



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

PHONE: 202-401-7479

FAX: 202-401-8377

E-MAIL: DEBORAH_SANTIAGO@ED.GOV

400 MARYLAND AVE, S.W.
WASHINGTON, DC 20202-3601

FAX COVER SHEET

Number of pages (including cover): 33

To:

*Bethany Little /
Rey Valencia*

Fax Number: () 456 - 5581

From:

Deborah A. Santiago
Deputy Director

Date:

8/30/00

Subject:

Commission final report draft

*The following is the latest draft of the report
for your information.*

A handwritten signature in dark ink, appearing to be 'DAS' or similar, written in a cursive style.

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 PARCO 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.

MARY'S Center, 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.

~~CONFIDENTIAL~~

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, Texas

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.

UNIVISION

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 Motherhead, Inc., to develop a new curriculum using Latino children's literature for dissemination to 275 literacy instructors in the agency's national network (which encompasses community college teachers, Title 1 elementary schools, state and local family service agencies, and childcare centers). Motherhead, 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, 10.6 million, of the total traditional college-age population (students between 18 and 24 years of age). By the year 2025, Hispanics will make up 22 percent of the total traditional college-age population.⁵ As 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 50 percent in just six years—from approximately 782,000 in 1997 to 1.6 million in 1999. 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 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. PERSON INFO

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.

ENLAGE

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 PROFESSIONAL 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 CAREER

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).

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. Both Republican and Democratic Administrations demonstrated their understanding of this fact by signing executive orders focused on improving educational excellence for Hispanics (President Bush did so in 1990, and President Clinton did so in 1994). 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 youths.~~ ^{President Clinton and Vice President Gore have}

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 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.

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 people to respond to this critical national goal? 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; all these will be required. It will take unprecedented political will to make it happen.

But how do we create the will—individual and public—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 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 youths. 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.

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 (if any) of the educational condition of Hispanics. Too often, discussion focuses on bilingual education, the unacceptably 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 partnerships, 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, Time Warner, the Kellogg Foundation, 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.

Not our goals

This body of work has convinced the Commission 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 achievement of all Hispanic students to the same level of excellence as other students in America by 2010.

This report begins by providing data on the current condition of Hispanics' education, from early childhood through graduate and professional education, and then offers strategies for parents, schools, communities, the private sector, and government to improve Hispanic educational achievement.

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 youths.
- (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 attainment continues to lag behind that of the rest of the nation. The differences in educational 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. However, while there is more parity between enrollment and population representation (Hispanics make up almost 15 percent of the traditional college-age population and account for 11 percent of postsecondary education enrollment), Hispanic students take longer, on average, to graduate and do not have parity in college completion. 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; low parental involvement; negative self-image; peer group pressure; poverty; tracking into non-academic classes; under-representation in early childhood education programs; isolation in "resource poor" schools; and cultural and linguistic bias. Further, the assets a child brings into the classroom, such as language, are not universally valued; the active participation and inclusion of parents in the education of their children is not facilitated; and educational assessments too often are used to make disciplinary or high-stakes 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. 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*. 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 experimental approaches of 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. As students must strive to improve their educational achievement, so parents, educators, business leaders, elected officials, and government representatives can help supply the factors necessary for Hispanics to achieve educational excellence.

What can each sector do to help Hispanic students and raise their overall educational achievement to the level of other groups?

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 the skills, sensitivity, and experience to teach linguistically and culturally diverse students and engaged in continuous professional development.
- 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 good-quality education for all students. To close the educational achievement gap for Hispanics, will require broad national commitment and active engagement. What can those interested do to improve the educational achievement of Hispanic students? They can support efforts to achieve these elements. For example, schools can offer a good-quality learning environment; provide teachers prepared to offer a strong educational experience based on the premise that all children can learn; and actively engage parents to participate in the educational experience. A curriculum can be adopted that challenges all students to reach their highest potential and that builds upon the assets a child brings into the classroom. As children's first teachers and role models, parents can become better informed and can be included in discussions about their children's educational assets and needs so they can play an active role in their entire education. Community leaders can advocate on behalf of all children—including Hispanics—and provide the support to the education system that is necessary to ensure a high-quality education. The private sector can facilitate the educational experience by providing partnerships with school systems and education organizations and by targeting investments to the community.

