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FOLDER TITLE:
Hispanic Education [4]

2013-0371-S
ms653

RESTRICTION CODES

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Al Gore's Support for Private and Parochial Education.

During the past seven years of this Administration, Al Gore has recognized that private and parochial schools are an important part of American education—historically, currently, and in our country's future. It is because of this commitment that the Administration has worked diligently to ensure that private school students and teachers are afforded the optimum opportunity to participate in federal education programs. Equal benefits are provided to private school children and teachers in programs such as technology, professional development, safe and drug-free schools, bilingual education, and education for disadvantaged students.

One of the most important decisions made by the Administration to help parochial and other religious affiliated schools was in finding relief from the constraints placed on private and religious school children under the federal Title I program by the 1985 Supreme Court decision in *Aguilar v. Felton*. This decision significantly decreased the number of children from religious schools who could participate in the Title I program. In 1997, the Administration took a pro-active stance on this issue. As a result, the Justice Department successfully argued before the Supreme Court that *Aguilar* should be overturned.

In addition to this landmark case, the President and Al Gore have worked with private school leadership to strengthen the laws for all federal programs serving private and parochial school students, worked to include children and teachers in private schools in the benefits of federal education programs, worked to ensure that private and parochial schools were able to fully participate in the E-rate program for telecommunications, and supported the right of private and parochial school children to receive equitable benefits in technology in the recent Supreme Court decision in *Mitchell v. Helms*.

The positive working relationship built over the years ensures that issues concerning the students in private and parochial schools will continue to be given a strong emphasis by Al Gore when he becomes President. Al Gore believes that we start from the same place: a desire to help every child in America receive a quality education. Al Gore recognizes private and parochial schools are an integral part of the fabric of our country, that they represent an aspect of diversity that makes America great.

Ensure Safe, Disciplined Schools and Help Families Instill our Best American Values.

"We need a renewed focus on discipline, character, the right values and safety - and we need more parental involvement in our schools."- Al Gore

Al Gore believes that our schools should reflect and support the best values that parents want to teach their children. As President, he will help schools:

Parental Involvement: The education of a child starts with their parents who re their first teachers. Parents define and set expectations. Thirty years of research tells us that greater family involvement makes a powerful difference. Three factors over which parents exercise authority – student absenteeism, excessive television watching and a variety of reading materials – explain nearly 90% of the difference in 8th grade math scores on NAEP. What a family does to set expectations is more important than income or education. Al Gore also knows that the single most important factor for helping young children build the knowledge to become good readers is for parents aloud to their children. For all these reasons Al Gore is committed to making sure that our nation's schools truly encourage parents to become engaged in their children's education. This is one reason why Al Gore has paid particular attention to role of father's in the education of their children. Even fathers who are living with their children can make a powerful difference in shaping their children's expectations and encourage them to get better grades. Al Gore will also encourage schools to develop Parent Compact that parents and students sign together setting out expectations for good behavior and getting good grades. Al Gore will also encourage teachers and principals to reach out to parents by making home visits to parents. In Sacramento, California, for example, an exciting home visiting project has led to higher reading scores in many schools. Parents are learning how to be more involved in helping their children become better readers.

Strengthen Good Citizenship and Character Education: Al Gore strongly believes in the importance of making sure that all of our young people grow up to become good citizens who appreciate basic American values. Gore has pledged to expand character education in our schools – making it easier for parents to pass on their values such as honesty, integrity, hard work and cooperation. This is why Al Gore will build on the Administration's initiatives to support character education by making sure that funds are available for programs in every state and by creating a national clearinghouse that will help new programs get off to a good start.

Al Gore believes that one of the most important jobs that America's schools have is promote good citizenship. Our children need to fully appreciate our nation's rich history and have a clear understanding of how our nation's Constitution, including the Bill of Rights, sustains our democratic experience as we enter a new century. Al Gore believes that each generation needs to do its part to improve our democracy and that we must bring a new energy to civic education. To that end Al Gore will continue to increase federal support for civic education, including "Project Citizen" a promising initiative that is now giving thousands of middle school students a "hands on" experience in learning about democracy and how to be good citizens.

Religion in Our Nation's Public Schools: Religion does not stop at the house. After more than 30 years of division about the role of religion in our nation's public schools, new and promising efforts have been made to find a common ground on this most sensitive of subjects. In the last eight years leaders of many faiths and educators have come together to create this new understanding with Al Gore's strong support.

