

White House Initiative on Educational Excellence for Hispanic Americans

Hispanic-Americans' enrollment in postsecondary education increased close to 60 percent in just six years- from about 782,000 in 1990 to about 1.3 million in 1996. Today, there are about 14.5 million students in postsecondary education, of which just over 9 percent are Hispanic. Of these, over 40 percent are in Hispanic-Serving Institutions (HSIs).

The White House Initiative on Educational Excellence for Hispanic Americans has made a firm commitment to support and promote HSIs for the important role they play in offering high-quality educational opportunities to all students, and most importantly to Hispanic students.

What Are Hispanic-Serving Institutions?

Hispanic-Serving Institutions are accredited and degree-granting public and private nonprofit institutions of higher education with at least 25 percent total undergraduate Hispanic full-time equivalent student enrollment.

A Profile of HSIs (1997-98)

- In 1997-98, there were 195 HSIs in 12 locations—11 states and Puerto Rico.
- The majority of HSIs (67 percent) are in three locations: California (58), Puerto Rico (43) and Texas (30).
- HSIs enroll over 1.1 million students, of which close to 50 percent are Hispanic.
- Just over half of HSIs (53 percent) are 2-year institutions of higher education.
- Most HSIs are public (68 percent) institutions of higher education.
- About 45 percent of HSIs are public 2-year institutions of higher education, and 25 percent are private 4-year institutions.
- At least one-third of HSIs are located in large cities and another one-third are in mid-size cities or on the urban fringe of large cities.
- Close to half of all HSIs (93) have 50 percent or more undergraduate Hispanic student enrollment.
- HSIs have an aggregate student body that is about 70 percent minority. About 50 percent of students are Hispanic, 10 percent are African American, 7 percent are Asian/Pacific Islander, and close to 1 percent are Native American.
- Just over half of HSIs (52 percent) offer an associate's or post-associate's degree as their highest degree. In comparison, 15 percent offer bachelor's, about 20 percent offer master's and 11 percent offer doctoral degrees as their highest degree.
- HSIs conferred about 42 percent of all degrees earned by Hispanics in 1996-97.
- In 1996-97, close to 70 percent of associate's degrees and 50 percent of bachelor's degrees awarded by HSIs were in the social sciences or business.

The list of HSIs and summary of data included in this HSI information kit were generated from the U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, 1997-98.

[Return to Hispanic Serving Institutions page]

Condition of Latinos in Education

POPULATION OVERVIEW

- The Hispanic population has grown faster than the overall U.S. population since 1990 due to high birth rates and immigration levels. Latinos are projected to be the largest U.S. minority group by 2025. In 2005, the Hispanic population is estimated to reach a level of 36.1 million, while the Black population is expected to grow to 35.5 million, over the same period.
- Overall, Hispanics are much younger than non-Hispanics, and large proportions are children. The median age for Hispanics was about 26.5 years in 1997, while the estimates for Whites and Blacks were 36.0 years and 29.7 years, respectively.
- More than one-third (35.1%) of Hispanics were estimated to be under age 18 in 1997, compared to one-fourth (24.8%) of Whites and nearly one-third (31.7%) of Blacks.
- In 1996, over one-half (53.1%) of Hispanics 25 years old and over had graduated from high school and 9.3% had graduated from college. In contrast, over four-fifth (82.8%) of Whites and three-quarters (74.3%) of Blacks 25 years old and over had completed high school in 1996.
- In 1997, 67.9% (13.8 million) of the Hispanic population 16 years old and over, were in the labor force. The unemployment rate for Hispanics was 7.7% for Hispanics, compared to 4.2% for White workers and 10.0% for Black workers.
- Poverty rates for Hispanic families remain very high. In 1996, more than one-fourth of both Hispanic and Black families lived in poverty (26.4% and 26.1%, respectively), while the poverty rate for White families was 8.6%.
- About one-third of Hispanic (33%) and Black (34.1%) families with children under age 18 were poor, compared to 13% of comparable White families [1996].
- Poverty among working families is a serious problem; one-fifth (20.6%) of Hispanic families with at least one worker were poor in 1995, compared to 17.5% of comparable Black families and 6.4% of comparable White families.

EDUCATIONAL ATTAINMENT

Early Childhood

- Among 3 year olds, 4 out of 10 Whites (40.2%) and Blacks (41.1%) were enrolled in pre-primary programs, compared to 2 out of 10 Hispanics (21.2%)
- Among 4 year olds, 60.8% of Whites and 68.2% of Blacks, and 49.0% of Latinos were enrolled in pre-primary programs.

High School

- In 1994, 80.9% of the U.S. population had completed 4 years of high school or more. Only 53.3% of Latinos, had completed 4 years of high school or more. From 1970 to 1994, the percentage of Latinos completing 4 years of high school or more increased from 32.1% to 53.5%.
- In 1994, 81.0% of all men in the U.S. population and 80.7% of all women had completed 4 years of high school or more. In comparison, only 53.4% of Hispanics men, and 53.2% of Hispanic women had completed 4 years of high school or more.

College

- In 1994, 22.2% of the U.S. population had completed 4 years of college or more. Only 9.1% of Latinos, had completed 4 years of college or more. From 1970 to 1994, the percentage of Latinos completing 4 years of college or more increased from 4.5% to 9.1%.
- In 1994, 25.1% of all men in the U.S. population and 19.6% of all women had completed 4 years of college or more. In comparison, only 9.6% of Hispanics men, and 8.6% of Hispanic women had completed 4 years of college or more.

Condition of Latinos in Education

Higher Education

In 1994, about 8.6% (13 million) of the total of the U.S population over 25, were Latinos. Of these:

- 46.7% were not high school graduates, compared to 16.6% of non-Hispanics.
- 26.2% were high school graduates, compared to 35.1% of non-Hispanics.
- 6.2% had a bachelor's degree, compared to 15.5% of non-Hispanics.
- 2.9% had an advanced degree, compared to 7.9% of non-Hispanics.

