

Withdrawal/Redaction Sheet

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001. letter	Personal (Partial) (1 page)	06/14/2000	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Bethany Little
OA/Box Number: 18398

FOLDER TITLE:

Hispanic Education [1]

2013-0371-S

ms633

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
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WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

May 31, 2000

William J. Clinton
President of the United States
The White House
1300 Pennsylvania Avenue
Washington, DC

Dear President Clinton:

I am writing on behalf of your Advisory Commission on Educational Excellence for Hispanic Americans to bring to your attention a concern we have on some of your public statements regarding the high dropout rate of Hispanic students. We are hoping your message at the June 15 strategic session on Latinos in education will more effectively focus on the strengths and needs of Hispanic students. We know that your ability to use the bully pulpit to address important issues can have a positive influence and inform people to take action.

As you know, in 1998, 30 percent of all Latino 16- through 24-year-olds were dropouts (1.5 million) [*Dropout Rates in the United States: 1998*]. The Commission and the U.S. Department of Education have consistently highlighted school personnel expectations as the most important factor in the success or attrition of Hispanic students in the school system. Research shows that the low expectations school personnel have of Latino students contribute to this high dropout rate.

In some of your public statements—as recently as at the White House Conference on Teens—you attribute the unacceptably high dropout rate of Hispanics to immigration and financial responsibilities to work. While both factors influence the dropout rate of Hispanics, neither is the prevalent factor and allows others to misconstrue the true nature of the dropout crisis and avoid responsibility for improving the rates.

“...reports and studies document that gaps in school completion rates between Hispanic and non-Hispanic students remain even after controlling for social class background of student, for their language proficiency, and for their immigrant status.” (*No More Excuses: The Final Report of the Hispanic Dropout Project*, 1995, p.6)

Why do Hispanics dropout? Substantial research tells us the factors that make Hispanic students vulnerable to dropout of high school include: low expectations by school personnel, old decision-making structures, ill-prepared teachers and administrators, low coordination between schools, parents, and communities for students, negative self-image, peer group pressure, poverty, tracking, and limiting school policies that adversely affect the students. Three vital research sources that highlight these factors are the report commissioned by the Department of Education, *No More Excuses: The Final Report of the Hispanic Dropout Project*, (1995, Commissioners Santiago and Muñoz contributed to the report), *Latino High School Graduation: Defying the Odds* (1996, H. D. Romo), and *Lessons from High-Performing Hispanic Schools* (1999, P. Reyes, J.D. Scribner, A.P. Scribner).

While the relatively greater dropout rates among Hispanic immigrants do contribute to the higher dropout rates for all Hispanics, the numbers also show us that **regardless** of place of birth, Hispanic young adults are still more likely to drop out of high school than their non-Hispanic

peers. Dropout rates for Hispanics born outside the United States is double (44.4 percent) that of Hispanic youth born in the United States (close to 20 percent). Even this 20 percent dropout rate is higher than the dropout rate for blacks (14 percent) and whites (8 percent), so immigration cannot be the sole factor. In fact, studies show that while Hispanics represent just over 55 percent of all U.S. immigrants, Hispanics account for nearly 90 percent of all immigrant dropouts. (No More Excuses, 1995, p.5) This fact suggests that schools are disproportionately ineffective in educating Hispanic children as compared to children from other ethnic backgrounds.

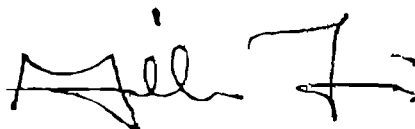
The other factor mentioned as a main cause of Latino dropouts is leaving school to go to work. While poverty is a factor in the number of Latinos that dropout of high school, and dropping out to work to support the family does happen, it is not the **main** reason for Hispanic students dropping out. Highlighting financial responsibility shows that Latinos want to be responsible and financially assist their families—but it still perpetuates the myth that Latinos do not value education. Further, this does not hold schools accountable for the education of Latino students. Ultimately, our school systems are failing these students, not the other way around.

This Administration has made great strides in education reform and has emphasized educating all of our children, we must ensure that “all children” includes Latino children. The impetus for change which has been a hallmark of this Administration and the work of this Commission can work in tandem to educate the public, reassert what we know works for Latinos in education, and continue to assert that Hispanics receive the opportunity to achieve excellence in education. Commissioners recommend the Administration’s message emphasize talent development and focus on the dramatic results achieved by schools that have high expectations of Latino students and provide the support they need to achieve to these high standards.

We are confident that the June conference will bring both attention and direction to the solution of this important national issue and that the event will serve as a catalyst for a sustained effort to improve educational excellence for Latinos.

We are available to discuss this with you at your convenience. Should you have any questions or would like to pursue any of the information we have included, our Executive Director, Sarita Brown, would available to assist your staff at 202-401-3670.

Sincerely,



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

cc: President’s Advisory Commission members
Maria Echaveste, Deputy Chief of Staff
Sarita Brown, Executive Director, White House Initiative on Educational Excellence for
Hispanic Americans

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Congress of the United States
House of Representatives
Washington, DC 20515

[001]

June 14, 2000

CC: Bruce Reed ✓

The Honorable Richard W. Riley
Department of Education
Secretary of Education
400 Maryland Avenue, SW
Washington, DC 20202

JB

Dear Secretary Riley:

I would like to take this opportunity to express my extreme disappointment with your department.

The College of Our Lady of the Elms applied for funding under the Title III-Part A, Strengthening Institutions Program for the past two years. In 1999, their proposal received scores of 100, 99, and 81. The average score was a 93, but the grant was rejected. As a result of the unfunded status of the Elms, I arranged a meeting in my office involving myself, Sister Kathleen Keating of the College of Our Lady of the Elms and Mr. Carl S. Person of the Department of Education, under the assumption that working with the Department of Education would be helpful. Mr. Person is the Director of the Institutional Development and Undergraduate Education Service. It was my impression at the time that he would be the person most qualified to assist the Elms in the grant application process.

(b)(6)

(b)(6)

This year the grant proposal of the Elms, after the assistance your Department provided, was given an average score of 85. This means that receiving the help of the Department of Education actually lowered the Elms' score 8 points! I find it very difficult to understand how a grant proposal would be 8 points worse with the Department's input. Do those in Mr. Person's office actually know what the grant evaluators are looking for? Did they give any real assistance at all, or was the help mentioned in my meeting with Mr. Person mere lip service meant to placate a usually supportive Member of Congress? At a time when the majority party is attempting to radically alter the education system of the United States, it would seem counterproductive, if not down right stupid, to alienate a Representative who has repeatedly supported the efforts, the capabilities and the influence of your department.

It is necessary in my capacity as a Representative to be able to help those in my district who would enlist my assistance. In order to be trusted by my constituents, it is necessary for federal agencies to be forthright in their dealings with me and my congressional colleagues. Unfortunately, in this instance, I feel as though your department did not play straight with me.

It is my unfortunate duty to contact Sister Kathleen and inform her that the Elms will not be receiving any funding this year, despite the fact that her grant writers were assisted by the very division of the Department of Education to whom they had applied for a grant. Under normal circumstances, relaying bad news to a constituent is difficult. However, it has been made more difficult due to the fact that enlisting the assistance of your department was my idea, and that idea turned out to be harmful rather than helpful. I understand that those in Mr. Person's office could not guarantee funding for the Elms as a result of their help. However, I never expected the assistance of the Department of Education to be detrimental. If you or your Department could be of assistance in explaining this seemingly incongruous situation to my constituents, I would be most appreciative of the help.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard E. Neal". The signature is fluid and cursive, with a large, stylized "R" and "E".

RICHARD E. NEAL
Member of Congress

REN/rjk

cc: John Podesta

THE WHITE HOUSE
WASHINGTON

cc: Andy R.
J.B.

Look into this.
Thank

March 28, 2000

Judy Rippeteau
4447 Volta Place, NW
Washington, DC 20007

Dear Judy:

Thanks for your letter. I can only imagine how devastated Eva and other friends must have been over the senseless killing of Andre Wallace and Natasha Marsh. That incident is just one of far too many underscoring the urgent need for gun control and for attention to other issues that precipitate violence.

I was pleased to visit Ballou Senior High School recently and appreciate knowing of the committed efforts of your friend, George Gaudette, in computer education. It's unfortunate that so many students still lack access to computers. I'm directing a copy of your letter to Bruce Reed, my Director of Domestic Policy, for further review.

See you again soon at Foundry.

Sincerely,

Bill Clinton

cc Bruce Reed



PRESIDENT'S ADVISORY COMMISSION ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

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

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

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

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

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

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

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

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

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

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

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

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

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

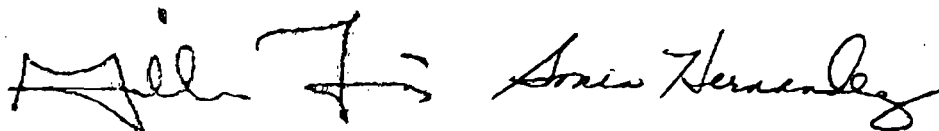
We can create the will by searching out and connecting people who take responsibility for this challenge; by bringing attention to Hispanic success; by supporting and expanding those efforts; by reinforcing people's commitment by acknowledging their work; by balancing our

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

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

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

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

The image shows two handwritten signatures in black ink. The signature on the left is for Guillermo Linares, and the signature on the right is for Sonia Hernandez. Both signatures are written in a cursive, flowing style.