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 parents, schools, 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

In 1998, 10 percent of Hispanics in the United States were less than 5 years old. Early childhood programs prepare children for elementary 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. The first three years of life are critical to establishing the foundation for learning and for future physical, social, emotional, and cognitive development.

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

Why are Hispanics less likely to be enrolled in early childhood education? It may be that programs do not exist in their area, or they may not be aware of the programs or the services they provide. Perhaps they cannot afford the cost (direct or indirect) of the services, or perhaps they prefer to keep their young children at home.

Where we need to be

Given the expected demographic increase of Hispanics in this country, it is important that we increase outreach to and the participation of Hispanics in effective early childhood education programs. Given the effect of early childhood education on the future educational

attainment of Hispanic youths, the need to increase Hispanic participation in such programs is keen.

The goal: *By 2010, at least double the number of Hispanic children in early childhood education programs (from 20-40 percent).*

The U.S. Department of Health and Human Services has taken strategic steps, as in grant announcements, to reach out to the Hispanic community to increase its awareness of and participation in early childhood education programs. Already, the agency has seen a slight increase in Hispanic participation in Head Start (from 26 percent in 1998 to 28 percent in 1999 (Montoya, 2000). While this participation is still less than what it should be, it is an example of the effort necessary to improve the preparation of Hispanic children for a high-quality education.

What can interested parties do to increase Hispanic participation in early childhood education?

Parents can:

- Become partners with school personnel and community organizations as early as possible in the educational process.
- 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.
- Use school and community resources to learn about services and to ensure that their children are benefiting from services offered.

Schools can:

- Create their own or partner with early childhood programs in the community serving Hispanic children to better prepare them to learn the skills they will need to be ready for elementary 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.

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 and therapy 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 in their role as teachers of their children. 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) 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. Ongoing evaluation efforts focus **both on** maintaining the quality of the model's implementation and **on** continuing to assess the program's impact. A follow-up study of AVANCE graduates revealed that 94 percent of the children graduated from high school, and 43 percent were attending college; 60 percent of the parents returned to school. AVANCE has 80 comprehensive family centers located in schools, churches, and housing projects **throughout Texas**.

The private sector can:

- Provide on-site childcare in the work environment to support active parenting.

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

Government can:

- Promote and expand the availability of family literacy and early childhood programs 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 will work together 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 will 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. Beginning in summer 2000, this effort will be piloted in six Latino communities across the country.

Elementary and Secondary Education (K-12)

The picture today

The elementary school years are a period of significant development and provide the foundation for a successful middle and high school experience. Today, Hispanics account for 15 percent of the elementary school-age population (children between the ages of 5 and 13); by the year 2025, Hispanics will account for nearly 25 percent of the elementary school-age population.

Hispanic students represent 13 percent of the current school population in grades 9 through 12; by the year 2030, Hispanics will make up almost 25 percent of the 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

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.

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 elementary academic preparation of Hispanic students not improving? Low participation rates in early childhood education limit the school readiness of the Hispanic population. Several additional conditions adversely affect the condition of Hispanics in elementary education. These 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' [tr] educational success is the commitment and quality of their teachers. The majority of teachers today with Hispanic students in their classes are—or reportedly 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.

Parent Involvement: Because they are their children's first teachers and primary advocates, parents play a pivotal role in their children's education. 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. We reject the assertion that Hispanic parents do not value education. Hispanics value family and education and make decisions on the basis of their very limited information about and experience with the education system. Thus, what we encounter at the family level is an information gap, not a value gap.

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 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. **[Note: Convert to endnote? [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

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. As swimming is just another way to be mobile, 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 [el on language as an asset for the benefits of a bi-literate workforce policy seminar]

One way to build upon the language asset a student brings to the classroom is to promote bi-literacy 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.

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.

Where we need to be:

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.

What can each sector do to improve educational achievement for Hispanic students in elementary and secondary education?

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.

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.

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

[insert info]

Morningside Elementary School, Brownsville, TX

Morningside Elementary School is a small school in a low-income section of Brownsville, Texas, one of the poorest regions in the nation. Nevertheless, school officials had high expectations and acted on the conviction that all children can learn. One teacher began instructing kindergartners through fifth graders in chess. School officials had high expectations of students, believed they could succeed, actively involved teachers and parents, and made a way for them to work together. Students got up early to practice and gave up their weekends to play in chess tournaments. They did so with support from their teachers, parents, and principals—and that made all the difference. In 1999, this small school's team placed second in the national chess championships. In an area where school resources are extremely limited and where English is for many a second language, students competed successfully against peers with many more resources and educational opportunities and succeeded at one of the most challenging and intellectual games.

