Completion

Chairperson: *The Honorable Louis Caldera – Secretary of the Army*

Secretary Caldera became the 17th Secretary of the Army on July 2, 1998. A graduate of West Point, he served as a commissioned officer in the U.S. Army before leaving active duty and earning a law degree from Harvard Law School and an M.B.A from Harvard Business School. As Secretary, Mr. Caldera views the Army—a substantial employer of our nation's youth—as an important engine for advancing educational attainment.

Panelists:

Patricia Gándara

Dr. Gándara is an Associate Professor of Education at the University of California at Davis. Her particular interests are in the areas of education policy, education evaluation, minority students and higher education, bilingual education and minority student achievement. Dr. Gándara has written on issues of educational mobility and higher

education access, including expanding Latino access to higher education. Dr. Gándara also serves as the principal investigator of an evaluation of the High School Puente Program, a project in 18 high schools focused on helping high school students move successfully through high school and transition into college. She is president of the Sociology of Education Association.

Manuel Isquierdo

Mr. Isquierdo is currently the Principal of Morton East High School. He serves as the Education Chair for LULAC of Illinois as well as being an adjunct professor at the Northeastern Illinois University School of Education. Using his own high school as a case study, Mr. Isquierdo is currently working on his dissertation regarding the Hispanic drop out rate at National Louis University. His high school is 87% Hispanic, with an enrollment of 3400 students (63% low income). The annual drop out rate is 10-12%. The students are either recent immigrant families from Mexico or are, at the very least, first generation. He earned his M.A. in Education Administration from Michigan State University.

Leonard Shryock

Mr. Shryock is a teacher at the Frontier Continuation High School in Whittier, CA. He has also been a Governing Board Member of the Norwalk La Mirada Unified School District. Mr. Shryock has been active in several partnership efforts to reduce the dropout rate, including efforts with universities and corporations to connect students into educational and career-related opportunities beyond high school. He received his M.A. in Educational Administration from California State University at Fullerton and his undergraduate degree in economics from California State University at Long Beach.

Goal #5: Increasing the College Completion Rate

Chairperson: *Ana Margarita Guzman* -- Senior Advisor to the Secretary of Education

Dr. Guzman is the immediate past Chair of the President's Advisory Commission on Educational Excellence for Hispanic Americans. Dr. Guzman has more than sixteen years of administrative experience in higher education and public schools. She has served as Vice President of Cypress Creek Campus and Institutional Campus Development at Austin Community College, Associate Vice Chancellor for Academic Support Programs at Texas A&M University System, and Associate Professor of Education at Texas A&M University in Kingsville.

Panelists:

Juliet V. García

Dr. García is the President of the University of Texas at Brownsville and Texas Southmost College. Dr. Garcia is also a member of the President's Advisory Commission on Educational Excellence for Hispanic Americans, and Chair of the Higher Education Committee. She has been recognized as the first Mexican-American woman

in the nation to become president of a college or university. *Hispanic Business* and *Texas Hispanic* magazines have recognized Dr. García as one of the nation's most influential Hispanics and NBC honored her with the VIDA Award for her contributions in education. She has served as Chair of the American Council of Education. Dr. García received her Ph.D. in Communications and Linguistics from the University of Texas at Austin and her M.A. and B.A. in Speech and English from the University of Houston.

Laura Rendón

Dr. Rendón is the Veffie Milstead Jones Endowed Chair at California State University--Long Beach. She is also professor of Educational Leadership and Policy Studies at Arizona State University. Previously, Dr. Rendón served as Director of Assessment in the Ford Foundation's Urban Partnership Program. The program involved 16 urban cities which organized city-wide alliances to improve the participation, retention, and graduation of at-risk students through innovative school reform efforts and systemic change initiatives. Dr. Rendón holds a Ph.D. in Higher Education Administration from the University of Michigan, Ann Arbor, an M.A. in Counseling and Guidance and Psychology from Texas A&I University, Kingsville, and a B.A. in English and Journalism from the University of Houston.