Guillermo Linares
Chair

Sonia Hernandez
Vice-chair

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CREATING THE WILL: HISPANICS ACHIEVING EDUCATIONAL EXCELLENCE

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

Background

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

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

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

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

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

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

The Commission's work has invigorated the Clinton-Gore Administration's investments and focus on the educational attainment of Hispanic students. Since introducing the Hispanic Education Action Plan (HEAP) in 1998, the Administration has secured increased funding for the programs in HEAP including the GEAR-UP college preparation and mentoring program, migrant education, bilingual education, and support for Hispanic-Serving Institutions. The Administration's sustained commitment to meeting the educational needs for all students is manifest in efforts to expand after school programming, enhance the quality of teaching and reduce the class size—all initiatives that will strengthen the learning of Hispanic students.

Introduction

Through its work, the President's Advisory Commission is convinced that closing the educational achievement gap for Hispanic students and providing *excelencia para todos*—excellence for all, as Secretary Riley advocated in March 2000—are both possible with national commitment. The intensity of activities, the number of people, and the multitude of sectors that have engaged for the purpose of improving Hispanic educational achievement are growing. This report is offered to support them and the army of advocates and educators who will need to step forward to make this challenge a reality.

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

This report provides data on the current educational condition of Hispanics from early childhood through graduate and professional education and then offers strategies for multiple sectors—parents, schools, communities, the private sector, and government—to improve Hispanic educational achievement. Students themselves must achieve, but they cannot do it alone. The strategies for parents include actions that family members can adopt; strategies for schools include activities for teachers, principals, counselors, and school district administrators; strategies for communities target community-based organizations; strategies for the private sector include actions that businesses and foundations can adopt; and strategies for government include actions that local, state, and federal government can adopt.

The majority of education decisions and actions are made at the state and local level. However, the Commission also recognizes the federal government's indisputable leadership role in ensuring that all Americans are well-served with a quality education. Education in this country is a responsibility across all levels of government, as well as all sectors and society at large. For this reason, the Commission proposes action steps to engage the multiple sectors that directly affect the quality of education for Hispanic students.

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

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

(4) The nation must adopt a coordinated and intentional agenda for action to raise the educational achievement of Hispanics to the highest level.

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

Overview: The condition of Hispanics in education

Today, Hispanics are the youngest population group in the United States: one-third of Hispanics are under 18 years of age, and they represent approximately 15 percent of the K-12 population.¹ By the year 2015, Hispanics will be the largest minority in the United States and, it is expected that by 2050, Hispanics will represent approximately 25 percent of the U.S. population. California, Texas, Florida, and Puerto Rico serve the highest concentrations of Hispanic students, and in some school districts, Hispanics already are the majority. In other states, such as Georgia, North Carolina, and Washington, the Hispanic population is increasing rapidly.

While the Hispanic population continues to grow, its educational achievement continues to lag behind that of the rest of the nation. For example, only about 55 percent of Hispanics 25 years and older have completed high school or more while approximately 84 percent of whites and 76 percent of African Americans 25 years and older have done so. Further, 11 percent of Hispanics have attained a bachelor's degree or more, compared to 25 percent of whites and almost 15 percent of African Americans.² More detailed statistics on the educational condition of Hispanics are provided in Appendix C.

The differences in preparation between Hispanics and non-Hispanics become evident before kindergarten and continue through high school and college. Hispanics' high school completion rate (62 percent)³ has not changed substantially in the past several years, and their high school dropout rate remains unacceptably high (30 percent).⁴ However, recent U.S. Department of Education data show that Hispanic students are doing well in some academic areas. For example, Hispanics have earned more credits in computer science, foreign languages, and English than any other group. In addition, Hispanic student enrollment in college preparatory and academic programs has increased.⁵

In postsecondary education, Hispanic enrollment and completion have increased substantially over the last twenty years. Hispanics make up almost 15 percent of the traditional college-age population⁶ and account for 11 percent of postsecondary education enrollment.⁷ Hispanics also doubled their representation in graduate education, from 2 percent in 1976 to 4 percent in 1996, and represent approximately 8 percent of first-year professional students.⁸ However, Hispanic students take longer, on average, to graduate and do not complete college at the same rates. Moreover, Hispanic college students tend to be concentrated in several key states (California, Texas, Florida, and New York) and at a small number of institutions identified as Hispanic-Serving Institutions (HSIs).

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

professional education, and result in an educational attainment gap that is unacceptable to the Hispanic community and the rest of the nation.⁹

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

Each sector can help Hispanic students achieve

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

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

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

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

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

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

Early Childhood Education

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

The Picture Today

The first three years of life are critical to establishing the foundation for learning and for future physical, social, emotional, and cognitive development. In 1998, 10 percent of Hispanics in the United States were less than 5 years old.¹⁰ Early childhood programs prepare children for education by teaching learning and socialization skills; they may provide related services to meet children's psychological and health needs. Hispanic children under age 5 are less likely than non-Hispanic children to be enrolled in early childhood education programs. In 1998, only 20 percent of Hispanic 3-year-olds were enrolled in early childhood programs, compared to 42 percent of whites and 44 percent of blacks.¹¹

While the enrollment gap closes at kindergarten (age 5), Hispanic children are less prepared than their peers for elementary school, largely because of their lower enrollment rates in early childhood programs, such as Head Start.¹² Although Hispanic children are overrepresented in families living in poverty, they are underrepresented in Head Start programs. In 1998, the Hispanic child poverty rate for children under 6 years of age was 36 percent. Yet in that same year, only 26 percent of children served by Head Start were Hispanic. This affects their educational experience throughout the K-12 system.¹³

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

The Bottom Line: To secure educational excellence by Hispanic students and raise their achievement to the level of other groups, our top priority for early childhood education must be to ensure that all children enter school ready to learn by providing universal opportunities for Head Start, kindergarten, and quality early learning experiences in schools. Meanwhile, parents need to encourage their children's curiosity and creativity. They also can prepare their children for school by familiarizing them with numbers, letters, and rhymes.

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

Parents can:

- Recognize that they are their children's first teachers and enhance that role by singing to them, telling them stories, asking them open-ended questions, and, most critically, reading to them every day, either in English or in Spanish, or both.

- Provide a safe, enriching, and stimulating environment for their children.
- Become partners with school personnel and community organizations as early as possible in the educational process.
- Use school and community resources to learn about services and to ensure that their children are benefiting from services offered.

Schools can:

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

Parents as First Teachers (Chicago, IL)

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

Community-based organizations can:

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

- Provide comprehensive community-based family support and parent education programs for Hispanic parents and their children, beginning at birth.

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

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

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

The private sector can:

- Provide on-site childcare in the work environment to support active parenting.
- Offer access to information about parenting and provide pre-tax childcare funds as employee benefits to encourage Hispanic employees to enroll their children in early childhood programs.
- Support comprehensive family centers located in or near a school.
- Serve as board members of community-based organizations that support families and young children.

Government can:

- Promote and expand the availability of family literacy and early childhood programs, such as Early Head Start, Head Start, and EvenStart programs for Hispanic parents and children from birth to age seven in Hispanic communities.
- Fund research, support practical applications, and promote dissemination of effective practices and proven early childhood community-based models serving the Hispanic community.

- Establish one-stop family centers in Hispanic communities that provide bilingual information about government-supported (e.g., the Education Department, Health and Human Services, the Department of Labor, and Housing and Urban Development) early childhood development and family programs.

HUD, HHS, and the White House Initiative

The Department of Housing and Urban Development (HUD), the Department of Health and Human Services (HHS), and the White House Initiative are collaborating to provide English and Spanish language materials and educational forums to parents of young children through HUD's Neighborhood Networks and other community-based programs. Parents receive information on early brain development research, parenting tips, how to access child care subsidies and tax credits, how to choose a child care center, what Head Start has to offer, and other family supports. This effort is being implemented in six Hispanic communities across the country.

Elementary and Secondary (K-12) Education

America's most precious resource is our children. What can we do to make sure that Hispanics stay in school, study hard, and get a good education? There is no secret recipe, only a list of ingredients and each of us has a part to play to make sure Hispanic students have hope and opportunity in their lives to succeed in school. *-Guillermo Linares, Chair, President's Advisory Commission*

The Picture Today

The elementary and secondary school years are a period of profound growth and development which provides the foundation for a successful educational experience. Today, Hispanics account for 15 percent of the elementary school-age population (children between the ages of 5 and 13) and 13 percent of the grade 9-12 population.¹⁴ By the year 2025, Hispanics will account for nearly 25 percent of the K-12 school-age population. This projected increase will challenge the nation's education system, particularly given Hispanic students' traditionally high dropout rate and limited academic preparation for college.