Quirina J. Orozco
11/23/99 10:35:12 AM

Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: HEAP 2001, December 7, 1999, 11:00 am

Per the request of Barbara Chow, I recently sent out a call for ideas regarding the possibility of reconfiguring the current composition of the Hispanic Education Agenda for FY 2001. To discuss this issue and to solicit your ideas, a meeting will take place on **Tuesday December 7, 1999 at 11:00am in Room 218 OEOb**. Please contact me at 5-3895 if you are planning to be in attendance.

The existing Agenda for FY 2000 includes eleven programs that address the special needs of Latino students and improve their educational outcomes. Please review the following current list of programs included in HEAP and their brief descriptions and join us with any ideas you might have for FY 2001. Thanks.

Quirina

- **State Agency Migrant Program:** The FY 2000 likely enacted level for the State Agency Migrant program is \$355 million. Migrant Education program supports programs that promote the coordination of federal resources for migratory children and provide services that address their unique needs. Through this program, eligible migrant students can receive supplemental educational services such as tutoring and summer school. Hispanic children account for about 80% of all currently eligible migrant students, making this program one of the largest efforts to improve the educational status of the Hispanic school-age population.
- **Comprehensive School Reform Demonstrations:** The FY 2000 likely enacted level for CSRD is \$170 million. The CSRD program supports the implementation of comprehensive reforms that are based on reliable research and effective practices to enable Title I children to meet challenging State standards. The program was originally added to HEAP to address the high Latino dropout rate and to promote reforms that improve programs in schools with low levels of student achievement and high dropout rates.
- **High School Equivalency Program (HEP):** The FY 2000 likely enacted level for HEP is \$15 million, \$6 million over FY 1999 enacted. HEP aids migrant students in obtaining high school equivalency certificates and gaining employment or admission into college. A 1999 report prepared by the HEP grantees found that 70 percent of HEP participants in 1997-1998 earned GEDs. Approximately eighty-five percent of HEP participants are Hispanic.
- **College Assistance Migrant Program (CAMP):** The FY 2000 likely enacted level for CAMP is \$7 million, \$3 million more than the FY 1999 enacted level. A 1999 report prepared by CAMP grantees found that 93 percent of CAMP participants in 1997-1998 completed their first academic year in good

standing at an institution of higher education and 87 percent of CAMP participants remained in good standing beyond their first year. A 1995 report also found that 74 percent of CAMP participants eventually graduate from college, compared with 8 percent of Hispanics ages 18-38. Approximately eighty-five percent of HEP participants are Hispanic.

- **Bilingual Education:** The FY 2000 likely enacted level for Bilingual Education is \$248 million. The Bilingual Education program provides academic support to the nation's growing student population with limited English proficiency and funds three authorities: Instructional Services, Professional Development, and Support Services. Instructional Services grants assist LEAs in implementing high-quality programs for limited English proficient students while Professional Development grants are used to increase the pool of qualified bilingual education and ESL instructors needed to serve the rapidly growing number of LEP students. Over the past 31 years, Bilingual Education program has made a major contribution to the growth of special instructional programs designed to meet the needs of LEP students to ensure that they achieve to the high standards required of all other students.
- **Adult Education:** The FY 2000 likely enacted level for the Adult Education program is \$470 million. This includes \$450 million to Adult Education State Grants authority which provides valuable English as a second language instruction and other services to the approximately 44 million adults who lack who have not earned a high school diploma or an equivalent. The programs also provides funding for the ESL/Civics Initiative which provides English literacy instruction coupled with critical civics and life skills necessary for recent immigrants to become effective participants in American society.
- **Hispanic-serving Institutions (HSIs):** The FY 2000 likely enacted level for HSIs is \$42.25 million. The Hispanic-serving Institutions program helps such schools increase their capacity to serve Hispanic and low-income students, as well as enables HSIs to expand and enhance their academic offerings, program quality, and institutional stability. To be designated as an HSI, a school must have a high enrollment of needy students, low educational and general expenditures, and 25 percent or more undergraduate Hispanic full-time equivalent enrollment, where 50 percent of Hispanic students are low-income.
- **TRIO:** The FY 2000 likely enacted level includes \$645 million for TRIO. TRIO programs fund postsecondary education outreach and support services for disadvantaged students to help them enter and complete college, to motivate and and prepare these students for doctoral studies, and train individuals serving or preparing to for service in Federal TRIO programs. At least two-thirds of the eligible participants in Federal TRIO programs must be low-income, first generation college students.
- **Migrant Youth Job Training Demonstrations:** The Migrant Youth Job Training Demonstration program administered through the Department of Labor provides \$5 million to support decreasing child labor in the agricultural field by working with children of migrant farm worker families and to provide economic incentives and academic enrichment.
- **Migrant and Seasonal Youth Opportunity:** The FY 2000 likely enacted level for the Migrant and Seasonal Youth Opportunity program, also administered through the Department of Labor, provides training and education assistance to migrant youth, including literacy assistance and drop out prevention. PY 1999 was the first year of funding for this program.
- **Title I, Grants to LEAs:** The FY 2000 likely enacted level for Title I, Grants to LEAs is \$7,941 million. This program funds support supplemental education services for students who have fallen behind in school, in particular those in high poverty communities. The new funds support increased accountability activities, services for about 300,000 additional students, and the added cost of higher quality services. About 30 percent, or 3.6 million, of the students served under Title I are Hispanic.



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

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Fax Cover Sheet

September 28, 1999

To: Sarita E. Brown
C/o Bethany Little, Domestic Policy Council

From: Richard Toscano

Subject: Materials

Number of Pages (including cover):

- **Statistical Data on Education**
- **Assessment Conference, October 14-15, Menlo Park, California**

09/28/99

FROM THE CONDITION OF EDUCATION, 1999 (NCES)**Preprimary Education Enrollment**

- Preprimary enrollment for 5 year olds were higher in 1996 than in 1991, while enrollment rates for 3 – 4 yr. Olds were similar.
- In 1996 enrollment was:
 - 43% for 3 yr. Olds
 - 64% for 4 yr. Olds
 - 92% for 5 yr. Olds
- In 1995 similar percentages of white and black 3 and 4 year-olds were enrolled while their Hispanic counter parts were less likely to be enrolled.
- The higher the income (\$50,000 >), the more likely 3-4 yr. Olds were enrolled in preprimary.
- There is a positive relationship between parents' educational attainment and the enrollment rates; as parents' educational attainment increased, so did enrollment in preprimary education.