Gustavo Roig

Dr. Roig is an Associate Professor and Associate Dean in the College of Engineering at Florida International University. Dr. Roig is the Program Director of the GEAR-UP Homestead Project, which aims to create ties between higher education and local community. He is also the Program Director of Project VISION, which trains elementary and middle school math and science teachers, and also uses technology to enrich schools' math and science curriculum—raising both student performance and motivation. Dr. Roig received his Ph.D. and his M.S. from the University of Florida at Gainesville. He received his B.S. from the University of Puerto Rico, Mayaguez Campus.

WHITE HOUSE STRATEGY SESSION

East Room

William Jefferson Clinton – President of the United States

The Honorable Parris N. Glendening – Governor of Maryland

Parris Glendening was elected in 1994 to his first term as Governor of Maryland. Building on his life experiences and recognizing that access to a quality education makes success possible for everyone, Governor Glendening made education his top priority and increased funding for education at every level during his tenure. Governor Glendening attended Broward Community College on a scholarship, and later attended Florida State University, where he became the youngest student in that school's history to receive a doctorate in Political Science and Urban Administration.

The Honorable Jeff Bingaman – U.S. Senator from New Mexico

After working in a private law practice and serving as Attorney General of New Mexico, Jeff Bingaman was elected to the U.S. Senate in 1982. He has been called the "Education Senator" by one of New Mexico's leading newspapers. As one of two U.S. Senators serving on the National Education Goals Panel, Senator Bingaman is committed to a world-class educational system that challenges our students with high academic standards and provides them with resources to achieve their goals. Bingaman was the first Senator to introduce legislation calling for national education goals and academic standards. He also joined in introducing the *Goals 2000: Educate America Act*, which establishes national content and performance standards in core academic subjects such as math, English, and geography, and also encourages states to develop their own academic standards. Senator Bingaman earned his law degree from Stanford Law School and his B.A. in Government from Harvard University.

The Honorable Rubén Hinojosa -- Congressman, 15th District of Texas

Congressman Hinojosa serves on two House committees: Education and the Workforce, and Small Business. Both his Education Committee assignment and his appointment to Chair the Congressional Hispanic Caucus Education Task Force were critical to the success of Hinojosa's first major legislative initiative, entitled "The Higher Education for the 21st Century Act." This bill secured an increased authorized funding level of \$62.5 million for Hispanic Serving Institutions (HSIs); enhanced visibility of HSIs within the Higher Education Act; relaxed the restrictions for institutional eligibility for HSI designation; and improved the ways and financial means by which HSIs strengthen curriculum development, academic instruction, mentoring, and college libraries. Mr. Hinojosa earned a BBA and an MBA from the University of Texas in Austin and in Edinburg, respectively.

Guillermo Linares – Chair, President’s Advisory Committee on Educational Excellence for Hispanic Americans

Mr. Linares has spent the last 25 years working to improve education and health care for children and families. In 1995, he was appointed to the White House Initiative for Educational Excellence for Hispanic Americans; in 1998, he was appointed to serve as its Vice-Chair and in March of 2000, he was appointed by President Clinton to serve as Chair. Mr. Linares was a founding member and co-president of the Parents Coalition for Education, Inc., in New York City. He served as President of the Chancellor’s Commission on Bilingual Education and was a member of the Board of Directors of Advocates for Children of New York City, Inc. Mr. Linares received a B.A. and an M.S. from the City College of the City University of New York and an Ed.D. candidate at Teachers College, Columbia University.

The Honorable Richard Riley – Secretary of Education

President Clinton chose Richard Riley to be Secretary of Education in December 1992 after Secretary Riley won national recognition for his highly successful effort to improve education in South Carolina. During the president’s first term, Secretary Riley helped launch historic initiatives to raise academic standards; to improve instruction for the poor and disadvantaged; to expand grants and loan programs to help more Americans go to college; to prepare young people for the world of work; and to improve teaching. Secretary Riley’s goals now include helping all children master the basics of reading and math; making schools safer; reducing class sizes in grades 1-3 by helping states and schools hire 100,000 more good teachers; modernizing and building new schools to meet record-breaking student enrollments; helping students learn to use computers; and expanding after-school programs. Secretary Riley received his law degree from the University of South Carolina after graduating *cum laude* from Furman University.