Compared to twenty years ago, Hispanic students have improved their overall academic preparation, though they still perform less well than their peers of other groups. Despite increases in the number of upper-level courses Hispanic high school students take, they still earn fewer credits in history, science, and mathematics than other groups. In addition, Hispanic students are more often than not tracked into general courses that do not provide access to four-year colleges or to rigorous technical schools. More Hispanic students (50 percent) are enrolled in general programs of study than either whites (39 percent) or African Americans (40 percent).¹⁵

In other areas of achievement, Hispanic students generally are not performing at the level of their peers. By age nine, Hispanic students lag behind their non-Hispanic peers in reading, mathematics, and science proficiency. This lag continues throughout K-12 education. For example, in 1996, the average scores of Hispanic students age 17 on the National Assessment of Educational Progress (NAEP) were well below those of their white peers in math, reading, and sciences.¹⁶ Hispanic students consistently perform below the national average on the NAEP.

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

Teacher Quality: Approximately 70 percent of teachers recently surveyed said they felt moderately or not at all prepared to address the needs of students from diverse cultural and linguistic backgrounds, including students with limited English proficiency.¹⁷ This lack of adequate preparation coupled with lower expectations of Hispanic students by teachers and administrators is one important reason for the failure of Hispanic students to progress academically. Studies have confirmed that one of the main factors determining students' educational success is the quality of their teachers. Yet data shows that the least qualified teachers are usually assigned to schools with the fewest

fiscal resources and the neediest students. More often than not, this means schools where there are many Hispanic students. These inequities exist not only among school districts but also among schools within a district and classrooms within a school.

At the same time Hispanic students make up approximately 15 percent of public school students, only about 4 percent of public school teachers are themselves Hispanic and fewer still have sufficient background or training in language to meet the needs of English Learners.¹⁸ The combined lack of preparation, low expectations, and lack of Hispanic representation in the workforce has profound implications for Hispanic students as evidenced by their lag in educational attainment.

Teachers are key to the success of our Hispanic communities; we must invest in and support teachers at every level from the school house to the White House. Without them, our children's future is in jeopardy. —Sonia Hernandez, Vice-chair, President's Advisory Commission

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

Standards and Assessment: To improve educational success, we must hold all students—including Hispanic students—to high standards. However, translating standards into curricula and teaching strategies is a major challenge that becomes even more difficult when applied to English language learners. In too many cases, state education leaders have compromised the educational future of Hispanic students by making high-stakes decisions, such as retention, promotion, or high school graduation by using tests inappropriately in their zeal to implement high standards supported by systems of accountability. Rather than using tests to limit students' access to strong academic programs, test results should be used to direct the support, resources, and educational practices to provide Hispanic students with the help they need to attain high academic standards. Test results should be used to measure the success of the school system and hold them accountable.

Academic preparation: A rigorous high school curriculum is a better predictor of college completion than test scores or high school grades. In fact, many Hispanic students attend schools that do not offer courses of study, such as Advanced Placement (AP), international baccalaureate or honors courses. Yet because of the low expectations of school personnel (teachers, counselors, principals), Hispanic students more often than not are tracked into general courses that satisfy only the basic requirements rather than those that provide a path to four-year colleges or rigorous technical schools. Only 35 percent of Hispanic students, compared to 50 percent of white students and 43 percent of African Americans, are enrolled in college preparatory or academic programs.²¹ In addition, more than one-

third (34 percent) of 15- to 17-year-old Hispanic students were enrolled below grade level in 1996.²² Studies confirm that retention in one grade increases the chances of dropping out of school by 50 percent, retention for 2 years at any grade level increases the chance of dropping out by 98 percent.

The high school dropout rate for Hispanics is much higher than for other ethnic groups. In 1998, 30 percent (1.5 million) of all Hispanic 16- through 24-year-olds were dropouts, more than double the rate for blacks (14 percent) and more than three times the rate for whites (8 percent).²³ Hispanics' dropout and high school completion rates have not changed substantially over the last ten years. High school completion rates for white and African American students in 1998 were 90 percent and 81 percent, respectively, but only 63 percent for Hispanics.²⁴

Nevertheless, Hispanic students continue to have high college aspirations. The percentage of high school seniors who were Hispanic and planned to continue their education at a four-year college more than doubled between 1972 and 1992, from 24 percent to 50 percent; during the same period, the percentage planning to enroll in a two-year program increased from 12 percent to 20 percent. The percentage of white high school seniors planning to enroll in a two-year program remained unchanged (12 percent) from 1972 to 1992 (most recent data available).²⁵

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

Language: There is no debate that all students should be proficient in English. In fact, Secretary of Education Richard Riley argued that the nation should strive to improve our educational system so that every child can speak two languages. If a child enters the system already speaking Spanish, why not cultivate it as well as English?

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

Even though not all Hispanic students are Limited English Proficient (LEP) or English Language Learners (ELL), they do represent approximately 75 percent of all students enrolled in LEP programs, including bilingual education and English as a Second Language (ESL) programs.²⁶ In addition, approximately 30 percent of students served by Title I, the largest federal program for elementary education, are LEP. Rather than perceiving this as an educational deficit to correct, it should be seen as an opportunity to incorporate language into the educational achievement of Hispanic students.

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

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

Secretary of Education, Richard Riley, March 22, 2000

In a competitive global economy, employees fully proficient in English and Spanish have distinct advantages over those who speak only English. Because they bring extra skills, these workers have a competitive edge to get hired, they can speak to a wider range of customers, and in some industries, they receive better pay. This underscores the importance of collaboration between the business and education communities in preparing students to participate in this "new" global workforce. There are many ways in which the education system is aligning itself with the needs of the business sector, and vice versa, to achieve the goal of a biliterate workforce. Biliteracy programs have been instituted across the country and at all stages of the educational continuum—in K-12 programs as well as in college and university curricula—and in the workforce development efforts of national corporations.

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

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

Parents can:

- Become actively engaged in their children's education by reading with their children, helping them with their homework, communicating regularly with teachers, becoming better informed about the school's educational requirements, volunteering at the school, and participating in school-sponsored activities.
- Foster high expectations and educational success by promoting high school completion and college aspirations.

- Foster children's acquisition of their native language and of another language through family activities and educational experiences.
- Become informed about the academic programs offered to their children (i.e., college preparation or vocational) and the implications of test use on their children's academic future.
- Understand their roles, rights, and responsibilities as parents within their school system, become more knowledgeable about school governance, and consider serving on the school board.

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

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

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

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

Schools can:

- Require that all students take college-preparatory courses—including algebra and geometry—and encourage all Hispanic students to take the SAT or the ACT.
- Improve communication with Hispanic parents and provide information on their children's educational progress and the school's academic programs.
- Create clear, measurable, and rigorous school accountability provisions accompanied by strategies adequate to build capacity, measure academic preparation, and provide support for Hispanic students.
- Support a curriculum that encourages dual-language acquisition with appropriate funding and qualified staff.

- Provide teachers with continuous professional development to master content knowledge; to make education interesting and challenging; and to have high expectations of Hispanic students.
- Improve and align curricula with educational expectations to improve the quality of education a student receives and facilitate their pursuit of higher education.
- Coordinate school-to-career opportunities for Hispanic students with local colleges, community organizations, and employers.

High School Attendance Initiative—J. Sterling Morton High School (Cicero, IL)

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

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

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

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

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

Community-based organizations can:

- Partner with schools to encourage increased outreach and communication with Hispanic parents and the Hispanic community.
- Provide after-school and summer educational opportunities for Hispanic students.

- Form mentoring and tutoring programs to guide and support Hispanic students and share information with them to facilitate their education and raise their expectations.
- Develop community-sponsored scholarships as well as ceremonies and recognition programs to reward Hispanic students' achievements.

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

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

Industrial Areas Foundation's Alliance Schools

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

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

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

The private sector can:

- Foster career-specific mentoring programs between schools, businesses, and civic organizations in the community that reinforce the value of a high-quality education.

- Partner with schools and local community-based organizations to create biliterate educational programs for all students.
- Provide employees with flexible work schedules to facilitate their participation in school events.
- Guarantee college scholarships for academically successful Hispanic students.

Tu futuro depende de ti...¡Educatel (Your Future Is in Your Hands...Get an Education!) - UNIVISION

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

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

Center for Community Educational Excellence (C2E2)—National Council of La Raza (NCLR)
NCLR, with support from foundations and the U.S. Department of Education, is building a professional development academy to provide, training, technical assistance and support services targeted to educators and organizations serving Hispanic students and communities. The Academy seeks to tailor services to meet the needs of constituents and offers professional development activities along three tracks: early childhood education (targeting day care and Head Start providers), community-based education (targeting enrichment, supplemental, and adult basic education) and elementary and secondary education targeting alternative and charter schools). C2E2 has a special focus on community-based educators—many of whom are not certified teachers—who could benefit from training in teaching methods and pedagogy.

Government can:

- Develop and disseminate research on best practices for improving Hispanic students' educational achievement and offer technical assistance.
- Financially support Hispanic college students considering the teaching profession and those teaching in geographic areas of need and institute student loan forgiveness for teachers who choose to work in low-income communities or areas serving high concentrations of Hispanic students.

- Support programs nationally that increase Hispanic students' awareness of the many educational and career opportunities available and expand outreach efforts to ensure that federal programs aid the Hispanic population.
- Use the bully pulpit to highlight the value of and need for a multilingual workforce and the educational benefits of viewing fluency in more than one language as an asset.