Elementary and Secondary Enrollment

- Total elementary and secondary enrollment increased substantially during the late 1980's and 1990's.
- Total enrollment in 1998 was 52.7 million students.
- Total enrollment is expected to increase between 1998 and 2008 by 3%.
- Secondary school enrollments are projected to increase by 11% between 1998 and 2008 (public and private)
- Enrollment in pre-kinder through 8th grade is projected to decrease slightly.
- Between 1998 and 2008 total public school enrollment is projected to increase in the South and West (4% and 11%, respectively), but will decrease in the NE and Midwest by 1 and 3%, respectively.

Racial and Ethnic Distribution in Elementary and Secondary Enrollment

- In 1996, 36% of student enrolled (public schools) were considered part of a minority group (increase of 12% from 1976). This increase was largely due to Hispanic students.
- In 1996, 1 out of 4 students who lived in a central city and attended public schools was Hispanic, up from 1 out of 10 in 1976. By comparison, blacks make up 1 out of 3 students
- Private school enrollment for Hispanics: Increase from 1972 (5%) to 1996 (8%). Blacks saw similar increases.

Racial and Ethnic Isolation Distribution in Elementary and Secondary Enrollment

- Overall, between 1987 and 1996, the exposure of minority's students to white students decreased.
- Hispanic students' exposure to white non-Hispanics was lowest in the South and NE, but declined most in the Border States and West.
- Racial isolation is smallest in some regions: for Blacks in the West and for Hispanics in the South and NE.

09/28/99

Postsecondary Education

- Between 1985 and 1992, total enrollment in postsecondary education has generally increased, but has remained constant since then.
- Public institutions enroll nearly 8 out of every 10 students. However, there has been a shift from 4-year public to 2-year public institutions during this period.
- Total enrollment in private 4-yr. Institutions increased steadily between 1985 and 1996. In contrast, 2-year private institutions have seen their enrollment numbers fluctuate between 1985 and 1990, and then decrease between 1991 and 1996.

Racial and Ethnic Distribution in Postsecondary Education

- The student body in the U.S. colleges has become increasingly heterogeneous since the mid-1970's.
- Percentage of minorities increased from 15% in 1976 to 25% in 1996. **This increase was largely due to the growth in enrollment of Hispanic and Asian/Pacific Islander students whose enrollment as a percentage of total enrollment increased by 4% (both groups).**
- In 1996, Black enrollment = 11%; Hispanic enrollment = 8%; and Asian/Pacific Islander = 6%.
- In 1996 minority students made up a greater proportion of the student body in Public 2-year institutions (30% versus 22% in 4-year institutions).
- Similar percentages in Pub 2-yr schools for both Hispanics and Blacks (12% and 11%, respectively). However, the percentage of students at 4-year schools was higher for Blacks (10%) than for Hispanics (6%).

09/28/99

Recent School Dropouts

- In October 1997, 5 % of students who were in grades 10-12 the previous October dropped out sometime during the year.
- Between '72 and '97, the dropout rates for whites and blacks decreased, while the dropout rate for Hispanic did not change significantly. During this period, the dropout rates for Blacks decreased at a faster rate than that for whites.
- Generally, between '72 and '97, students from low-income families were more likely to drop out than their middle and high-income counter parts.
- Between '90 and '97, students whose parents did not complete high school were more likely to drop out.
- In '97, a greater percentage of Hispanics than non-Hispanics ages 16-24 were born outside the U.S.
- Among this group, the status of drop out rate (39%) was higher than it was among first-and later generation. First and later generation Hispanics were two to three times more likely than their non-Hispanic peers to drop out.
- In 1997, the percentage of 25 to 34 yr. Olds who were dropouts was lower than it was in 1989 or 1979. Note that similar changes are occurring for all groups.

09/28/99

Immediate Transition from High School to College

- Between 1987 and 1997, the percentage of high school students who go directly to college increased from 57% to 67%
- Students from high-income households saw increases between 1987 and 1997, while the percentage of their counterparts from low-income households showed no stable pattern.
- The rate of increase (1987 and 1997) was greater for whites than for Blacks.
- Level of education of parents is tied to immediate transition from high school to college.

Racial and ethnic differences in Transition from High School to College

- In 1997, White transition = 46%
- In 1997, Blacks = 39%
- In 1997, Hispanics = 36%
- In mid to late 1970's whites, Black, and Hispanic showed similar rates.
- Percentage of completers was higher in 1997 than 1972:
 - Whites = 14% higher
 - Black = 12% higher
 - Hispanics = 10% higher
- Black and Hispanic high school completers were less likely to enroll in 4-year institutions as opposed to their white counterparts.

Persistence and Attainment of 1st year College Students

- In 1989-90, 29% of undergraduates left college during their 1st year. A greater percentage left public 2-year institutions (42%) than 4-year institutions (16%)
- About half of those leaving pub-2 year and two-thirds leaving pub 4-year returned to college in 1994, known as stopouts.
- Stopouts who were enrolled in 4-year private, non-profit institutions were more likely to return to their original institutions than their counterparts: Private = 63%; Public = 20%.
- Stopouts in Public –2 year who transferred were more likely to earn a degree – very similar to those students who did not dropout (48% and 50%, respectively).

Educational Attainment

- Educational attainment of 25 to 29 year olds increased between 1971 and 1998.
- High School Diploma or equivalency rose from 78% to 88%
- High School completers with some college rose 44% to 66%
- High school completers with B.A. rose 22% to 31%
- The educational attainment of blacks increased across all education levels (4 bullets above).
- The educational attainment of Hispanics also increased, however, despite these increases, the gaps of attainment between Hispanics and whites remained similar at every attainment level during 1971 through 1998.
- In 1971, females had lower rates of attainment. However, between 1971 and 1998 educational attainment for females increased at a faster rate than that of males and by 1998, the attainment rate surpassed that of males.