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

- **YOU** may want to comment on some of the crosscutting themes from the responses, which are likely to include teacher quality, parental involvement, resource allocation, and low expectations for Latino students.
- **YOU** then open the informal discussion. An opening question could go to Tom Gammon, the teacher from Miami Springs High School:

“Tom, working on the front lines with kids every day, what have you heard here that is borne out by your experience, and what big issues are we missing?”

(SEE ATTACHMENT FOR PARTICIPANT INFORMATION AND MORE OPTIONAL QUESTIONS)

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

Background on Participants at Strategy Session

(Names in order beginning from your far left)

Juliet Garcia

President of University of Texas at Brownsville (Hispanic Serving Institution)

- Member of your Advisory Commission on Educational Excellence for Hispanic Americans
- Dr. Garcia has 25 years of teaching and administrative experience in higher education.
- *“Juliet, what needs to happen to encourage and facilitate more Hispanic students transitioning from 2-year to 4-year institutions?”*

David Driscoll

Massachusetts Commissioner of Education

- Strong advocate for standards and assessment. Has been facing stiff opposition from some students and teachers who have boycotted recent state assessments.
- *“How do you think state resources can be most effectively used to help close the achievement gap?”*

The Honorable Guillermo Linares (D-District 10, Manhattan)

Chair, Advisory Commission on Educational Excellence for Hispanic Americans

- New York City Council member since 1991.
- Former President of Community School Board #6 in New York City (1990), and former instructor of student teachers.
- Member of the Executive Board of the National Council of La Raza.
- *“What roles should our community institutions be playing in helping to close the achievement gap, increase the high school completion rate and prepare Hispanic students to go to college?”*

Tom Gammon

Teacher, Miami Springs High School

- Developed a curriculum for a leadership program that teaches kids both "skills for success" and academic skills. The program has been successful at raising student achievement and keeping kids in school in both ESL and regular classes.
- Former elementary school teacher for 16 years, and 1996-97 Miami-Dade Teacher of the Year
- *“Tom, how do we ensure that even students who enter U.S. schools with limited English proficiency as late as high school are taught to high standards and ensured English language skills?”*

Delia Pompa

Executive Director, National Association of Bilingual Educators

- Co-Chair of the Hispanic Education Council, a coalition of education-focused Hispanic advocacy groups.
- Your former appointee as Director, Office of Bilingual Education and Minority Language Affairs at the U.S. Department of Education.
- *“Delia, how can we help educators who are not bilingual to effectively teach limited English proficient students?”*

Governor Glendening (D-MD)

- In his first term as Governor, he increased aid to primary and secondary education by more than \$600 million, and doubled funds to build and modernize classrooms.
- Recently, he worked to pass the Maryland HOPE Scholarship Program which guarantees access to college for all Maryland high school students who have done the work to get into college.
- *"You have experienced first-hand the extraordinary value of higher education. Yet the role of the government in providing higher education is much less clear than it is in providing public K-12 schools. How can government help to increase the college completion rate?"*

Barbara Taveras**Executive Director, Edward W. Hazen Foundation**

- Provides support for youth development with a focus on youth organizing and leadership development around concrete social issues that are important to young people and the larger community.
- Member of the "2010 Alliance" that you are announcing today. This group will commit to working over the next decade to achieve the national goals you have laid out.
- *"Barbara, what are some of the best examples of foundations and other community groups helping to improve educational opportunities and achievement for Latino students?"*

Migdania Vega**Principal, Coral Way Bilingual Elementary School**

- Coral Way Elementary is recognized as a model for bilingual education both nationwide and internationally, and was one of 323 schools in Florida that received a 1999 School Recognition Award.
- *"Migdania, what role do you think English language proficiency plays in academic achievement?"*
- *"Migdania, what advantages do you perceive in students who come to your school having early childhood education opportunities?"*

Senator Jeff Bingaman (D-NM)

- Serves on Health, Education, Labor and Pension (HELP) committee
- Designated as lead Democratic Senator for the HELP committee on the following issues: Education Standards, Education Technology, At-Risk Students, and Pension Reform
- Serves on the National Education Goals Panel
- *"You have been a leader in increasing access to Advanced Placement courses. What do we know about the correlation between challenging coursework and high school completion?"*
- *"What more should the federal government be doing to help achieve the national goals set forth today?"*

Flo Able**Director, Family Resource Agency of Northern Georgia**

- This program is located in an area of Georgia where there is a large carpet making industry. Since 1995, a large influx of Central American Hispanic families have immigrated to the area. The Family Resources Head Start program took note of the changing demographics and worked to proactively hire bilingual teachers, staff and other coordinators, and to provide home visits for families that were not immediately comfortable with coming to the center.