Department of Energy (DoE)

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

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

National Air and Space Administration (NASA)

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

Undergraduate Education

Higher education is the foundation for future success. Our economic opportunities are born out of commitment to education. Hispanics are in all components of the educational pipeline and need to be addressed at all levels. —Juliet Garcia, Commissioner, President's Advisory Commission

The Picture Today

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

Hispanics currently make up 14.5 percent (3.6 million) of the total traditional college-age population (students between 18 and 24 years of age). By the year 2025, Hispanics will make up 22 percent of the total traditional college-age population.²⁷ As the population of Hispanics continues to increase, the representation of Hispanics in higher education is also increasing. Hispanics' enrollment in undergraduate education increased by nearly 50 percent in just six years—from approximately 782,000 in 1990 to 1.3 million in 1996.²⁸ Today, of the 14.5 million students in higher education in the United States, more than 9 percent are Hispanic. However, while Hispanic college enrollment and degree attainment are increasing, they are not equivalent to Hispanics' representation in the population.

Community colleges enroll approximately half of Hispanic students in undergraduate education because of their location in the community, low cost, and flexibility in offering courses. However, inadequate articulation policies between two- and four-year institutions of higher education limit the educational attainment of many Hispanic college students.

A recent Educational Testing Service (ETS) study, *Crossing the Great Divide*, shows that by the year 2015, one million more Hispanics will be academically prepared to attend college.²⁹ In 2006, Hispanic undergraduates will outnumber African American undergraduates for the first time; they will be the nation's largest college-going minority, accounting for approximately one in six undergraduates on campus. Institutions in California, Texas, Florida, New York, and Arizona will enroll 1.4 million more students over the next twenty years. Hispanics will account for almost half of this growth. However, even if all the Hispanic students who are ready to go to college do so, the gap between Hispanic access to college and all other American youths' access will actually grow because the proportion of Hispanics in the 18- to 24-year-old population will increase even more rapidly than the proportion of Hispanic youth who are academically prepared to go to college.

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

Just over 50 percent of all Hispanics enrolled in higher education are in two states: California and Texas. Almost 75 percent of Hispanics enrolled in higher education are in just five states: California, Texas, New York, Florida, and Illinois.³⁰ This enrollment pattern is even more telling when changes in three of these five states' affirmative action admission

policies are considered. In California, Texas, and Florida, the public university systems have eliminated the use of race/ethnicity as a factor in admissions decisions; instead, each has adopted "percentage plans" in an attempt to maintain a level of diversity on campus. Studies are being conducted to determine the overall impact of these plans on Hispanic students.

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

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

Parents can:

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

Colleges and universities can:

- Offer Hispanic freshmen training in study skills and academic procedures and evaluate and improve existing support services to support the needs of Hispanic students.
- Expand college admissions recruitment into high schools with large Hispanic enrollments and sponsor trips to campus for Hispanic elementary and middle school students to increase their interest in higher education.
- Provide information to parents of Hispanic middle school students about the importance of college, the need for students to take the right courses to prepare for college, and the need to perform well academically, and organize seminars for Hispanic parents on paying for college and how to fill out college application and financial aid forms.

- Communicate more with Hispanic parents and provide college admissions materials in Spanish to facilitate family discussions about college.
- Analyze why Hispanic students drop out of college and develop institution-specific solutions to redress this problem.
- Work to maintain a diverse faculty and support faculty working as mentors of Hispanic students.
- Improve transition between two- and four-year institutions of higher education to facilitate the further education of Hispanic students enrolled at community colleges.

PUENTE PROJECT, University of California (California)

This project increases the number of Hispanic students attending four-year colleges, earning degrees, and returning to the community as leaders. The main components of the program involve counseling, mentoring, and English language skills. Students begin in the ninth and tenth grades with activities involving school guidance counselors and mentors. All students participate in the program's statewide writing portfolio assessment as well. In 1998, Puente students attended four-year colleges at almost twice the rate of comparable non-Puente students (43 vs. 24 percent). An additional 41 percent of Puente students attended California community colleges. Puente students took the SAT at a higher rate than non-Puente students (68 vs. 54 percent) and took the ACT at almost three times the rate (32 vs. 13 percent) of non-Puente students.

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

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

Community-based organizations can:

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

Hispanic Association of Colleges and Universities (HACU) Internship Program

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

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

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

The private sector can:

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

Hispanic Scholarship Fund

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

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

In July 1999, the Lily Endowment Inc. Awarded HSF a \$50 million grant—the single largest amount given to promote Hispanics in higher education and the largest amount ever pledged to a Hispanic organization in the United States. Two months later, HSF was selected as one of three organizations included in the newly formed Gates Millennium Scholars Program, by the

Bill and Melinda Gates Foundation. This program includes a twenty-year plan to provide financial assistance to high-achieving minority students in need of financial aid with an annual investment of \$50 million, and offers financial assistance to 1,000 new students each year. The Millennium Scholars Program also includes the United Negro College Fund and the American Indian College Fund.

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

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

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

Planning grants were awarded to 18 colleges and universities to continue their work to improve higher education opportunities for Hispanic youth under phase one of the Kellogg Foundation's six-year, \$28.7 million ENLACE initiative. Under Phase II, 8-10 partnerships will be selected for multi-year funding with priority given to coalitions that bring together diverse organizations who pool their resources to design long-term community and institutional structures to impact system change. The last phase of the initiative will focus on disseminating the impact of the efforts, as well as institutionalization and sustainability of the vehicles of success.

Government can:

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

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

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

were 9,323 Hispanic SMET graduates from LSAMP institutions in 1998 (46 percent of total graduates).

LSAMP projects focusing heavily on Hispanic students include: The University of Texas System Alliance in cooperation with ten regional community colleges from around the U.S.-Mexico border region; California Alliances for Minority Participation which involve ten campuses of the University System, and fifty public and private institutions; the Puerto Rico Alliance, which brings together national laboratories, local industries and 14 post-secondary institutions; and the New Mexico Alliance involving 27 statewide public institutions for recruitment/bridge programs, mentoring, distance learning opportunities and professional conferences.

NSF provided \$26.37 million to support 28 continuing projects in FY 1999.

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

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

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

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

Graduate and Professional Education

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

The Picture Today

Now, more than ever, graduate education is critical for achieving economic success and positions of leadership. While Hispanics have doubled their percentage enrollment in graduate education in the last twenty years, they remain less well represented than other groups. In 1996, Hispanics represented 4 percent of graduate students, whereas whites represented 73 percent and African Americans 6 percent.³¹ These numbers are even more troubling when one looks at particular fields, such as engineering, mathematics, and computer and physical science, where Hispanic participation in graduate education is not representative of the population. In 1995-96, 7 percent of all first-professionals were Hispanic, 6 percent were African American, and 76 percent were white.³² Beyond enrollment, completion is also important. In 1996, Hispanics earned approximately 4 percent of all master's degrees and 2 percent of all doctoral degrees awarded in the United States.³³

The most disturbing consequence of low rates of Hispanic participation in graduate education is that relatively few Hispanics qualify to occupy faculty and administrative positions in the nation's colleges and universities. Participation in graduate education has other implications beyond professional study. Graduate education is also the pipeline for higher education faculty. In 1992, Hispanics represented less than 3 percent of full-time instructional faculty and staff in higher education.³⁴ While there are indications that the percentage has increased slightly since 1992, it had not changed substantially by 1998. Too few Hispanics are attaining graduate degrees and entering their fields of study as academic faculty. This has serious implications given that faculty and staff are influential mentors and role models and that they can enrich the educational experience of all students. The lack of Hispanic representation in graduate education is even more severe than in K-12 education and must be redressed.

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

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

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

Parents can:

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

Colleges and universities can:

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

Community-based organizations can:

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

The private sector can:

- Establish fellowships and internships for graduate students.
- Encourage Hispanic employees to obtain graduate degrees and provide financial assistance in order to support them in doing so.

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Terrell
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Scrita
202-

- How to use Tax \$ to boost Pell's?
- How many universities have full tuition guarantee for poor?
- 4 yr. #? State by state averages?
how short do they fall?
- 4 yr. Public? Books?
- Full Pell - #s of students

In "Ten Things"

Over the past seven years, President Clinton and Vice President Gore have taken a leadership role and important steps to improve education for Hispanic students. The Clinton-Gore Administration created the Hispanic Education Action Plan (HEAP) in 1998, to invest more in programs that work for Hispanic students. Funding for HEAP has increased each year, and the Administration's FY 2001 proposal calls for ~~nearly \$10.7 billion~~ a one-year increase of more than \$800 million. They expanded Head Start access, strengthened services for English Language Learners, created the GEAR-UP college preparation and mentoring program, and increased support for Hispanic Serving Institutions. The Administration has also actively pursued its commitment to excellence for all students by insisting that states set high standards for all students, ensuring accountability for results and investing in proven strategies such as smaller classes, extended learning time and high-quality teachers. Most recently (June, 2000), the President hosted a White House Strategy Session on Improving Hispanic Student Achievement, which brought together stakeholders from all sectors to focus on this issue. At the Strategy Session, the President announced five goals to help focus efforts to close educational achievement gaps for Hispanic students within the next 10 years.

This Administration has also worked to create a government that looks like America. For example, the Office of Personnel Management developed a Nine Point Plan to increase the representation of Hispanics in federal employment and the Department of Health and Human Services created an agency-wide response to meeting the needs of people with limited English proficiency.