THE NATIONAL ACADEMIES

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Commission on Behavioral and Social Sciences and Education
Board on Testing and Assessment

September 21, 1999

Dr. Sarita Brown
Executive Director
White House Initiative on Educational
400 Maryland Avenue, S.W.
FB-6 Room 5E108
Washington, D.C. 20202-3601

Dear Dr. Brown:

The National Academy's Forum on Educational Excellence and Testing Equity is holding a workshop in October to discuss the inclusion and assessment of English-language learning students in standards-based reform. The meeting will be held at SRI International in Menlo Park, California on October 14 and 15. The Forum members and NRC staff invite you to join them at the workshop in their review of inclusion, accommodation and reporting practices for English-language learners.

As you know, the education and assessment of English-language learning students demand attention as states and districts across the nation press for rigorous standards of learning and for large-scale assessments that measure the progress of all students toward high levels. Students for whom English is a second language often are excluded from standards-based assessment programs. Such exclusions can call into question the assessment results of schools and jurisdictions. Differential exclusion rates also can lead to invalid comparisons across states and among districts. Most importantly, exclusion removes English-language learning students from accountability systems and may threaten their access to the full benefits of educational reform.

The National Academy's workshop is designed to review and highlight current research and practice. Participants will examine the social policy goals, legal protections, standards and assessment practices, and the outcomes of high-stakes tests for English-language learning students and for their schools.

Dr. Brown
Page 2

A draft workshop agenda is attached, as is a brochure describing the Forum and their work. Please don't hesitate to contact Karen Mitchell (202/334-3407) or Viola Horek (202/334-2091) if you would like further information about the workshop. We look forward to seeing you in October.

Sincerely,

A handwritten signature in black ink, appearing to read "M. Feuer", written in a cursive style.

Michael Feuer

Attachments

**The National Academies
Board on Testing and Assessment
FORUM ON EDUCATIONAL EXCELLENCE AND TESTING EQUITY**

**INCLUSION, ACCOMMODATION, AND REPORTING FOR
ENGLISH-LANGUAGE LEARNERS IN STANDARDS-BASED REFORM**

Draft Workshop and Meeting Agenda

October 14-16, 1999
SRI International
Menlo Park, California

States and districts across the nation are pressing for rigorous standards of learning and for large-scale assessments that measure the progress of all students toward high levels. However, students for whom English is a second language often are excluded from standards-based assessment programs. Such exclusions can call into question the assessment results of schools and jurisdictions. Differential exclusion rates can also lead to invalid comparisons across states and among districts. Most importantly, exclusion removes English-language learning students from accountability systems and may threaten their access to the full benefits of educational reform.

This workshop is designed to review current research and practice on the inclusion and accommodation of English-language learning students in standards-based reform. Participants will discuss the social policy goals, legal protections, standard and assessment practices, and the outcomes of high-stakes tests for English-language learning students and for their schools.

Thursday, October 14, 1999

8:30-8:45

WELCOME AND INTRODUCTIONS

*Ulric Neisser, Cornell University
Forum Co-Chair*

*William Trent, University of Illinois
Forum Co-Chair*

8:45-9:45

**POPULATION CHARACTERISTICS, SOCIAL GOALS, AND
EDUCATIONAL TREATMENTS FOR ENGLISH-LANGUAGE
LEARNING STUDENTS**

*Kenji Hakuta
Stanford University*

- What terminology is used to designate students for whom English is a non-native language?
- What are the language backgrounds and family characteristics of these students?

- What social and educational goals have been articulated for English-language learning students in American schools?
- What are the educational backgrounds and what is the character and quality of the educational services provided to English-language learners?

9:45-10:15

Discussion

10:15-10:30

Break

CURRENT POLICY AND PRACTICE ON THE INCLUSION AND ACCOMMODATION OF ENGLISH-LANGUAGE LEARNING STUDENTS

10:30-11:30

*Charlene Rivera**GWU Center for Equity and Excellence in Education*

- What criteria are used to determine whether English-language learners are included in state testing programs?
- How long are English-language learners exempted from state assessment programs?
- What accommodation strategies do states use (modifications of tests and testing procedures)?
- Do states prohibit provision of specific accommodations?
- What criteria are used to determine individual accommodations?
- Who makes decisions about individual accommodations?
- What domains are addressed (subject-matter knowledge, native language and literacy, English language and literacy, cognitive abilities)?
- What assessment purposes are being served (instructional planning, system-level monitoring and accountability, program placement or exit)?

11:30-12:00

Discussion

12:00-12:45

Lunch

RECENT RESEARCH AND RECOMMENDATIONS ON THE INCLUSION AND ACCOMMODATION OF ENGLISH-LANGUAGE LEARNERS

12:45-2:15

Research on Inclusion, Accommodation and Reporting for English-Language Learners*Jamal Abedi**University of California Los Angeles, CRESST*

Inclusion and Testing of Limited-English-Proficient Students in Large-Scale Assessment

Richard Duran
University of California, Santa Barbara

Findings of the NRC Committee on Title I Testing

Ursula Casanova
Arizona State University

- What inclusion and accommodation practices for English-language learners are best supported by research?
- What domains are well addressed by current measures (assessment of subject-matter knowledge, native language and literacy, English language and literacy, cognitive abilities)?
- What assessment purposes are well served by current methods (instructional planning, system-level monitoring and accountability, program placement or exit)?
- What is known about the validity of score interpretations for English-language learning students in standards-based testing?
- What are the most pressing development and research questions?

2:15-2:45

Discussion

2:45-3:00

Break

3:00-3:45

INCLUSION AND ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Martha Thurlow
University of Minnesota

- What do we know about the inclusion and accommodation of students with disabilities in standards-based reform?
- Do these practices hold promise for the education and assessment of English-language learning students?

3:45-4:30

FEDERAL PROTECTIONS FOR ENGLISH-LANGUAGE LEARNING STUDENTS

William Taylor
Board on Testing and Assessment

Arthur Coleman
U. S. Department of Education

- What federal protections are provided to English-language learning students under Titles I and VI?
- What other federal initiatives seek to ensure that the rights of these students are protected?