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

Congressman Ruben Hinojosa (D-TX)

- Chair, Education Task Force, Congressional Hispanic Caucus
- Serves on both the Education and the Workforce and Small Business Committees.
- His first major legislative initiative was "The Higher Education for the 21st Century Act" which secured increased funding level of \$62.5 million for Hispanic Serving Institutions.
- Has introduced legislation to address the high school dropout crisis, reauthorize the federal bilingual education program, and promote parental involvement in local schools.
- Has played major role in securing funding for Hispanic Education Action Plan.
- *"I know you've sponsored legislation on parental involvement in schools. What can be done by both the public and private sectors to increase parental and family involvement in the education of our children?"*

John Kernan

Founder and CEO Lightspan, Inc.

- The Lightspan Partnership provides schools and communities with a comprehensive array of curriculum products and Internet services to create a strengthened School-Home-Community Connection designed to improve students learning and enhance family involvement.
- *"John, what compelled you to take on this issue in such an innovative way, and how can we get other private sector leaders involved?"*

Secretary of Education Richard Riley

Lily Eskelsen

6th Grade teacher, Orchard Valley Elementary

- Former Utah Teacher of the Year
- National Education Association Executive Committee member
- Daughter of an immigrant from Panama.
- *"Lily, what can we do to get the best teachers to teach in schools with the students facing the biggest challenges?"*

Anthony Amato

Superintendent, Hartford School District

- When Amato took the reins in Hartford, he pledged that the district would no longer be the lowest-performing district in the state. He was widely derided for this pledge. A year later, Hartford had increased student achievement sufficiently to rise in the state ranking of districts.
- Formerly Superintendent of District 6 in New York City.
- *"How does the digital divide effect student achievement"?*
- *"Do you think the standards and accountability movement is helpful or harmful for Latino students?"*

Goal # 1
Increasing Access to Quality Early Childhood Education
Eisenhower Executive Office Building Room 100

Chair:

Honorable Ruben Hinojosa (D-TX)
Representative, U.S. Congress

Panelist:

Flo Abel

Family Resource Agency of Northern Georgia, Rossville, GA

Rebeca Barrera

President, National Latino Children's Institute, Austin, TX

Linda Espinosa

Professor, University of Missouri, Columbia, MO

Carole Fiore

Born to Read Program, Tallahassee, FL

Participants:

Able, Edward H.

President and CEO, American Association of Museums, Washington, DC

Eskelsen, Lily

National Education Association, Salt Lake City, UT

Guernica, Antonio

President, Hispanic Radio Network, Arlington, VA

Igo, Shirley

President Elect, National PTA, Chicago, IL

Karp, Naomi

Director, U.S. Department of Education National Institute on Early Childhood, Washington, DC

Lombardi, Joan

Child and Family Policy Specialist, Alexandria, VA

Lozano, Monica

Associate Publisher and Executive Editor, La Opinion, Los Angeles, CA

Montoya, Patricia

Commissioner, Children, Youth and Families Department, Health and Human Services, Washington, DC

Olchefske, Joseph

Superintendent, Seattle Public Schools, Seattle, WA

Ramirez, Heidi

Special Assistant to the Deputy Secretary, Department of Education, Office of the Deputy Secretary,
Washington, DC

Ramos, Pedro A.

President, Board of Education School District of Philadelphia, Philadelphia, PA

Rivera, Lili

Associate Dean, Undergraduate Studies, California State University, San Bernardino, CA

Sanchez, Maros

Shaw, Kathryn

Council of Economic Advisors, Washington, DC

Sheketoff, Emily

Executive Director, American Library Association, Washington, DC

Welburn, Brenda L.