In background:

The Commission's work has invigorated the Clinton-Gore Administration's investments and focus on the educational attainment of Hispanic students. Since introducing the Hispanic Education Action Plan (HEAP) in 1998, the Administration has secured increased funding for the programs in HEAP including the GEAR-UP college preparation and mentoring program, migrant education, bilingual education, and support for Hispanic-Serving Institutions. The Administration's sustained commitment to meeting the educational needs for all students is manifest in efforts to expand after school programming, enhance the quality of teaching and reduce the class size—all initiatives that will strengthen the learning of Hispanic students.

Additions to the WH Commission Report

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

“Over the past several years the Clinton-Gore Administration has convened stakeholders and leaders to facilitate action and identify the needs to meet this great challenge. The recent White House Strategy Session on Improving Hispanic Student Achievement, for instance, engaged stakeholders from all sectors, which were announced by the President. These goals will help focus efforts, *but it will take unprecedented public will to reach this challenge*”

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

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

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

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

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

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

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

p. 34 after the sentence beginning "In fulfilling this responsibility . . ." insert the following:

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

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

Additions to the WH Commission Report

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

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- Combining 10 things
- Add language sentence
- p. 3 Combine sentences
- Proposition 227

- Admin Accomps. TP
- Insert Goals piece
- Insert Strategy session
+ First Lady Conveno.

FAX COVER SHEET

To:

*Bethany Little
DPC*

Number of pages (including cover): *31*

Fax Number: () *456-5581*

From:

Deborah A. Santiago
Deputy Director

Date:

9/5/00

Subject:

Next Draft of Commission Report

Part 1 of 2

- Integrate + include Admin Accomps
 - Not relevant → needs to reflect fairly
- Strategy session - refer to goals → support their goal
~~qualifier~~ -

*Quirina Orozco
Rm. 8236 NEOB*



PRESIDENT'S ADVISORY COMMISSION ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CREATING THE WILL: HISPANICS ACHIEVING EDUCATIONAL EXCELLENCE

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

Introduction

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

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

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

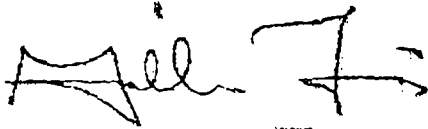
- Advised the Administration throughout the Commission's tenure, most notably by encouraging the Administration to respond to California's Proposition 227 (which drastically curtailed bilingual programs); working with the President's staff on the design and implementation of the Hispanic Education Action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

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

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

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

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



Guillermo Linares
Chair



Sonia Hernandez
Vice-chair

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

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

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

Some of the more significant accomplishments included

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

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

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

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

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

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

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

Overview: The condition of Hispanics in education

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

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

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

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

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

language proficiency

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

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

Each sector can help Hispanic students achieve

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

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

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

We know that the achievement levels can be raised. The question is whether we have the will to do what we know works. If we're going to set high expectations of students, we must have high expectations of ourselves to do what it takes to make sure all of our students can make the grade.

—President William J. Clinton, White House Strategy Session on Improving Hispanic Student Achievement, 15 June 2000

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

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

Early Childhood Education

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

The Picture Today

The first three years of life are critical to establishing the foundation for learning and for future physical, social, emotional, and cognitive development. In 1998, 10 percent of Hispanics in the United States were less than 5 years old. Early childhood programs prepare children for education by teaching learning and socialization skills; they may provide related services to meet children's psychological and health needs. Hispanic children under age 5 are less likely than non-Hispanic children to be enrolled in early childhood education programs. In 1998, only 20 percent of Hispanic 3-year-olds were enrolled in early childhood programs, compared to 42 percent of whites and 44 percent of blacks.

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

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

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

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

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

Parents can:

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

Schools can:

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

Parents as First Teachers (Chicago, IL)

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

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

Community-based organizations can:

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

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

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

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

The private sector can:

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

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

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

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

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

Government can:

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

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

The Department of Housing and Urban Development (HUD), the Department of Health and Human Services (HHS), and the White House Initiative on Educational Excellence for Hispanic Americans are collaborating to provide English and Spanish language materials and educational forums to parents of young children through HUD's Neighborhood Networks and other community-based programs. Parents receive information on early brain development research, parenting tips, how to access child care subsidies and tax credits, how to choose a child care center, what Head Start has to offer, and other family supports. This effort is being implemented in six Hispanic communities across the country.

Elementary and Secondary Education (K-12)

The Picture Today

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

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

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

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

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

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

early
using
tests

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

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

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

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

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

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

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

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

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

Secretary of Education, Richard Riley, March 22, 2000

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

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

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

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

Parents can:

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

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

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

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

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

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

Schools can:

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

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

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

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

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

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

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

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

Community-based organizations can:

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

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

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

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

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

Industrial Areas Foundation's Alliance Schools

Begun in Texas in 1985, the Alliance Schools are dedicated to developing a constituency of parents, community leaders, and educators working together to improve student achievement in low-income communities. There are now over 120 Alliance Schools in Texas, and a similar network is being created in Arizona, New Mexico, and California working with community organizations affiliated with the Industrial Areas Foundation, religious congregations, and public schools in poor and working class communities.

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

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

The private sector can:

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

The Coca-Cola Valued Youth Program

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

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

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

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

Government can:

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

Department of Energy (DoE)

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

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

National Air and Space Administration (NASA)

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

National Endowment for the Humanities (NEH)

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

Undergraduate Education

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

The Picture Today

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

Hispanics currently make up 14.5 percent (3.6 million) of the total traditional college-age population (students between 18 and 24 years of age). By the year 2025, Hispanics will make up 22 percent of the total traditional college-age population.³ As the population of Hispanics continues to increase, the representation of Hispanics in higher education is also increasing. Hispanics' enrollment in undergraduate education increased by nearly 50 percent in just six years—from approximately 825,000 in 1990 to 1.3 million in 1996. Today, of the 14.5 million students in higher education in the United States, more than 9 percent are Hispanic. However, while Hispanic college enrollment and degree attainment are increasing, they are not equivalent to Hispanics' representation in the population.

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

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

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

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

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

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

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

Parents can:

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

Colleges and universities can:

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

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

PUENTE PROJECT, University of California (California)

This project increases the number of Hispanic students attending four-year colleges, earning degrees, and returning to the community as leaders. The main components of the program involve counseling, mentoring, and English language skills. Students begin in the ninth and tenth grades with activities involving school guidance counselors and mentors. All students participate in the program's statewide writing portfolio assessment as well. In 1998, Puente students attended four-year colleges at almost twice the rate of comparable non-Puente students (43 vs. 24 percent). An additional 41 percent of Puente students attended California community colleges. Puente students took the SAT at a higher rate than non-Puente students (68 vs. 54 percent) and took the ACT at almost three times the rate (32 vs. 13 percent) of non-Puente students.

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

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

Community-based organizations can:

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

Hispanic Association of Colleges and Universities (HACU) Internship Program

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

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

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

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

Planning grants were awarded to 18 colleges and universities to continue their work to improve higher education opportunities for Hispanic youth under Phase one of the Kellogg Foundation's six-year, \$28.7 million ENLACE initiative. Under Phase II, 10 partnerships will be selected for multi-year funding with priority given to coalitions that bring together diverse organizations who pool their resources to design long-term community and institutional structures to impact system change. The last phase of the initiative will focus on disseminating the impact of the efforts, as well as institutionalization and sustainability of the vehicles of success.

Government can:

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

U.S Department of Agriculture (USDA)

In FY2001, the U.S. Department of Agriculture will establish a scholarship program to increase the number of students entering and graduating from two- and four-year Hispanic-Serving Institutions (HSIs) and encourage students to pursue careers in the U.S. food and agriculture sector. Scholarships will cover the educational expenses of students earning degrees ranging from an associate of arts through a doctorate. Following graduation, scholarship recipients must work at USDA for one year for each year of financial assistance received. The program, which will be called the National Hispanic-Serving Institutions Scholars Program, will serve up to 30 students during its first year of funding.

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

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

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

The private sector can:

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

Hispanic Scholarship Fund

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

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

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

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

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

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

NSF provided \$26.37 million to support 28 continuing projects in FY 1999.

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

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

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

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

Graduate and Professional Education

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

The Picture Today

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

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

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

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



WHITE HOUSE INITIATIVE ON
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Date: *9/5/00*

Subject: *Next Draft of Commission Report*

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

Parents can:

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

Colleges and universities can:

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

Community-based organizations can:

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

The private sector can:

- Establish fellowships and internships for graduate students.

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

The Ph.D. Project

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

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

Government can:

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

The Center for Latino Initiatives—Smithsonian Institution

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

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

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

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

Ten things the next Administration must do

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

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

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

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

should
(6) The next President ~~must~~ establish another Executive Order that addresses educational excellence for Hispanics throughout the entire education continuum and includes responsibility of all federal agencies.

further
(7) The next Administration must work to align the responsibility of federal agencies to respond to the Executive Order with the budget process, their annual performance report on the Executive Order, and the Office of Management and Budget oversight. This alignment includes improving accountability mechanisms by refining data collection pertaining to Hispanic participation in federal programs and maintaining the Inter-Departmental Council for Hispanic Educational Improvement to foster increased awareness and engagement by agency staff.