4:30-5:30

Reactors:

Charles Glenn
Boston University

Paul Holland (invited)
University of California Berkeley

5:30-6:00

Discussion

6:00

Adjourn

Friday, October 15, 1999

8:30-9:15

FEDERAL INITIATIVES FOR ENGLISH-LANGUAGE LEARNING STUDENTS

Judith Johnson
U. S. Department of Education

Rebecca Kopriva
U. S. Department of Education

- What federal initiatives seek to promote the educational opportunities of English-language learning students?

9:15-10:45

STATE AND LOCAL ASSESSMENT OF ENGLISH-LANGUAGE LEARNING STUDENTS

Roseanne DeFabio
New York State Department of Education

Sonia Hernandez,
California Department of Education

Merv Brennen
Illinois State Department of Education

- How are English-language learning students identified in the jurisdiction?
- To what content and performance standards are English-language learning students and their schools held accountable?
- What educational treatments are available to these students?
- For what purposes (instructional planning, system-level monitoring and accountability, program placement or exit) and in what assessment domains (subject-matter knowledge, native language and literacy, English language and literacy, cognitive abilities) are English-language learning students tested in the jurisdiction?
- What are the policies and procedures for inclusion?
- What accommodations are offered?

- What happens to excluded students?
- How does the testing program report scores for individuals and groups?
- How do English-language learning students and their schools fare in standards-based testing in the jurisdiction?
- What is known about the validity of score data for English-language learning students?

10:45-11:00

Break

11:00-12:30

STATE AND LOCAL ASSESSMENT OF ENGLISH-LANGUAGE LEARNING STUDENTS (Continued)

Maria Seidner
Texas Education Agency

Mary Ramirez
Philadelphia School District

Adel Nadeau
San Diego County Office of Education

12:30-1:15

Lunch

1:15-1:45

Discussion

1:45-2:15

COMMERCIAL TESTING PRACTICES FOR ENGLISH-LANGUAGE LEARNING STUDENTS

Margaret Jorgensen
Harcourt Educational Measurement
Stanford 9

Kimberly Moe
CTB/McGraw-Hill
TerraNova

TBD
Riverside Publishing
Iowa Test of Basic Skills

2:15-3:15

Reactors:

Martin Carnoy
Stanford University

Maureen DeMarco (invited)
Former Secretary of Education, California

3:15-3:45

Discussion

3:45-4:15

Workshop Conclusion and Break

4:15-5:30

Forum Discussion

Saturday, October 16, 1999

8:30-12:30

Forum Discussion

September 24, 1999

Mr. Raul Yzaguirre
President
National Council of La Raza
Suite 1000
1111 19th Street, N.W.
Washington, D.C. 20036

Dear Raul:

Thank you for your letter about the Hispanic Education Action Plan (HEAP) and the White House Initiative on Educational Excellence for Hispanic Americans. Your letter raises serious questions, and I have asked Secretary Riley and OMB Director Jack Lew to address them.

The White House Initiative and HEAP are important components of our work to strengthen education for Hispanic children, and I firmly believe that these efforts will have a significant and lasting impact on our nation if we work together to ensure their success. I want to assure you that my Administration is deeply committed to providing a world-class education to every child in our nation and that improving opportunities for Hispanic children remains an important part of this endeavor.

Thanks, again, for your candid assessment. I have directed Maria Echaveste, my Deputy Chief of Staff, to work with you and keep me apprised of our progress. Best wishes.

Sincerely, 

BC/CS/DWB/DWB/ddj-efr (Corres. #4483158)
(9.yzaguirre.r)

cc: John Wertman, 97 OEOB
cc: Mickey Ibarra, 2FL/WW
cc: Maria Echaveste, 1FL/WW
cc: Barbara Chow, 260 OEOB
cc: Bethany Little, 217 OEOB
cc: Brian Kennedy, 235 OEOB
cc: Jack Lew, 252 OEOB, w/ incoming letter
cc: Secretary Riley, Dept. of Education, w/ incoming letter

Xeroxed copy of personally signed original to NH through
Sean Maloney
CLEAR THRU SEAN MALONEY
PRESIDENT TO SIGN



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

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November 26, 1999

To: Bethany Little
Domestic Policy Council

From: Richard Toscano
Special Assistant for Interagency Affairs

Subject: Latinos in Higher Education

456-7028

Number of Pages (including cover):

Bethany

Attached, please find more information on Latinos in Higher Education. You should also contact Hector Garza, Director, Minorities in Higher Education at the American Council on Education (ACE). ACE has a report entitled "Minorities in Higher Education, 1997-1998, Sixteenth Annual Status Report." Unfortunately, we do not have a copy of the report.

Hector's # is 931-4345

Please call me @ 401-2147 should you
have any more questions.

V. Postsecondary Education

A. OVERVIEW

A college education has always been seen as a means of upward mobility, especially for economically or socially disadvantaged groups. In recent years, postsecondary education has become more accessible to all segments of the population. Over the last two decades, as the economy has become increasingly complex and reliant on higher levels of literacy and numeracy, there has been a rise in educational attainment across all ethnic groups. The U.S. Department of Education attributes this trend to both the growth in the population of Hispanic and Asian students and to their increasing education levels.

As the following data show, however, there continues to be a gap between Hispanics and their White and Black counterparts in many areas related to educational access, achievement, and attainment. Further, there is statistical evidence that differences in course-taking patterns in high school, educational aspirations, and college attendance and completion influence each attainment indicator for the Latino community.

This section will provide information which shows that while the number of Hispanics who are enrolling in and graduating from college has increased in absolute numbers, they remain underrepresented on university campuses and among degree recipients, both relative to other groups and as a proportion of their total population. Additionally, the gap between White and Hispanic student college transition rates¹ has increased since 1980.

Hispanic college students tend to concentrate in different fields, have a higher number of disruptions in their education, and are only half as likely to complete four years of college compared

to non-Hispanic White students. Hispanics who do complete college take longer, on average, than their White counterparts and work more and longer hours during their postsecondary careers than both their White and Black counterparts. Hispanic male and female differences in educational attainment have changed significantly over time, with an almost three-fold increase in Hispanic female college graduates over the past 20 years.