Public schools have an obligation under the First Amendment of the Constitution to protect the right of all individual students to express their religious faith. Students may read their Bible or other scriptures, say grace before meals, pray as individuals and join such activities as "See You at the flag pole."

At the same time, school officials may not endorse or favor religious activity, coerce participation in religious activity or seek to impose their religious beliefs on impressionable children. Public schools may teach about religion – for example the role of religion in American history, music or the arts – but public schools may not provide religious instruction.

Public schools officials must protect the rights of all students to engage in personal voluntary prayer or religious discussion. At the same time, teachers and principals have an obligation to prevent any student from being a "captive audience." Al Gore recognizes that we are a nation of many religious faiths and that we must be vigilant in protecting the rights of all students, both those who wish to express their religious convictions as well as those students who wish express their freedom of conscience.

Some have suggested that the federal government has been an enemy of religion. Al Gore believes otherwise. This is why the President and Al Gore worked to make sure that historic guidelines were sent to every public school in the nation describing how the religious freedoms of all students can be protected.

As President, Al Gore will encourage every school district to use these guidelines to develop their own policies to make sure that teachers and parents have a clear understanding of the many religious freedoms protected by the First Amendment.

Al Gore believes that the First Amendment of the Constitution has stood the test of time and done a remarkable job in protecting the religious freedom of all Americans including America's students. Since it was first written the First Amendment has never been changed. Given this historic record Al Gore does not believe that there is any need to alter the First Amendment by adopting a school prayer amendment.

Al Gore also recognizes the important role of faith-based organizations in our public life, including their support for education. This is why he supports the growing partnership between faith community volunteers and public schools to improve reading, safety, after school activities and getting ready for college. Currently, for example, 15% of all 21st Century Learning Center partnerships, which promote after school activities, include faith based communities.

(I would put this section somewhere else)
Enforce Strict Discipline while Serving Troubled Students. Al Gore would help schools and districts create safer schools and better learning environments by offering competitive grants to school districts that enforce zero-tolerance policies for guns, enforce fair and firm discipline policies, and provide alternative educational settings for children expelled from school. The grants would provide funding for school districts to create "second chance schools" where kids expelled from school, and those headed for trouble could get the intensive help and services they need to succeed.

Promote Volunteer Participation. Millions of Americans have discovered that community service - such as helping the truly needy, aging or disabled, cleaning-up public parks, building homes for those without them, or mentoring younger students - is one of the most rewarding and educational experiences in their lives. This is why Al Gore will encourage schools to promote community service and service learning for their students. As human beings, we derive meaning partly through interaction with others in our communities. As President, Gore will encourage community service by Americans of all ages, building on the success of the Administration's AmeriCorps program which has helped more than 100,000 young people serve the community while earning money for college, repaying student loans, or getting important skills training.

Gun Control Policies

Tougher Law Enforcement: Al Gore will toughen enforcement against gun criminals by increasing gun-related criminal penalties, creating a new national grant program to help communities build tough gun enforcement programs to crack down on gun criminals, adding additional federal, state, and gun prosecutors as well as ATF agents and inspectors to help put gun criminals behind bars, improving efforts to trace gun ownership through "supertracing" technology, and banning concealed weapons from houses of worship.

Getting Guns Out of the Hands of Criminals: Al Gore will increase efforts to get guns out of the hands of criminals by requiring photo licensing for handgun purchasers, banning cheap handguns known as "junk guns" that are so often used in crimes, limiting gun sales to one-a-month and requiring a three day waiting period for purchases, and closing the gun show loophole to the Brady Law that exempts gun shows and unlicensed dealers from the Brady Law, allowing them to sell guns without a background check.

Protecting Children from Guns: Al Gore will fight to protect children from gun violence by requiring child safety locks on handguns, raising the minimum age for guns from 18 to 21, closing the gun show loophole for underage children that allows underage children to purchase handguns from unlicensed dealers, banning juveniles from possessing assault weapons, insisting on a policy of zero tolerance towards guns in our schools, and extending the Brady Law to violent juveniles which would permanently ban juveniles convicted of serious violent crimes in juvenile court from ever owning a gun again.

Graceland Remarks on School Safety, Discipline and Character

Third, we need a renewed focus on discipline, character, the right values, and safety -- and we need more parental involvement in our schools.

My heart, and that of America, aches for the families of Columbine High School. We've all searched our souls in the aftermath of this tragedy. And unfortunately, as we know, it was not an isolated incident. In an average year, up to 6,000 American students are

expelled for bringing a gun to school.