(8) The next Executive Order must strengthen the Commission's authority to facilitate public and private partnerships addressing educational excellence for Hispanics. These partnerships include leaders of the Hispanic community, members of Congress, national advocacy organizations, and business and foundation leaders.

(9) The next Administration must provide an adequate number of White House Initiative staff to implement the charge of the executive order. At a minimum, the White House Initiative staff should include the following seven positions: executive director, deputy director, federal agency liaison, Department of Education liaison, community outreach liaison, HSI program manager, and policy analyst.

(10) The next Administration must align the oversight of executive orders to facilitate effective implementation among federal agencies so that the needs of Hispanics are addressed. By doing so, the Administration will alleviate the dynamic of competing agendas.

CREATING THE WILL: HISPANICS ACHIEVING EDUCATIONAL EXCELLENCE

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

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

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

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

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

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

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

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

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

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

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

ENDNOTES

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

APPENDICES

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

Presidential Executive Order 12900

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

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

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

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

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

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



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

WHITE HOUSE CONVENING ON HISPANIC CHILDREN AND YOUTH AUGUST 2, 1999

FEDERAL AGENCY EXEMPLARY PROGRAMS (selected)

DEPARTMENT OF AGRICULTURE (USDA)

- USDA Project SOAR is a one-on-one tutoring and mentoring program for youth at risk for academic failure. The goal is to encourage students to focus their efforts on educational and personal values through extensive mentoring and academic support and positive community involvement. It targets ethnically diverse youth, with primary focus on minorities. Project SOAR activities include: Individual Mentoring; Academic Support; Skill/Asset Building; Family Community Leadership; Parent Participation; Cultural/Social Activities; After-School Enrichment; and Community Service. The target audience includes: 90% Hispanic youth and families, grades 4-6, inner city low income areas, and rural communities.
- USDA Forest Service sponsors the *Central California Consortium*, an outreach effort intended to create an awareness and interest in natural resources, natural sciences, and agricultural sciences career opportunities for Hispanic youth, starting at kindergarten level through the attainment of a degree from a four-year institution. The Consortium provides opportunities for the educational institutions involved to establish research projects that will assist the Forest Service and other USDA agencies in providing quality customer service to public. The Consortium involves the following institutions: California State University, Fresno State Center Community College District, Fresno County Office of Education, Kings Canyon School District, City of Orange Cove, Central California Hispanic Chamber of Commerce, Sierra National Forest, and the Forest Service Hispanic Employees Association. The Consortium involves three National Forests within commuting distance: Stanislaus, Sierra, and Sequoia.

DEPARTMENT OF EDUCATION

- The Department of Education, lead by the Office of Intergovernmental and Interagency Affairs (OIIA), has developed an Hispanic outreach plan that is dedicated to improving the educational achievement of Hispanic students through increased family involvement and community partnerships. Current efforts include the following:

--OIIA has built a variety of partnerships--including the two largest Spanish television stations, *Univision* and *Telemundo*, as well as Spanish radio PSAs--to lead a national public information campaign on the Department's initiatives and available resources.

--The Department is continuing to work to have bilingual (Spanish-English) staff at all major call centers. The Information Resource Center (1-800-USA-LEARN), Education Publications Center (1-877-4ED-PUBS) and the Federal Student Aid Information Center (1-800-4FED-AID) are able to answer calls from Spanish-speaking customers.

--The *America Reads Challenge* and *America Counts*, have developed, in partnership with the Office of Educational Research and Improvement, a variety of materials (e.g. "El Reto: ¡A leer America! A Leer Y Escribir ya!"- Read*Write*Now Activity Kits) to provide support to Spanish-speaking parents and care-givers to become more actively involved in their children's early learning.

--The National School-to-Work Office has provided funding and outreach materials to the National Council of La Raza and the Urban League to support the participation in School to Work efforts of specific youth populations and community-based organizations with expertise in serving specific types of youth, including Hispanic youth.

--In an effort to better serve our customers and highlight the array of materials now available to the Spanish-speaking community, the Department has produced a catalog of publications and resources available in Spanish. The catalog serves as a resource for Spanish-speaking parents.

DEPARTMENT OF ENERGY (DOE)

- The Department of Energy will be forming a strategic partnership with the 'Latino Science and Engineering Consortium' through a Memorandum of Understanding. The Department of Energy and the Latino Science and Engineering Consortium will work together to help prepare Hispanic American students in science and technology in order to produce a world class, diverse pool of talent throughout government and industry. The partnership provides the framework whereby the Department of Energy and its National Laboratories will identify, develop and nurture the next generation of scientists, engineers, technicians and educators in math and science. This consist of supporting mentoring programs, technical internships for community college students, research fellowships for undergraduate and graduate students and professional development opportunities in science, math and technology for K - 12 teachers serving Latino children.

DEPARTMENT OF HEALTH AND HUMAN SERVICES (HHS)

- Enacted in 1997, the Children's Health Insurance Program (CHIP) allots \$24 billion over five years for individual states to provide new health coverage for millions of uninsured children. CHIP is the largest new investment in children's health care since the creation of Medicaid in 1965. About 29% of Hispanic children in America are uninsured and HHS is making special efforts to reach Latino families and insure Hispanic children.

Efforts include:

--CHIP application is available in both Spanish and English in Florida.

--Nationally, the Univision network contributed to the production of a CHIP video to help reach the Hispanic population.

--The Office on Minority Health funds the Latino Children's Health Insurance Initiative (LCHII) which conducts training seminars within the Latino community on the availability of health insurance for low-income families, increase Latino children's enrollment in CHIP, and give the community a role in CHIP recruitment.

--New York State is working with the Children's Defense Fund, Columbia University and the community organization Alianza Dominicana to enroll Hispanic children in New York's CHIP program.

- On April 20, 1999, Secretary of Health and Human Services Donna Shalala announced a new Spanish-language childhood immunization public awareness campaign, "Vacunelo A Tiempo Todo el Tiempo" (Vaccinate Your Children On time, Every Time), to create and distribute culturally relevant and language appropriate educational materials to help raise Hispanic immunization rates to the national average. The Spanish-language public service announcement was sent to more than 60 Spanish-language television stations and 900 Spanish-language radio stations and carries toll-free numbers that provide information in Spanish.
- The Head Start program provides comprehensive developmental services to millions of low-income preschool children and their families. During the Clinton Administration, Hispanic enrollment has increased by 70,000 and at a rate nearly twice as fast as non-Hispanic enrollment.

--Since fiscal year 1992, Hispanic enrollment (excluding Puerto Rico) has increased 62% while non-Hispanic enrollment has increased 27%.

--From fiscal year 1993 to fiscal year 1999, the budget for Head Start has increased from \$2.8 billion to \$4.6 billion. Of the estimated 822,000 children who were enrolled in Head Start in 1998, 26% were of Hispanic origin.

--The Head Start Bureau seeks to address two critical areas to ensure that Head Start programming meets the growing needs of Hispanic children and families:

- 1) Ensuring that Hispanic children have fair and equitable access to Head Start services; and
 - 2) Ensuring that Head Start services meet the cultural and linguistic needs of Hispanic children and families.
- The Migrant Head Start Program provides services identical to Head Start but tailors them to the needs of migrant farmworker families. This program emphasizes serving infants, toddlers and pre-school age children so that they will not have to be cared for in the fields or left in the care of very young siblings while parents are working. Infants as young as six weeks are served. In fiscal year 1998, Migrant Head Start was funded at \$162 million serving 37,000 children. During fiscal year 1999, \$5 million more was used to reach up to 1,000 additional children of migrant and seasonal farmworkers, and the fiscal year 2000 budget includes a \$23 million increase request for Migrant Head Start that would improve quality and reach as many as 2,000 new children.

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT (HUD)

- The *Youthbuild* program offers young adults, ranging in age from 16 to 24, the opportunity to gain leadership skills, earn a high school diploma or GED, learn a valuable trade, and provide much-needed housing to families nationwide.

More than \$170 million in grants have been made under *Youthbuild* since its inception in 1993, enabling over 7,800 young people to take part in building or rehabilitating more than 3,650 houses and apartments units in their communities. Of the 7,800 served by Youthbuild, an estimated 1,170 are Hispanic youth.

- *Campus of Learners* is an initiative designed to provide public housing residents with an opportunity to live in a college-like setting that is focused on learning. The initiative is part of a larger effort to transform public housing and stimulate welfare reform. Local public housing authorities raise money from private and public partners to fund the initiative. The *Campus of Learners* designation enhances the public housing authorities' (PHA) ability to set up creative partnerships with local schools, vocational centers, community colleges, universities and corporations.

The program's 25 nationwide complexes offer academic classes, job training, and computer learning and programs for adults, youth, and teens. PHAs designated for the program work closely with local school districts to develop curricula, strengthen parent-teacher relationships, establish after school activities, create educational classes, and encourage parental involvement. Campuses draw on the resources of the universities, vocational or technical institutes, and colleges through the creation of specialized education and technology classes. Finally, the business community and other private partners provide mentoring for children and adults, telecommunications resources, apprenticeship programs for youth, job training and employment opportunities for adults.

The first 25 sites were announced on September 27, 1996. A number of these housing developments serve a large proportion of Hispanic residents. For example 91.4% of the residents in East Los Angeles' Nueva Maravilla housing development, and 70% of the residents in San Diego's Vista de Valle housing development are Hispanic.