B. SAT SCORES

Experts in higher education understand the limitations of using standardized test scores to predict academic performance. At most, even the College Board, which administers many of the standardized tests, "claims only that the SAT correlates with first-year grades a little less than half the time (42 percent)."² Moreover, many colleges and universities are relying less on SAT scores while developing multi-assessment admissions policies. Yet, in the wake of *Hopwood v. The State of Texas*, and Proposition 209 in California, both of which have ended traditional affirmative action programs and have led to huge declines in minority enrollment in the Texas and California state university systems, many schools stills use SAT test scores or an equivalent as the principal basis for admissions.

Despite efforts to de-emphasize standardized tests, they remain an important factor in tracking the academic progress of students. Thus, it is important to track trends in student performance on such tests. Data indicate that while Hispanics tend to perform better than Blacks on the SAT exams, both groups' scores continue to lag behind those of Whites. Figures 5.1 and 5.2 present the data on the math and verbal SAT scores for two years in a 10-year period. All groups have experienced a gradual rise in their total scores between 1987 and

1997. However, while the gap between Whites and Blacks decreased by four points, the gap between Whites and Hispanics increased by six points. In 1987, the average total SAT score for Whites was 1038, compared to 839 for Blacks and 926 for Hispanics. By 1997, the scores for Whites, Blacks, and Hispanics increased to 1052, 857, and 934, respectively. Additionally, the increase in the test scores for Whites and Blacks was double that of Hispanics. Between 1987 and 1997, math scores for Whites increased by 12 points, from 514 to 526; the scores for Blacks also increased by 12 points from 411 to 423. However, the increase for Hispanics was only six points, from 462 to 468. On the verbal test, the scores for Whites and Hispanics increased two points each between 1987 and 1997, from 524 to 526 and from 464 to 466, respectively. The scores for Blacks increased six points, from 428 to 434 over that period.

Given the recent bans on affirmative action in public institutions in the two states with the largest concentrations of Latinos, colleges and universities may again focus on tests scores for admissions decisions, despite recent steps to develop broader admissions policies. Thus, the challenge is for colleges and universities to identify promising alternatives to promote diversity. Otherwise, many of the nation's public colleges and universities may see the declines in minority enrollment that both California and Texas have recently experienced.

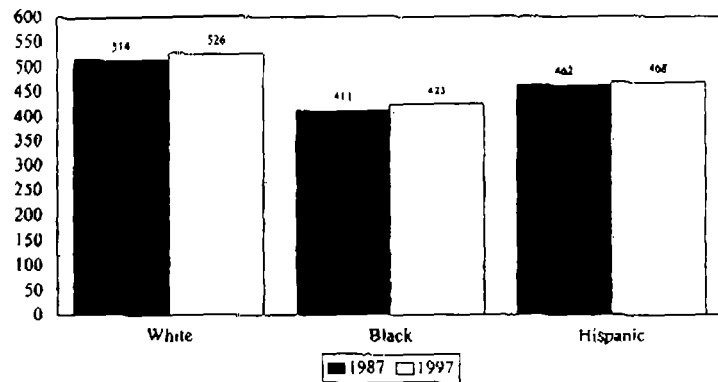
C. ENROLLMENT STATISTICS

Hispanics continue to be underrepresented at institutions of higher education despite an increase in their enrollment since 1988. In 1994, Whites comprised 74.3% of the undergraduate stu-

dent body, compared to 11.0% and 8.1% for Blacks and Hispanics, respectively (see Figure 5.3). The data show a drop in the enrollment rate of Whites since 1988, when they comprised 80.2% of undergraduate students. Both Hispanics and Blacks ex-

Figure 5.1

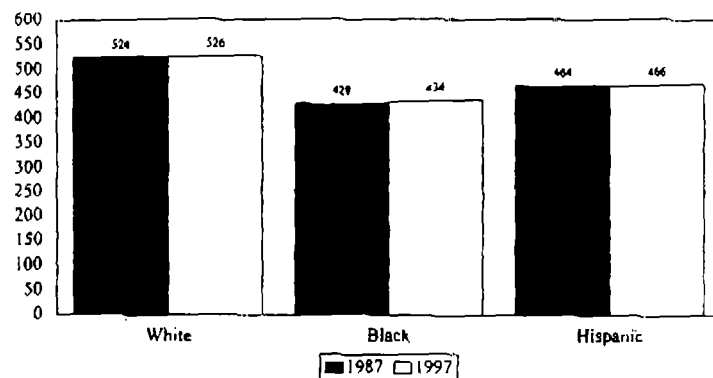
Average Math SAT Scores
by Race/Ethnicity, 1987 and 1997



Source: *Summary Statistics, The College Board's Annual Survey of Colleges*, The College Board, New York (1997)

Figure 5.2

Average Verbal SAT Scores
by Race/Ethnicity, 1987 and 1997



Source: *Summary Statistics, The College Board's Annual Survey of Colleges*, The College Board, New York (1997).

perienced increases in enrollment rates since 1988, when they accounted for 5.7% and 9.4% of the nation's undergraduates, respectively. At the graduate level, in 1994 Whites accounted for 83.5% of students, compared to 7.2% and 4.1% for Blacks and Hispanics, respectively. By contrast, 1988 data show that 87.3% of graduate students were White, compared to 5.8% who were Black and 3.0% who were Hispanic.

In 1995, Hispanic high school graduates were less likely than White and Black high school graduates to be enrolled in college. Between 1988 and 1995, the gap in the percentage of White and Hispanic high school graduates aged 18 - 24 years old increased, while the gap between White and Black students decreased (see Figure 5.4). In 1988, 38.4% of White high school graduates aged 18 - 24 years old were enrolled in college, compared to 27.8% of Blacks (a difference of 10.6 percentage points) and 30.8% of Hispanics (a difference of 7.6 percentage points). By 1995, the enrollment rate for Whites was 43.7%, compared to 35.2% for Blacks and 34.9% for Hispanics (a gap of 8.8 percentage points).