Executive Director, National Association of State Boards of Education, Alexandria, VA

- teacher quality
- importance of

Goal #2
Ensuring that Hispanic Students Achieve English Proficiency
Eisenhower Executive Office Building Room 180

Chair:

Honorable Joe Baca (D-CA)
Representative, U.S. Congress

Panelist:

Margarita Calderón
CRESPAR, El Paso, TX
Ken Noonan
Superintendent, Oceanside Unified School District, Oceanside, CA
Alba Ortiz
Director, Office of Bilingual Education, University of Texas at Austin, Austin, TX
Migdania Vega
Principal, Coral Way Elementary Bilingual School, Miami, FL

Participants:

- Anzaldua, Gilberto
Superintendent, El Paso Independent School Board, El Paso, TX
- Crane, Jonathan
National Center for Research on Social Programs, Arlington, VA
- Cruz, Miriam
President, Equity Research Corporation, Washington, DC
- ? Edreira, Orlando
Professor, New Jersey State Board of Education, Elizabeth, NJ
- Hunt, Ken
United Auto Group, Deluth, GA
- Lechtenberg, Jennie
Sister, PUENTE Learning Center, Los Angeles, CA
- Lemus, Gabriela Diana
Policy Director, League of United Latin American Citizens
- Long, Sarah
President, American Library Association, Chicago, IL
- ? Ortiz, Solomon P. (D-TX)
Representative, U.S. Congress
- Paiz-Archuleta, Erlinda
Director, Regional Educational Services Unit Colorado Department of Education, Denver, CO
- Pompa, Delia
Executive Director, National Association for Bilingual Education, Washington, DC
- Rivera, Ingrid
Director of External Relations & Corporate Marketing, Procter and Gamble: Puerto Rico, US Hispanic and Caribbean Markets, Guaynabo, PR
- Rotherham, Andrew
Democratic Leadership Council, Washington, DC
- Traub, James
The New York Times Magazine, New York, NY
- ? Vasquez, Victor
Deputy Assistant Secretary, Department of Defense, Washington, DC
- ✕ Winston, Judy
General Counsel, US Department of Education, Washington, DC

Art Coleman

Phillip ?? - Congressman Reyes

Goal # 3
Eliminating the Achievement Gap
Vice President's Ceremonial Office Room 274

Chair:

Honorable Carlos Romero-Barcelo (D-PR)
Representative, U.S. Congress

Panelist:

Anthony Amato
Superintendent, Hartford School District, Hartford, CT
Dan Domench
Superintendent, Fairfax County Schools, Fairfax, VA
David Hernandez
Teacher, National Education Association, San Jose, CA
Aida Hurtado
Department of Psychology, UC Santa Cruz, Santa Cruz, CA

Participants:

Brown, Sarita
Executive Director, White House Initiative on Educational Excellence for Hispanic Americans, Washington, DC
Chambers, Clarice L.
President, National School Boards Association, Harrisburg, PA
Chase, Robert
President, National Education Association
Codero-Guzman, Hector R.
Milano Graduate School of Management and Urban Policy, New York, NY
Exposito, Daisy
President, Association of Hispanic Advertising Agencies, New York, NY
Fajardo, Victor
Secretary, Puerto Rico Department of Education, San Juan, PR
Hatton, Sylvia
Executive Director, Region One Education Service Center, Edinburg, TX
Hernandez, Sonia
Deputy Superintendent, Curriculum and Instructional Leadership Branch, California State Department of Education
Katzier Dan
Director, The Board Foundation, Los Angeles, CA
Kernan, John T.
Chairman and CEO, Lightspan, Inc., San Diego, CA
Mirabel, Manuel
National Puerto Rican Coalition, Washington, DC
O'Neill, Beverly, Hon.
Mayor, City of Long Beach, Long Beach, CA
Quiroz, Lisa M
Publisher, People en Espanol, New York, NY
Taveras, Barbara A.
President, Edward W. Hazen Foundation, New York, NY
Vega-Rivera, Carmen
Executive Director, East Harlem Tutorial Program, New York, NY
Yiempierre, Elizabeth
Executive Director, UPROSE, Brooklyn, NY
Zacarias, Ruben
Former Superintendent, Los Angeles Unified School District, Chatsworth, CA