DEPARTMENT OF JUSTICE (DOJ)

- The Office of Juvenile Justice and Delinquency Prevention's Juvenile Mentoring Program (JUMP) supports one-on-one mentoring programs for youth at risk of educational failure, dropping out of school, or involvement in delinquent activities, including gangs and drug abuse. JUMP brings together responsible adults and at-risk young people in need of positive role models. The program promotes personal and social responsibility as well as increased participation in elementary and secondary education while discouraging the use of illegal drugs, and firearms, involvement in violence, and other delinquent activity.

The following JUMP programs support Latino youth:

--*Latino Mentoring Program, Family Services, Inc.*, in Providence, Rhode Island, links at-risk Hispanic youth from Providence School District with mentors from the business and education community.

--*Mentor Matter* in the Washington and Union Elementary Schools in Visalia Unified School District, California. Hispanic students who attend this school live in Linnell Labor Camp, a migrant labor settlement and are at risk for poor academic achievement and juvenile crime.

--*Big Sisters* located in Philadelphia, Pennsylvania serves Hispanic females ages 10-18. The program promotes self-esteem and self-confidence and highlights educational and

career opportunities in an effort to prevent teen pregnancy, school drop-outs, and delinquency.

--*The George Gervin Youth Center*, in San Antonio, Texas, serves Hispanic youth in Page Middle School and Brackenridge High School. Most of these young people live in the crime-ridden Victoria Courts where approximately 34% of youth are dropouts and teen parents. The program introduces them to work and summer jobs and attempts to motivate them to stay in school and stay away from crime.

- Weed and Seed is a community-based initiative that aims to prevent, control, and reduce violent crime, drug abuse, and gang activity in targeted high-crime neighborhoods across the country.

The Weed and Seed strategy involves a two-pronged approach: law enforcement agencies and prosecutors cooperate in "weeding out" criminal who participate in violent crime and drug abuse, attempting to prevent their return to the targeted area; and "seeding" brings human services to the area, encompassing prevention, intervention, treatment, and neighborhood revitalization. A community-orientated policing component bridges weeding and seeding strategies.

At each program site, the U.S. Attorney play a central role in organizing the Steering Committee and bringing together the communities with other Weed and Seed participants. The U.S. Attorney also facilitates coordination of federal, state, and local law enforcement efforts. Through cooperation, sites can effectively use federal law in weeding strategies and mobilize resources for seed programs from a variety of federal agencies.

Currently, there are over 170 Weed and Seed sites around the nation. Below are some examples educational programs that serve significant number of Hispanic youth.

--Phoenix, Arizona (Capitol Mall/Oakland University Park; Hispanic Population: 55%). Valley of the Sun YMCA implements a Future Leaders Project that provides neighborhood youth ages 13-17 with job training and weekend employment opportunities. This is designed to introduce teens to a work environment and work etiquette while in turn raising their aspirations. Participants receive employment training and employment certification. The Downtown Neighborhood Learning Center (DNLC) provides basic adult education (GED), English language, computer skills, and pre-employment training.

--Oxnard, California (Hispanic Population 95%). The Tezcatlipoca Project is a culturally-based college-level program providing fifty-four hours of Hispanic art and history from the Pre-Columbian era to the present day. The Alternative Weekend Program is geared towards third through eighth grade students who have disciplinary problems. Participating students must sign a contract for thirty days and must achieve perfect attendance as well as improvement in grades and skills. Barrio Productions provides training in video production. As part of the program, university students teach youngsters to write and edit scripts and produce commercials and public service announcements. Using donated material, the Build a Computer Program teaches children as young as ten the basic skills in computer construction. Students take home the build computer, and it becomes their family's property.

DEPARTMENT OF LABOR (DOL)

- The Department of Labor, through the Employment and Training Administration, will provide \$1.25 billion over five years to increase long-term employment of youth aged 14-21 who live in Empowerment Zones, Enterprise Communities and High-Poverty areas. This initiative builds on 11 pilot projects the Department has already funded. Hispanics represent 30% of the initiative's participants. In addition, special outreach efforts are being made to recruit more Hispanic youth who may face language and cultural barriers. Each site has established a work-based learning program, integrating academic and vocational education with the private sector as partners. All youth participants are also provided with leadership training, mentoring, and soft-skill development.
- The Department also funds and operates 118 Job Corps centers across the country, providing residence and training to 65,000 disadvantaged young people. 16% of the young people served, or 10,400 youth, are Hispanic. The mission of Job Corps is to attract eligible young adults and teach them the skills they need to become employable and independent through intensive and fully supervised programs in educational and vocational training, work experience, physical rehabilitation and development, and counseling. Residential living, support services (including health care), nutritious meals, sports and recreation are provided.

NATIONAL AERONAUTICS SPACE ADMINISTRATION (NASA)

- The NASA/Hispanic Association of Colleges and Universities (HACU) *Proyecto Access* identifies disadvantaged middle school and high school students, most of whom are Hispanic, with the potential and interest in becoming practitioners or teachers in engineering, science, and other mathematics-related areas and reinforces them in their pursuit of these fields. The main objectives for the project are to:
 - Acquaint the students with professional career opportunities in math, science, and engineering
 - Reinforce the mathematics preparation of these students at the secondary level
 - Increase the retention rates of these students in college
 - Increase the number of competently prepared minority and female high school students from *Proyecto Access* who will ultimately pursue engineering, mathematics, or science studies in college.
- NASA has created two early childhood learning communities in South Bronx, New York. The project offers very young Latino students and their parents an opportunity to gain exposure and insight into computers. Students and their parents participate in academic enrichment and motivational activities. The Hostos Community College Learning Centers are located in the South Bronx at Hostos Children's Center and at a public school.

SMALL BUSINESS ADMINISTRATION (SBA)

- SBA's San Diego District Office (SDDO) is partnering with several organizations to teach entrepreneurship and SBA programs to inner-city youths, the majority of whom are Hispanic. As these programs prove successful, most can be expanded nationwide.

- SDDO and Junior Achievement are developing a program to teach entrepreneurship and SBA programs to inner-city K through 12 students. San Diego Junior Achievement annually involves about 13,000 students, half of whom are Hispanic. After SBA's classroom courses, students will visit SBA's Business Information Center (BIC). Hispanic students will receive special assistance by Spanish-speaking SBA staff and online resources translated into Spanish, including the Small Business Classroom, Online Women's Business Center, and classes on business plans, etc. Much of Junior Achievement training material is offered in Spanish. SDDO will judge student business plans.
- SDDO and Millennium Entrepreneurs are developing a program to teach "ABCs of Small Business" and "How SBA can assist Young Entrepreneurs" to high school students, 70% of whom are Hispanic. Millennium Entrepreneurs is a kids business camp, founded by African American Tonja McCoy using SDDO's BIC to put her dream into reality. Tonja is expanding Millennium throughout San Diego, Hawaii, and the East Coast. Camps last three weeks during summer and Christmas breaks, and will expand to fall and spring after school. After SBA's camp classes, students will visit SBA's BIC. Spanish-speaking SBA Staff will assist the Hispanic students. SBA will offer Hispanic students online resources translated into Spanish, including the Small Business Classroom and the Online Women's Business Center. All of Millennium's material is available in Spanish.

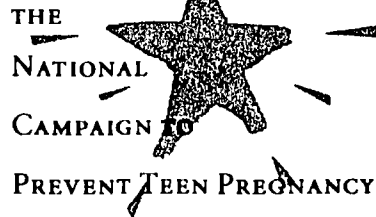
SMITHSONIAN INSTITUTION

- The National Museum of American Art (NMAA) has created *jdel Corazon!*, (<http://nmaar-ryder.si.edu/webzine/>), an interactive webzine featuring Latino art from their collection. The on-line magazine provides curricular activities developed by and responsive to the needs of the K-12 learning community. *jdel Corazon!* is a collaborative effort between participating schools and museum staff to create an engaged learning tool using technology and Smithsonian primary source materials. The NMAA collection includes important works that not only represent the diversity of Latino art, but reflects the historical contributions of Latinos to our society.

WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

- Excelencia en Educación: The Role of Parents in the Education of Their Children, is a series of conference sponsored by the White House Initiative on Educational Excellence for Hispanic Americans. The academic emphasis of the conferences is mathematics, reading, and college readiness and the focus is on powerful strategies for parents to more fully engage in supporting their children's education. The conferences cover how schools, teachers, civic leaders, community-based organizations, business and federal agencies can reach out to parents and more fully engage them in their children's education. By sharing "promising practices" and educational information, conference participants improve strategies to brighten the future of young Hispanics and prepare to serve as catalysts for enhancing parental involvement throughout the nation.
- The White House Initiative on Educational Excellence for Hispanic Americans created the Inter-Departmental Council on Hispanic Educational Improvement (IDC) to assist the federal government in its efforts to evaluate the impact of Hispanic outreach programs and determine the most effective strategies that will increase the educational and employment opportunities for Latinos. The IDC, comprised of deputy and assistant secretaries, is the primary mechanism that can catalyze substantial change in the federal government's

provision of educational and employment opportunities for the Latino community. IDC members share the responsibility of ensuring their agencies make the necessary programmatic, management, and budgetary adjustments to address the educational challenges facing the Latino community.