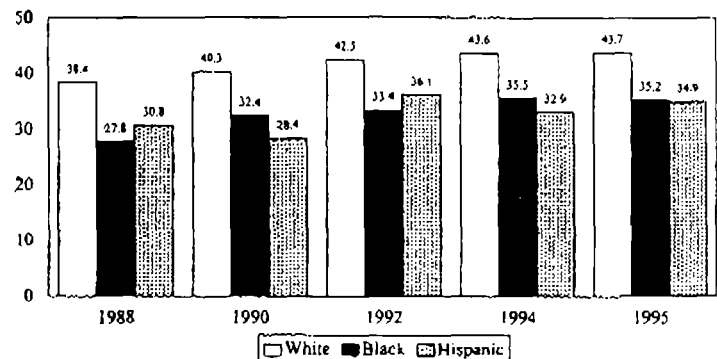
Data on the immediate transition from high school to college represent one indicator of the number of students who will ever enroll in college, since most students who enroll in college do so right

Figure 5.3
Enrollment Rates by Level of Study
and Race/Ethnicity, 1988-94

		1988	1990	1992	1994
All Students	White	81.1	79.9	77.5	75.4
	Black	8.9	9.3	9.9	10.5
	Hispanic	5.4	5.8	6.8	7.6
Undergraduates	White	80.2	79	76.4	74.3
	Black	9.4	9.8	10.4	11
	Hispanic	5.7	6.2	7.2	8.1
Graduate	White	87.3	86.6	85.3	83.5
	Black	5.8	5.9	6.3	7.2
	Hispanic	3	3.3	3.8	4.1

Source: *Digest of Educational Statistics 1996*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1996)

Figure 5.4
College Enrollment Rates of High School Graduates
Aged 18 - 24 Years-Old by Race/Ethnicity, 1988-95



Source: *The Condition of Education 1997*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1997)

after high school.³ Such data provide insight into the accessibility of higher education, as well as the value of obtaining a college education as opposed to taking other career paths.⁴ Differences in college transition rates between Whites and Hispanics have grown over time. In 1987, 58.6% of White

high school graduates aged 16 - 24 years old enrolled in college within one year of graduation, while 33.5% of Hispanics and 52.2% of Blacks did so. By 1995, 64.3% of Whites, 53.7% of Hispanics, and 51.2% of Blacks entered college by October following their high school graduation.⁵

Some of the factors which affect the transition from high school to college include family poverty and low educational aspirations. According to NCEES, high school graduates from high-income families are more likely than high school graduates from low-income families to go directly to college. Given that 1996 poverty data indicated that both Hispanics (29.3%) and Blacks (28.3%) were over

two times more likely than Whites (11.2%) to be poor, it appears that poverty status is a significant factor in the small proportion of Latino students enrolled in college. Similarly, if students have low expectations of academic achievement it may affect their decisions to go to college. Hispanic students have lower educational aspirations than Whites (see Chapter 3). In 1992, nearly one-third (31.3%) of Hispanic high school students aspired to complete their formal education with two years or less of either vocational training or college. In contrast, approximately one-fourth of White and Black students planned to end their postsecondary careers at this point.

Figure 5.5
TOTAL FALL ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION
BY LEVEL OF STUDY, GENDER, AND RACE/ETHNICITY, 1980 - 1994

	1980	1988	1990	1992	1994
All Students					
Total Hispanic	4.0	5.4	5.8	6.8	7.6
Hispanic Men	2.0	2.4	2.6	3.0	3.4
Hispanic Women	2.0	2.9	3.2	3.8	4.2
Undergraduates					
Total Hispanic	4.2	5.7	6.2	7.2	8.1
Hispanic Men	2.1	2.6	2.8	3.2	3.6
Hispanic Women	2.2	3.1	3.4	4.0	4.5
Graduate					
Total Hispanic	2.6	3.0	3.3	3.7	4.1
Hispanic Men	1.3	1.3	1.5	1.6	1.8
Hispanic Women	1.3	1.7	1.9	2.1	2.4
First-Professional					
Total Hispanic	2.4	3.6	4.0	4.4	4.7
Hispanic Men	1.7	2.2	2.4	2.6	2.6
Hispanic Women	0.7	1.4	1.6	1.8	2.0

Source: *Digest of Education Statistics 1996*, National Center for Educational Statistics, U.S. Department of Education, Washington, D.C. (1996)

Hispanic females made significant educational gains relative to Hispanic males since 1980 in both undergraduate and graduate enrollment rates (see Figure 5.5).⁶ In 1980, Hispanic women accounted for 2.2% of the undergraduate student population, while the enrollment rate of Hispanic men was about the same at 2.1%; however, by 1994 the enrollment rate of Hispanic females had more than doubled. Hispanic female enrollment increased to 4.5%, while the rate increased to 3.6% for Hispanic men. However, with respect to professional degrees, data show that a slightly smaller percentage of Hispanic females than Hispanic males were enrolled in such programs in 1994;⁷ Hispanic women accounted for 2.0% of students enrolled in such degree programs, compared to 2.6% of Hispanic men.

Among the top 10 states with the highest percentage of Latinos, Hispanic enrollment in institu-

tions of higher education remains, on average, consistently well below the Hispanic proportion of the state's population (see Figure 5.6). With the exception of Florida and Illinois, which possess the most equitable distribution between state and student Hispanic populations, all other states with the largest Hispanic populations display significant gaps between the percentage of Hispanics of the total state population and the percentage of Latinos in college. The largest discrepancies between total state Hispanic populations and Latino student participation in higher education are in the states with the largest total Hispanic populations — California, Arizona and Texas.