Obviously, we need to do more to make our schools safe. So today, I propose the creation of second-chance schools -- where kids headed for trouble, and those caught with guns, can receive the strict discipline and intensive services they need. For all schools, there should be a simple policy toward guns: zero tolerance, period. All schools should be gun-free, drug-free, and safe and secure.

We should increase our commitment to after-school care this year, so children have a place to learn in those afternoon hours when most juvenile crime, teen pregnancy, alcohol and drug use occur.

In many schools, teachers feel that discipline has eroded in part because of a lack of support and understanding from parents, and poor communication between parents and teachers about what standards are, appropriate and how they should be enforced.

So today I want to propose that we try something new: parents, teachers, and students should all meet together at the beginning of the year, on the first day of school, to agree upon and sign a strict, fair discipline code. Employers should be required to give time-off for these meetings. All parents, teachers, and students should know all the rules -- and the punishment for breaking those rules. That first meeting can also be a chance to encourage regular trips to the school all year long -- and I believe attendance at that first meeting should be a requirement.

If we want parents to be more involved, we must help them have the time to do it. We should extend the Family Leave law, so parents can take time off work to attend not only the beginning-of-the-year meeting, but all parent-teacher conferences -- without fear of losing their jobs. Either we're serious about this or we're not.

Then let's get a commitment from schools to add civic and character education courses -- to teach students that the same values they learn in good homes apply in our schools and in our society.

NALEO Remarks on School Safety

> Yesterday in Los Angeles, I talked about some of the steps we need to take to make our schools safer. I believe we should double our nation's commitment to the Safe and Drug-Free Schools Act over the next five years. To keep children out of harm's way in the afternoon hours when most juvenile crime takes place, we need to invest in quality after school care.

We should insist on a policy of zero tolerance toward guns in our schools. And while some are trying to pass new protections for gun manufacturers, to shield them from lawsuits, I believe we must pass new protections for families—to get the guns off our streets, our of our schools, and away from children and criminals. Two nights ago, Congress was wrong to reject a common-sense measure to require background checks for those who buy guns at gun shows. Every gun that is sold to a child or a criminal is one that could turn up at your child's school, or on the block where you live. We must work to close every last loophole on our lawbooks—so not a single child or criminal can buy a gun.

Of course, none of our efforts will work if parents do not take more responsibility. We need to teach children right from wrong—and why the right values transcend a moment's cheap sensation. This is a battle that must be fought one family at a time—and we must all change our lives to protect our children.

Expanding After-School

"We will increase our commitment to after-school -- so children have a safe place to learn in those afternoon hours when most juvenile crime, teen pregnancy, alcohol and drug use occur." - Al Gore

With families working more than ever before, parents need peace of mind that their children have a safe educational place to be in the after-school hours. Al Gore believes that we must work to support parents to help them meet the needs of their children while working to ensure responsibility. As part of his families agenda, Gore has proposed a comprehensive plan to provide children across the country with high quality after-school programs, and give parents the ability to choose the right after-school program to help their children meet high standards. Gore has challenged all public schools to stay open longer for safe, high quality after-school programs and unveiled a plan to help make this possible.

At least 5 million children are left at home after school unsupervised each week. Experts agree that school-age children who are unsupervised after school are far more likely to use alcohol, drugs and tobacco; commit crimes; receive poor grades; and drop out of school than those who are involved in supervised, constructive, after-school activities. A recent Justice Department report stated that young people are at the greatest risk to be victims of violence during the after-school

hours of 3 to 7 p.m., suggesting more must be done to help working families balance the competing demands of work and family by providing a safe place for young people. Also, with students asked to meet higher standards than ever before, communities should use out-of-school time for the extra help students need to succeed.

Al Gore's plan would: 1) expand 21st Century Learning Centers to provide 5 million children high quality after-school programs so every child can meet high standards; 2) provide a new After-School Tax Credit to help the parents of 5 million more young people pay for quality programs; 3) challenge every school to stay open late and help them do so by modernizing school buildings and equipping them for after-school programs; and 4) raise the quality of after-school programs across the country. Together, these policies would help give every child who needs it more time for learning and less time for trouble.