Goal #4
Increasing the Rate of High School Completion
Eisenhower Executive Office Building Room 472

Chair:

Secretary Louis Caldera
Secretary of the Army, Department of Defense

Panelist:

Patricia Gándara
Division of Education, University of California, Davis, CA
Manuel Isquierdo
Principal, J. Sterling Morton East High School, Arlington Heights, IL
Leonard Shryock
Teacher, Frontier Continuation High School, Whittier, CA

Participants:

Blackburn-Moreno, Ronald
President, ASPIRA Association, Washington, DC
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Commissioner of Education, Commonwealth of Massachusetts, Malden, MA
Feldman, Sandra
President, American Federation of Teachers, Washington, DC
Gammon, Thomas
Teacher, Miami Springs High School, Miami-Dade County Public Schools, Miami, FL
Garewal, Harry
President, National Caucus of Hispanic School Board Members, Phoenix, AZ
Linares, Guillermo
Member, New York City Council, New York, NY
Martin, Carmel
Senator Jeff Bingaman's office, U.S. Congress, Washington, DC
Merenda, Daniel W.
President and CEO, National Association of Partners in Education, Inc., Alexandria, VA
Orfield, Gary
Co-Director, The Civil Rights Project, Harvard University, Cambridge, MA
Riojas-Esparza, Alma
President and CEO, MANA, Washington, DC
Rosa-Schmeltzer, B.A.
District Supervisor, Community School District #8, Bronx, NY
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Deputy Director, White House Initiative on Educational Excellence for Hispanic Americans, Washington, DC
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Chairman, National People of Color Student Coalition, Oregon
Tirozzi, Gerald
Executive Director, National Association of Secondary School Principals, Reston, VA
Trevino, Julian H.
President, Board of Trustees, San Antonio Independent School District, San Antonio, TX
Tukeva, Maria
Principal, Bell Multicultural High School, Washington, DC
Velazquez, Loida
President, HEP/Camp Association, Washington, DC
Vigil, Samuel
State Representative, New Mexico State House of Representatives, Las Vegas, NV
Zwerling, Steven
Senior Director, The Ford Foundation, New York, NY

Goal # 5
Increasing the College Completion Rate
Eisenhower Executive Office Building Room 476

Chair:

Ana "Cha" Guzman
Senior Advisor to the Secretary, U.S. Department of Education, Washington, DC

Panelist:

Juliet García
President, University of Texas at Brownsville, Brownsville, TX
Laura Rendón
Professor, California State University at Long Beach
Gustovo Roig
Associate Dean of Engineering for Outreach, Florida International University, Miami, FL

Participants:

Baily, Martin
Chairman, Council of Economic Advisors, Washington, DC
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Fernandez-Haar, Ana Maria
President and CEO, The IAC Group, Inc., Miami, FL
Flores, Antonio
President, Hispanic Association of Colleges and Universities, Washington, DC
Garcia, Francisco
Office of Migrant Education, Washington, DC
Guerra, John C.
Vice President, AT&T Consumer Services SW Region, Dallas, TX
Johnson, Karen R.
Deputy Chief of Staff, Governor Glendening – State of Maryland, Annapolis, MD
Moreno, Mario
Assistant Secretary for Intergovernmental Affairs and Interagency Affairs, US Department of Education, Washington, DC
Munoz, George
President and CEO, Overseas Private Investment Corporation, Washington, DC
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Executive Director, National Association of Latino Elected and Appointed Officials, Los Angeles, CA
Vela, Charles
Executive Director, Center for the Advancement of Hispanics in Science and Engineering Education, Washington, DC
Waller, Thomas
Manager, Public Affairs State Farm Insurance Companies

- teacher quality → higher ed degrees
- value of multilingualism → outside orgs do so - churches, camps.
- importance of learning of English - "open it the window"
- difficulty of replicating good programs
- trade-off of resources
- community parent role ⇒ schools must reach out
- high expectations
- 2 given resources how best
- public relations