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White House Convening on Hispanic Youth **August 2, 1999**

MEDIA PARTNERSHIPS

The National Campaign to Prevent Teen Pregnancy has asked a variety of key media leaders to help focus the nation's attention on issues facing Latino youth and families. They were approached because of their proven leadership and commitment to using the power of the media to alleviate social problems. They have committed their organizations to highlighting such issues as teen pregnancy, school dropout, educational disparities, and other challenges that Latino youth and families face; to pointing out how these issues relate to each other; to highlighting promising approaches; and to offering practical suggestions for community groups, schools, and others who work actively with Latino youth and families. The National Campaign will support these media leaders with facts, information, and experts. We urge others in the media industry to follow their lead.

People en Español

People en Español has made a commitment to providing its readers with information on the social issues that affect Latinos profoundly — teen pregnancy, inadequate health care, and school dropout. In their regular editorial coverage, they will continue to raise these issues and offer tips on prevention or assistance. They will continue to offer advertising space to important Latino non-profit organizations that deal with these issues. They also will support volunteerism and mentoring through direct projects and contributions.

Media Leader: Lisa Quiroz, Publisher

La Opinion

La Opinion has made a commitment to devote editorial coverage to challenges facing Latino youth, such as educational disparities, teen pregnancy, school dropout, and other related issues. In addition, *La Opinion* will create special, issue-specific newspaper insert sections that can be reprinted and disseminated nationwide. Past special inserts have covered educational issues and have been distributed in local newspapers throughout California. *La Opinion* will also consider placing public service announcements in relevant sections of the newspaper.

Media Leader: Monica Lozano, Associate Publisher

**Cristina Saralegui: *The Cristina Show*, *Cristina La Revista*, and *Cristina Opina*
(Cristina Saralegui Enterprises)**

Cristina Saralegui has made a commitment to use her high public profile to address teen pregnancy prevention and related issues. Specifically, she will host a series of Teen Talk Shows on such youth issues as school dropout, violence, and teen pregnancy. She will also feature these topics on *The Cristina Show*, offering insights for parents and families.

Cristina has committed to appearing in print, radio, and TV PSAs, in both English and Spanish, with messages about preventing teen pregnancy. Her magazine, *Cristina la Revista*, her radio show, *Cristina Opina*, and her web site will all devote space to these topics.

Cristina also recently joined the Media Task Force of the National Campaign to Prevent Teen Pregnancy.

Media Leader: Cristina Saralegui

Radio Unica

Radio Unica has made a commitment to addressing the relationship among teen pregnancy, school dropout, and other issues in its talk shows and other programming. Radio Unica will feature experts in these areas on future shows and will air PSAs in partnership with the National Campaign to Prevent Teen Pregnancy. Radio Unica has agreed to supply its listeners and callers with tips, information, and resources, which will be provided by the Campaign and other organizations.

Media Leader: Joaquin Blaya, Chairman and CEO

ABC Television Network

ABC Television Network has made a commitment to target Hispanic youth as part of the network's ongoing efforts to address issues affecting young adults. ABC's activities include broadcasting the National Council of La Raza's American Latino Media Arts Awards during prime time in 1998 and 1999; featuring a prominent teen pregnancy storyline on the daytime drama *One Life to Live*; promoting the *Children First* PSA campaign featuring stay-in-school, teen pregnancy prevention, and literacy messages on ABC Television Network, in ABC's *Classroom Connections* Magazine, and on ABC-linked websites; and promoting the Writers Guild of America/ABC Latino Freelance Access Project, which is designed to increase the number of Latino writers on prime time network television shows.

Media Leader: Patricia Fili-Krushel, President

Telemundo Network

Telemundo Network has made a commitment to focus on teen pregnancy and other critical issues, to offer facts, resources, and helpful information, and to highlight solutions. This fall, the "Padre Alberto Show," a new talk show hosted by a young priest, Padre Alberto, will cover a range of important topics that affect the Hispanic community and will encourage honest debate and discussion about key issues. Telemundo will also continue to address a variety of important social issues through a broad range of programming.

Media Leader: Jim McNamara, CEO

The Bravo Group

The Bravo Group, a leading Hispanic advertising agency in the U.S., has made a commitment to offer the agency's creative talent, services, and resources to develop radio and television advertising for the Hispanic market on issues ranging from teen pregnancy prevention to school dropout. The Bravo Group will also use its contacts in the media industry to help secure donated TV and radio advertising time for PSAs aimed at Latino youth and families on education, health care, and teen pregnancy prevention.

Media Leader: Daisy Exposito, President

The Hispanic Radio Network

The Hispanic Radio Network (HRN), as part of its National Latino Reproductive Health Awareness Campaign, has made a commitment to devoting a series of 3-minute, on-air programs and editorials to the issues of teen pregnancy prevention, parent-teen communication, and other health-related topics. HRN's toll-free hotline will offer referrals to appropriate programs and community centers. This toll-free hotline can also be promoted by other media partners who cover these topics and need to offer audiences a free resource. HRN will run PSAs and will distribute the Campaign's consumer brochures for parents and teens as part of its community outreach at health festivals nationwide; these local festivals offer local service organizations a way to conduct outreach and promote their services. Through its nationwide affiliates, HRN will also highlight other important issues such as education, school dropout, and family communication in its programming.

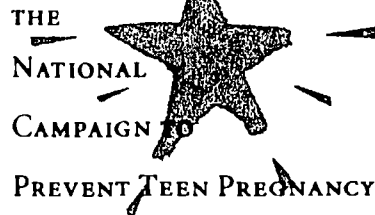
Media Leader: Consuelo Luz, President

The National Campaign to Prevent Teen Pregnancy

The National Campaign has made a commitment to undertake a major outreach effort to Latino youth and families on the issue of preventing teen pregnancy. This commitment includes conducting focus groups and other qualitative research to better understand Hispanic audiences, creating educational materials in English and Spanish, developing fact sheets describing the problem of teen pregnancy in the Hispanic community, and supporting media leaders in their efforts by supplying facts, messages, referrals to community groups, and access to experts and local leaders.

The National Campaign to Prevent Teen Pregnancy is a nonprofit, nonpartisan initiative supported almost entirely by private donations. The Campaign's fact sheets and educational brochures for parents and other adults, teens, and faith communities are available in English and Spanish on the Campaign's website: www.teenpregnancy.org.

Media Partnership Leader: Marisa Nightingale, Director, Media Programs



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White House Convening on Hispanic Youth

August 2, 1999

MEDIA PARTNERSHIPS

The National Campaign to Prevent Teen Pregnancy has asked a variety of key media leaders to help focus the nation's attention on issues facing Latino youth and families. They were approached because of their proven leadership and commitment to using the power of the media to alleviate social problems. They have committed their organizations to highlighting such issues as teen pregnancy, school dropout, educational disparities, and other challenges that Latino youth and families face; to pointing out how these issues relate to each other; to highlighting promising approaches; and to offering practical suggestions for community groups, schools, and others who work actively with Latino youth and families. The National Campaign will support these media leaders with facts, information, and experts. We urge others in the media industry to follow their lead.

People en Español

People en Español has made a commitment to providing its readers with information on the social issues that affect Latinos profoundly — teen pregnancy, inadequate health care, and school dropout. In their regular editorial coverage, they will continue to raise these issues and offer tips on prevention or assistance. They will continue to offer advertising space to important Latino non-profit organizations that deal with these issues. They also will support volunteerism and mentoring through direct projects and contributions.

Media Leader: Lisa Quiroz, Publisher

La Opinion

La Opinion has made a commitment to devote editorial coverage to challenges facing Latino youth, such as educational disparities, teen pregnancy, school dropout, and other related issues. In addition, *La Opinion* will create special, issue-specific newspaper insert sections that can be reprinted and disseminated nationwide. Past special inserts have covered educational issues and have been distributed in local newspapers throughout California. *La Opinion* will also consider placing public service announcements in relevant sections of the newspaper.

Media Leader: Monica Lozano, Associate Publisher

**Cristina Saralegui: *The Cristina Show*, *Cristina La Revista*, and *Cristina Opina*
(Cristina Saralegui Enterprises)**

Cristina Saralegui has made a commitment to use her high public profile to address teen pregnancy prevention and related issues. Specifically, she will host a series of Teen Talk Shows on such youth issues as school dropout, violence, and teen pregnancy. She will also feature these topics on *The Cristina Show*, offering insights for parents and families.

Cristina has committed to appearing in print, radio, and TV PSAs, in both English and Spanish, with messages about preventing teen pregnancy. Her magazine, *Cristina la Revista*, her radio show, *Cristina Opina*, and her web site will all devote space to these topics.

Cristina also recently joined the Media Task Force of the National Campaign to Prevent Teen Pregnancy.

Media Leader: Cristina Saralegui

Radio Unica

Radio Unica has made a commitment to addressing the relationship among teen pregnancy, school dropout, and other issues in its talk shows and other programming. Radio Unica will feature experts in these areas on future shows and will air PSAs in partnership with the National Campaign to Prevent Teen Pregnancy. Radio Unica has agreed to supply its listeners and callers with tips, information, and resources, which will be provided by the Campaign and other organizations.

Media Leader: Joaquin Blaya, Chairman and CEO

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