Expand 21st Century Learning Centers to Provide Five Million Children High Quality After-School Programs so Every Child Can Meet High Standards: The Gore plan would dramatically increase funding for 21st Century Learning Centers, an innovative after-school program that he has championed as Vice President. This initiative enables communities to provide after-school and summer school to five million young people and gives students extra help to meet high standards and master the basics. The program currently serves about 850,000 children.

Under the Gore plan, every child in a failing school will get extra after-school help while their school is getting turned around. This is a vital part of Gore's education reform plan to identify and turn around failing schools. Every participating after-school program would have to demonstrate that it is using proven methods to help children read and master the basics. States would also ensure that there are statewide standards in place for after-school programs. Schools would form partnerships with local community-based organizations to make use of the school building while drawing on the resources and organizations in the community. Schools would work with parents to choose or develop after-school programs for their school.

Give Parents a New After-School Tax Credit: Al Gore will help working families across America pay for the after-school programs of their choice through a new refundable After-School Tax Credit (ASTC) for children age 16 and under. This credit will build on the existing Child and Dependent Care Tax Credit (CDCTC), which is non-refundable and limited to children under

13. Young teenagers, who are unsupervised, are at the highest risk for getting into trouble with alcohol, drugs, crime and self-destructive behaviors. This new credit will help the parents of five million young people ages 13 to 16 pay for quality after-school. The ASTC would provide a tax credit of up to 50 percent (depending on income) of the cost of after-school programs.

Challenge Every School to Stay Open Late, and Help Equip Them to Do So: Al Gore will challenge every school to extend its hours to make room for an after-school program. Too often, public school buildings don't offer enough appropriate space for after-school programs. Gore's plan would require states to establish one system of clear facility standards for school buildings during the school day and after school. It would give schools not meeting these standards top priority for his previously proposed school modernization plan. These funds could be used by school districts to make minor repairs and modification of school space to enable appropriate use of the school building during after school hours.

Assure High Quality As America Builds A New System of After-School Programs: After-School Quality Fund. In order to recruit and train qualified staff for after-school programs, states receiving federal funding would make available professional development and training to after-school staff. Gore's plan would set aside funding to help states make available training focused on key skills such as teaching reading, youth development, and properly mentoring children. Additional support would be available from Al Gore's higher standards/higher pay initiative that allows school districts to pay teachers additional pay in exchange for additional time after school and in summers. In addition, Gore's plan includes funding to help after-school and mentoring programs with proven track records such as the YMCA, Big Brothers/Big Sisters, or special reading or arts programs to scale up, expand the number of sites, and support the development of more high-quality after-school programs.

Make Innovative Use of Distance Learning After-School: Gore's plan offers high quality after-school activities like technology training and foreign languages through distance learning. This plan would make it possible for students to get extra enrichment in areas where it is hard to find enough qualified teachers and high quality programs. Local schools or community centers would provide instructors who could work

with students, check student's work, and lead discussions as students get high-quality instructional content through the Internet.

PRESIDENT'S ADVISORY COMMISSION ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

By the year 2025, 25 percent of school-age children in the United States will be Hispanic. 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 produces benefits for all Americans. 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 close the educational achievement gap for Hispanic youth.

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 attainment 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 still, the concerted national action necessary to close this educational achievement gap has not materialized. While small-scale local and national efforts have occurred, Hispanic educational achievement will continue to lag behind that of other groups unless local, state, and national leaders fully commit themselves to the task.

During the past four years, 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. In our own response, the Commission has chosen to go beyond the multi-faceted recommendations presented in our first report and to lay out a more strategic plan of action. To this end, the President's Commission on Educational Excellence for Hispanic Americans challenges the nation to meet the following goal:

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 goal? 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 goal.

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 motivate federal and national partners, 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 goal.

We can create the will by searching out and connecting people who believe in attaining this goal; 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 goal must be met. We have been privileged during these past seven years to meet people who do this every day. Their numbers are growing.

In this report, the Commission offers a strategic plan that addresses early childhood through graduate and professional education. This report is offered to those who stand ready and willing to act. 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 by 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 goal. 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 or the workforce; and information on accessing and affording higher education. Finally, we will set aggressive education goals for all Hispanic students in this country.

We challenge 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 human 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

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, politicians are using Spanish sound bites 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, too few decision makers have sufficient knowledge of 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. The Commission's work over the last seven years 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:

- 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 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.

- Advised the Administration throughout the Commission's tenure, most notably by encouraging the Administration to react 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 create a White House Convening on Hispanic Youth; guiding 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.