Community-based organizations can:

- Partner with education institutions to encourage increased outreach to 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.

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.

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.

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 ^{All?} Hispanic employees with flexible work schedules to facilitate their participation in school events.
- Guarantee college scholarships for academically successful Hispanic students.

Government can:

- 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.
- 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.
- 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.

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 SunValle, where scholarships and prizes totaling more than \$900,000 are awarded.

National Air and Space Administration (NASA)

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

National Endowment for the Humanities (NEH)

The "Abuela" project will make it possible for Motherhead, Inc., to develop a new curriculum using Latino children's literature for dissemination to 275 literacy instructors in the agency's national network (which encompasses community college teachers, Title 1 elementary schools, state and local family service agencies, and childcare centers). Motherhead, Inc., a national leader in family literacy education, specializes in working with parents and children.

Postsecondary 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 [del 13.] 2000.

The Picture Today

Increasing numbers of Hispanic students are pursuing postsecondary education. Yet too often, Hispanics' successes in higher education are diminished by their alarmingly high school dropout rate. The rate is indeed unacceptable, but we must not forget that many Hispanic students complete high school only to face further challenges in higher education.

Hispanics currently make up 14.5 percent (3.6 million) of the total traditional college-age population (students between 18 and 24 years of age). By the year 2025, Hispanics will make up 22 percent of the total traditional college-age population.³ Even as the population of Hispanics continues to increase, the representation of Hispanics in higher education ~~increases~~ increases. Hispanics' enrollment in postsecondary education increased by nearly 50 percent in just six years—from approximately 782,000 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.

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 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.

Where we need to be

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

What can each sector do to help Hispanic students raise their 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.

Schools can:

- 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.

Colleges and universities can:

- Sponsor trips to campus for Hispanic students in elementary and middle school to increase their interest in higher education.
- Train Hispanic freshmen in study skills and academic procedures.
- Expand college admissions recruitment into high schools with large Hispanic student enrollments.
- Provide college admissions materials in Spanish and offer Spanish translations of their website.
- Communicate more with Hispanic parents and facilitate links between students and their families to discuss college requirements.
- Analyze why Hispanic students drop out of college, and develop institution-specific solutions to redress these problems.
- Use distance learning to allow Hispanic students to study from home and/or the workplace.
- Improve articulation between two- and four-year institutions of higher education to facilitate the further education of Hispanic students enrolled at community colleges.
- Evaluate existing support services and redesign them to adequately support the needs of Hispanic students.

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.

Community-based organizations can:

- Become better advocates to ensure that Hispanics have access to a good-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.

College is Possible

The American Council on Education's College is Possible campaign focuses on addressing families' concerns about the cost of college and the process of finding ways to pay for a college education. The campaign is in Spanish and English and involves corporations, associations, and colleges/universities as partners. The Coalition of America's Colleges and Universities has developed resources including websites, information on books, and brochures recommended by admissions and financial aid professionals to help parents and students who are looking for answers. Parents and students may access much of the same information by contacting the U.S. Department of Education.

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.

The U.S. Department of Energy

The Department of Energy (DOE) developed the Institute of Bio Technology, Environmental Science and Computing for Community Colleges (www.ornl.gov/doeccp). Sponsored by DOE and the American Association of Community Colleges, the program is designed to provide educational training and research experience at five DOE national laboratories for highly motivated and traditionally underrepresented students in science, mathematics, and other technical fields. Each DOE laboratory offers an eight-week summer institute for students who are mentored by world-renowned scientists. The Institute provides transportation, housing, and a weekly stipend. The laboratory internship is a critical step in aiding the retention of students committed to earning a baccalaureate, master's, and/or doctoral degree. Students are provided access to state-of-the-art technology and equipment.

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.

Graduate and Professional Education

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.

Where we need to be

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

What can each sector do to help Hispanic students raise their 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.

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.
- 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.
- Adopt innovative instructional strategies, such as distance learning and on-line instruction, to make graduate education more accessible.

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.

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.

The Office of Fellowships and Grants (www.si.edu/research+study) provides opportunities through the Minority Internship Program for undergraduate and beginning graduate students to participate in a variety of ongoing research and museum-related activities under the supervision of Smithsonian Institution staff. Hispanics receive approximately 33 percent of the awards made each year. In FY1999, the Smithsonian Office of Education's Center for Museum Studies sponsored 544 interns, of whom 9.7 percent were Hispanic.