- Facilitated partnerships and activities with corporations, foundations, elected officials, and organizations, including Univision, Procter and Gamble, AT&T, State Farm, Kellogg 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 expand 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 attainable goals if we choose as a nation to meet them. 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 offered to support them and the army of advocates and educators who will need to step forward to complete the work by 2010.

Eradicating the current educational achievement gap between Hispanics and other groups 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 also 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 the state and federal government can adopt.

In delineating these sectors the Commission begins by asserting the federal government's important 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, 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) Achieving educational success requires acknowledging the educational assets as well as the educational needs of Hispanic students.

(3) There must be a sense of urgency to resolve the educational achievement gap for Hispanics. Small, incremental improvements will not be enough. The population growth and educational achievement gap of Hispanics in education will outpace small improvements.

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

(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 represent one of the youngest population groups 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 has not changed substantially in the past several years (62 percent), and their high school dropout rate remains unacceptably high (30 percent).

In some academic areas, Hispanic students are doing well. For example, they 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, Hispanics 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; 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.(ENDNOTE 1) More detailed statistics on the educational condition of Hispanics are provided in Appendix A.

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 an urgent need to develop human resources and capital. Against this backdrop, we recognize that our 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 pipeline requires the following elements:

- A curriculum framed by high standards and aligned with adequate resources and staff to ensure that all Hispanic children can meet those standards.
- Teachers with strong skills and rich experience, engaged in continuous professional development, prepared to teach linguistically and culturally diverse students.
- Use of the assets students bring to the classroom, such as language, culture, and family traditions, to improve their overall education.
- 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 all students that encourages high educational aspirations and achievement.
- Financial resources and support services to access and complete postsecondary education.

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

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 education and lifelong learning—as well as specific strategies that have been shown to have positive effects on 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 to be enrolled in early childhood education programs than non-Hispanic children. 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.

ADD RASCO QUOTE ABOUT NUMBER OF WORDS KIDS KNOW

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.

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 child'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
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 child's first teachers. This early investment in Hispanic youths 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.

AVANCE Parent Child Education Program (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.

[redacted], Washington, DC

Government can:

- Promote and expand the availability of family literacy and early childhood programs for Hispanic parents and children from birth to age seven, such as Early Start, Head Start, and EvenStart programs 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 significant development and provide the foundation for a successful education 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 grades 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 systems, 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.[13] 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 the Hispanic students. Other conditions that adversely affect the educational condition of Hispanics in K-12 education include inadequate teacher preparation, isolation in resource-poor schools, limited parental involvement, lack of alignment between standards and curriculum, and instruction that is unresponsive to language differences.

Teacher Quality: 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 one of the main factors determining students' educational success is the commitment and quality of their teachers. The majority of

teachers today who teach Hispanic students in their classes report that they are unprepared to address the educational assets and needs of Hispanic students. Linking this to the lack of diversity among teachers educating these students means that the educational success of Hispanic students will remain in peril.

Resource-poor schools: Hispanic students now are more isolated 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. In comparison, just over 50 percent of blacks and only 18 percent of whites in public education were enrolled in such schools. Further, the nation's 10 largest central city school districts collectively enrolled close to 25 percent of all Hispanic students, 18 percent of black students, and only 2 percent of white students. Being concentrated in poor schools with larger class sizes makes it even less likely that critical masses of Hispanic students will receive a good-quality education.

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 or student promotion, in their zeal to implement high standards supported by systems of accountability. Rather than using tests to limit students' academic achievement, we must use tests to appropriately assess learning strengths; test results should be used to guide the support, resources, and education we provide Hispanic students in our effort to help them attain high academic standards.

Academic preparation: A rigorous high school curriculum is a better predictor than test scores or high school grades of college completion.[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 access 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 the courses required by a rigorous curriculum or the opportunity to take Advanced Placement (AP) courses. More than one-third (34 percent) of 15- to 17-year-old Hispanic students were enrolled below grade level in 1996. Enrollment below grade level is the strongest predictor of school dropout rates; it also seriously limits students' academic achievement.

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 Hispanic immigrants come to this country because of the opportunity to gain a better life for themselves and their families. With limited personal experience or success in the educational system, many Hispanic parents lack the information necessary to play an active role in their child's education. Thus, what is often encountered at the family level is an information gap, not a value gap.

Language: Even though all Hispanic students are not 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 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 redress, we must see it as an opportunity to incorporate language in 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.

In a competitive global economy, employees fully proficient in English and Spanish have distinct advantages over those who speak only English. 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, from elementary and secondary school programs and curricula to workforce development efforts of national corporations.

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.

MALDEF Parent Leadership Program

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 develop the skills they need to work with the strengths and needs of Hispanic youths; 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 available for 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 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 to parents of Hispanic middle school students, 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/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.

J. Sterling Morton High School, CICERO, IL - HIGH SCHOOL ATTENDANCE INITIATIVE

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.

River Glen, San Jose Unified School District, CA - Dual Immersion Program

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

Academia del Pueblo/Hispanic Pre-College Project —St. Paul, Minnesota
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 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.

El Paso (El Paso, TX) [illegible]

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 enrichment, parent involvement, and program evaluation). The key to the program's success is in valuing 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.

ENVISION

Government can:

- Develop and disseminate research on best practices 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 for 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 Valle, 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 Motheread, 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 local family service agencies, and childcare centers). Motheread, Inc., a national leader in family literacy education, specializes in working with parents and children.

Postsecondary 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 higher 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 higher education.

Hispanics currently make up 14.6 percent (3.6 million) of the total national college-age population (students between 18 and 24 years of age). By the year 2025, Hispanics will make up 22 percent of the traditional college-age population.[4] Yet the population of Hispanics continues to increase, the representation of Hispanics in higher education is also increasing. Hispanics' enrollment in postsecondary education increased by nearly 30 percent in just six years—from approximately 762,000 in 1990 to 1.3 million in 1996. Today, of the 14.5 million students in higher education, 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.
NEED SOMETHING ABOUT NEED FOR HIGHER EDUCATION

Because of their location in the community, low cost, and flexibility, community colleges enroll approximately half of Hispanic students in higher 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 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; Hispanic undergraduates will be the nation's largest college-going minority, accounting for approximately 1 in 6 undergraduates on campus. Institutions in California, Texas, Florida, New York, and Arizona will will enroll 1.4 million more students over the next 20 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 of education 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.

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 to support the needs of Hispanic students.
- Expand college admissions recruitment into high schools with large Hispanic student enrollments and sponsor trips to campus for Hispanic students in elementary and middle school 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 these problems.
- Work to maintain a diverse faculty and support faculty working as mentors for 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

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—JAMES E. FREEMAN

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 each year of college.
- Provide after-school programs to encourage and academically prepare Hispanic students to attend college.

HACU INTERNSHIP PROGRAM

The private sector can:

- Work with local colleges—and local Hispanic-serving institutions, in particular (where they exist)—to establish cooperative career-based programs, 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.

The Hispanic Scholarship Fund (HSF) is the largest Hispanic scholarship-granting organization in the nation. 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. These students represent every segment of the Hispanic community, attend hundreds of institutions of higher learning, including

the most prestigious, and come from all 50 states and Puerto Rico. HSF Scholars have achieved success in many fields and often are visible role models in their communities. Successful candidates are chosen on the basis of academic achievement, personal strengths, leadership and financial need. Basic program requirements are that the students have completed 15 credits of college work, have a minimum 2.7 GPA, and be enrolled full time at an accredited college in the United States or Puerto Rico. Scholarships are available based on donor restrictions, which may include fields of study, and specific geographical areas. HSF's mission is to double the rate of college retention rate by supporting current college students and providing incentive for Latino high school graduates and community college associates to go to four-year institutions.

In July 1999, HSF was awarded a $50 million grant from the Lily Endowment Inc., the single largest amount given to promote Hispanics in higher education and the largest amount ever pledged to a Hispanic organization in the U.S. Two months later, in September 1999, the Bill and Melinda Gates Foundation announced that HSF was one of three organizations included in the newly formed Gates Millennium Scholars Program, a 20-year plan to provide financial assistance to high-achieving minority students in need of financial aid. Begun in September 2000, the program also includes the United Negro College Fund and the American Indian College Fund and offers financial assistance to 1,000 new students each year with an annual investment of $50 million.

ENLACE

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 educational expenses for 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.

LSAMP

HSIs Program

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 20 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. 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.

The most disturbing consequence of low 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 is even more severe than the underrepresentation at K-12 levels and must be redressed.

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

ADD GRADPROFESSIONAL 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 to continue their education at an early age 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 can be lengthy and expensive but yield long-term benefits.