CREATING THE WILL: HISPANICS ACHIEVING EDUCATIONAL EXCELLENCE

Raise the educational achievement of all Hispanic students to the same level of excellence 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 high-quality education for all our young people? Why do we hesitate to invest in our Hispanic young people 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, political will. This report offers strategies for each sector to implement, but creating the will to act requires **a** commitment to not accept failure and **to** strive for success. Creating the will to achieve educational excellence begins with the belief that our young people are precious and deserve a **high**-quality education. There is sufficient empirical evidence on successful educational interventions to help Hispanic students succeed—from early childhood through graduate and professional education—to assert the goal of raising Hispanic educational achievement to the level of other groups in this nation.

In response to this foundational belief, the Commission has sought to motivate the will to raise Hispanic educational achievement by modeling the practices we believe must proliferate across the country. As a Commission created to address educational excellence, we have the good fortune of being able to emphasize academic achievement and focus on the dramatic results achieved by students, families, schools, communities, and organizations that have high expectations **of** all Hispanic students.

To reach the goal of 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.

We all want an excellent education for all of our children, but rarely do the key sectors work together to make that common goal a reality. **In the course of** our work, we **found that** many federal agencies wanted to reach the Hispanic community but did not know how; schools wanted to reach Hispanic parents but did not know how; parents wanted to get involved in their children's education but did not know how; elected officials wanted to contribute to Hispanic students' **[tr]** educational success but did not know how; and corporations wanted to more directly impact the Hispanic community but did not know how. **Many** of these partners did not know how to put their interests or ideas into action. Many

were unaware of the **variety of educational** services and resources available. Generally, **we [tr]** 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.

We must challenge **all** members of our 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 raise the educational achievement level of Hispanics to that of other groups in this nation.

EPILOGUE

This report is the **response** of the President's Advisory Commission and the White House Initiative to the charge issued in President Clinton's Executive Order 12900. The Executive Order asked **that we** assess 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.

To fulfill this responsibility, the Commission **designed** methodologies and worked with **a variety of** partners. The Commission's staff also established an Inter-Departmental Council representing each federal agency to foster increased awareness and engagement by agency staff. To increase accountability, staff **compiled** an annual publication of federal agency performance reports **including** information about each agency's progress **in improving** the educational and employment opportunities of Hispanic Americans.

The experience of the last **seven** years has brought the Commission to the point of **publication of** this report. 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.

APPENDICES

- A. Latinos in Education fact **[insert space]** sheets
- B. Bibliography
- C. Annotated White House Initiative publication list
- D. List of Commissioners and WHI staff

Federal agencies: The Commission and **its** staff worked with 26 federal agencies to inform and increase federal agency accountability **to** fulfill the mandate of the Executive Order. Federal agencies can move slowly to address emerging populations or **changing patterns of need**. We **encountered** tremendous support from some agency staff and real reluctance from others **for increasing** agency accountability and **reaching out** to the growing Hispanic community.

One way to educate federal agencies about the educational condition of Hispanics and **to** provide an opportunity for them to effectively reach out to the **Hispanic** community was to partner with them **in sponsoring** the national conference series *Excelencia en Educación*. These activities created an opportunity for agency officials to reach out to large Hispanic communities and facilitated direct interaction to **inspire** new strategies for outreach.

The federal government **must continue to make progress in** supporting the Hispanic community, and agencies must challenge themselves and demonstrate their commitment to address the education and employment needs of all citizens, including Hispanics. **Every federal agency must make** the education and employment of the Hispanic community a top priority. For example, the Department of Health and Human Services **designed** an agency-wide Hispanic Action Agenda led by **its** top **officials**. Federal agencies must coordinate programmatic outreach to the Hispanic community and determine how to institutionalize outreach for long-term change and **the** inclusion of Hispanics in federal programs. Federal agencies **also must [tr]** ensure that career employees who are familiar with the Hispanic community are included in policy and budget development, management, and outcomes evaluation of agency programs.

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. If the nation does not create the political will to address this **situation**, Hispanics will not attain the material rewards **that issue from** competent performance or the chance to **participate fully** in our democratic society. The implications for the nation as a whole, as well as for the position **our nation** holds as the leader in an increasing globalized world, **are serious**.