Colleges and universities can:

- Work to increase the number of Hispanics completing undergraduate education who aspire to graduate education and with high academic achievement.
- Develop strong academic support programs for Hispanic undergraduates that also encourage graduate enrollment to ensure the best opportunity for academic success.
- 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 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 to participate in community activities.

The private sector can:

- Establish fellowships and internships for graduate students.
- Encourage Hispanic employees to obtain graduate degrees and support them in doing so by providing financial assistance.
- 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 in graduate programs dedicated to minority faculty.

The PhD Project

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.

Smithsonian Institution -The Center for Latino Initiatives (www.si.edu/latino) 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 10-week fellowships and one 10-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, 11 fellowships have been awarded to outstanding students and scholars.

NSF - CREST

CREATING THE WILL: HISPANICS ACHIEVING EDUCATIONAL EXCELLENCE

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 offered 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 the goal of Hispanic educational achievement requires a strategic plan of action and multiple alliances to harness the collective political will of those who commit to work together for change. Parents, educators, community activists, elected officials, business leaders, and government representatives 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.

Rarely do the key sectors work together to make the common goal of educational achievement a reality. Many of these partners do not know how to put their interests or ideas into a common action plan. Generally, we found good will in wanting to reach out to the Hispanic community but a sizable information gap regarding opportunities to work together.

In modeling the behavior necessary to create the will, the President's Advisory Commission used its convening authority to bring together many interested parties. 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, they used this conference as a means to work together to achieve their common goal. As a result,

- 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.

There is a role for all members of society—parents, students, educators, elected officials, community activists, business and foundation leaders, and government representatives—to build upon these and many other efforts and to continue the work necessary to help Hispanic students raise their educational achievement to that of other groups in this nation.

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.

In fulfilling this responsibility, the 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. Therefore, the Commission has identified 10 things the next Administration must do.

1. The next President must lead this nation in fulfilling the responsibility to educate all our children, and highlight the importance of ensuring educational excellence for the Hispanic community.
   - To ensure educational excellence is a national priority, the next President must deploy sufficient federal resources.

2. The secretary and department of education must lead the administration with action to improve educational excellence of Hispanics and highlight this as a national priority.
   - This leadership requires commitment to a strategic plan grounded in solid research and best practices that will activate all facets of government to improve Hispanic academic achievement.

3. The next Administration must succeed in increasing the representation of Hispanics in federal employment in both career and political appointments, and in program, policy and leadership positions.
   - Capturing Hispanic talent expands the federal government's capacity to effectively address the Hispanic community.

4. The next Administration must implement concerted and targeted outreach to the Hispanic community and complimentary guidance and technical assistance to those communities to ensure their competitiveness and access to federal programs.

5. The next President must establish another Executive Order that addresses educational excellence for Hispanics throughout the entire education continuum and includes responsibility from all federal agencies.

6. Align the responsibility of federal agencies to respond to the Executive Order with their annual report, the budget process, and the Office of Management and Budget oversight.

- This alignment includes improving accountability mechanisms by refining data collection of Hispanic participation in federal programs and maintaining the Inter-Departmental Council for Hispanic Educational Improvement to foster increased awareness and engagement by agency staff.

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

8. 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 7 positions: Executive Director, Deputy Director, federal agency liaison, Department of Education liaison, community outreach liaison, HSI program manager, and policy analyst.

9. 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 aligning oversight of executive orders, the Administration will alleviate the dynamic of competing agendas.

10. 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.

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 future of American democratic, social, cultural, and economic prosperity relies on the development of the full human potential of its people—including Hispanics. We cannot—we must not—tolerate inaction. Our country demands it, and our children deserve it.

APPENDICES
A. Latinos in Education fact sheets
B. Bibliography
C. Annotated White House Initiative publication list
D. List of Commissioners and WHI staff

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).

MEMORANDUM TO MARIA ECHAVESTE

FROM: Kendra Brooks
Caroline Chang
Bethany Little

DATE: August 30, 2000

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

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

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

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

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

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

- "Four years have passed since we released our initial report, and still, the concerted national action necessary to close this educational achievement gap has not occurred. While small scale local and national efforts have been made, Hispanic educational achievement will continue to lag behind that of other groups unless local, state, and national leaders fully commit themselves to the task";

- "The percentage of high school seniors who were Hispanic and planned to continue their education at a four-year college more than doubled between 1972 and 1992, from 24 percent to 50 percent..." (This follows a section noting that "Hispanics dropout and high school completion rates have not changes substantially over the last ten years.")

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

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

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

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

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

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

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