Hispanic students have a higher tendency than non-Hispanic students to enroll in schools offering either vocational certificates or associate degrees. In particular, a higher percentage of Hispanics and Blacks are enrolled in two-year colleges

Figure 5.6

**HISPANIC ENROLLMENT IN HIGHER EDUCATION
IN STATES WITH LARGEST HISPANIC POPULATIONS (ESTIMATED AS OF 1994), 1980 - 1995**

	Hispanic % of State Pop (1994)	1980	1990	1993	1995
California	28.4	9.7	13.4	18.5	19.7
Texas	27.3	12.7	16.9	19.2	20.5
New York	13.7	5.5	7.9	8.9	9.6
Florida	13.4	8.1	11.5	12.8	13.5
Illinois	8.9	2.5	6.9	7.8	8.1
New Jersey	11.0	4.3	6.9	8.2	9.5
Arizona	20.1	7.6	11.6	13.5	14.4
New Mexico	39.0	24.8	28.1	30.2	31.3
Colorado	13.5	5.7	7.7	8.8	9.2
Massachusetts	5.6	1.5	3.2	4.0	4.4

Source: *State Comparisons of Education Statistics, 1969-70 to 1993-94*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1994); *State Population Data*, Population Division, U.S. Bureau of the Census, Washington, D.C. (1994)

than in four-year colleges (see Figure 5.7). In 1994, Hispanics accounted for 10.7% of the students enrolled in two-year institutions, but accounted for 5.5% of the student population enrolled in four-year institutions. By comparison, Blacks accounted for 11.3% of students in two-year colleges and 9.9% of students in four-year schools, while 71.0% of Whites attended two-year institutions and 78.3% attended four-year colleges.

D. DEGREES CONFERRED

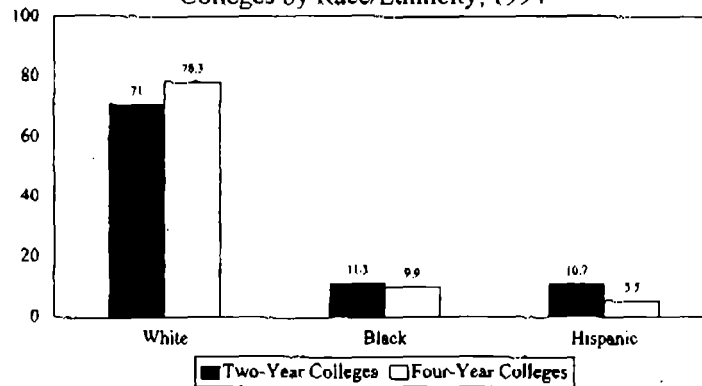
As more Hispanics are attending college, the number of postsecondary degrees awarded to Hispanics has increased, but their rates of educational attainment are not in line with either their overall population rates or their college enrollment rates. Figures 5.6 through 5.9 demonstrate the academic areas in which Hispanics are concentrating, as well as the percentage of the postsecondary degrees they are receiving.

■ In 1997, approximately one-fourth of Hispanics aged 25 years and older had completed some college, compared to nearly one-half of Whites and nearly two-fifths of Blacks. About one in ten Hispanic adults had obtained a bachelor's degree or more in 1997, compared to slightly less than one-quarter of Whites and more than one-eighth of Blacks (see Figure 5.8)

■ Since 1977, Hispanics are still less likely to get physical sciences and mathematics degrees; as of 1991, the most favored majors of Hispanic students have changed from humanities and social/behavioral sciences to technical and professional degrees, with the single largest area of concentration in business and management (see Figure 5.9). In 1977, 41.6% of degrees

Figure 5.7

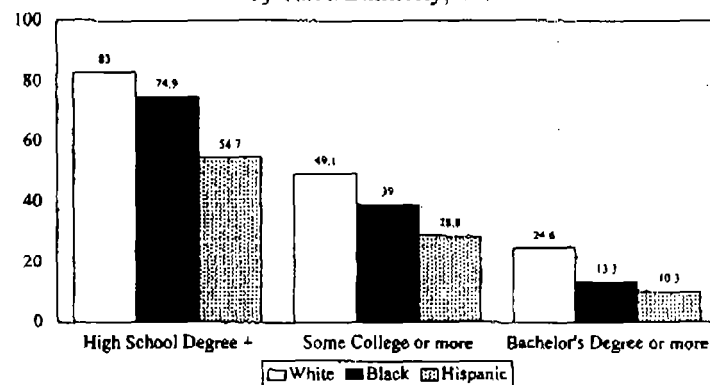
Enrollment Rates in Two- and Four-Year Colleges by Race/Ethnicity, 1994



Source: Digest of Educational Statistics 1996, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1996)

Figure 5.8

Educational Attainment of Persons 25 Years and Older by Race/Ethnicity, 1997



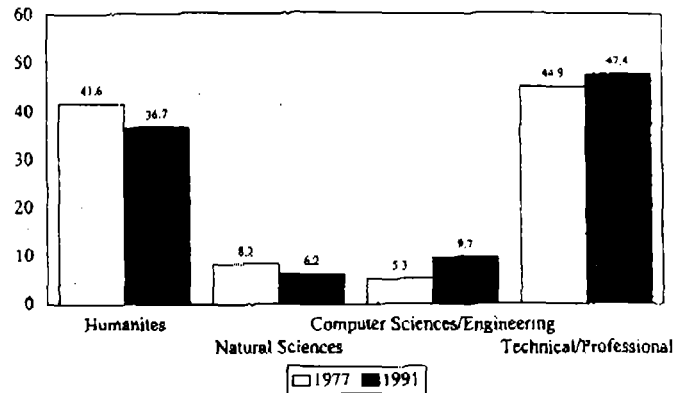
Source: Current Population Reports, Educational Attainment in the United States, Bureau of the Census, U.S. Department of Commerce, Washington, D.C. (1997)

awarded to Hispanics were in the humanities, while only 5.3% of the degrees were in computer science and engineering. By 1991, over one-third of Hispanics graduating from college (36.7%) received degrees in the humanities, but there were increases in the percentages of Hispanics who received computer science and engineering, and technical/professional degrees. Specifically, the percentages of Hispanics receiving a computer science and engineering degree increased from 5.3% to 9.7% from 1977 to 1991. Similarly, the percentage of Hispanics receiving technical and professional degrees increased from 44.9% in 1977 to 47.4% in 1991.

- In 1994, Hispanics received 6.1% of the associate degrees awarded; however, they comprised 10.7% of all students enrolled in two-year institutions (see Figures 5.7 and 5.10).
- In the same year, Hispanics made up 8.1% of undergraduate students, but received only 4.3% of the bachelor's degrees awarded. Whites accounted for 74.3% of the undergraduate student population, but received 80.3% of the bachelors degrees conferred (see Figures 5.3 and 5.11). However,

Figure 5.9

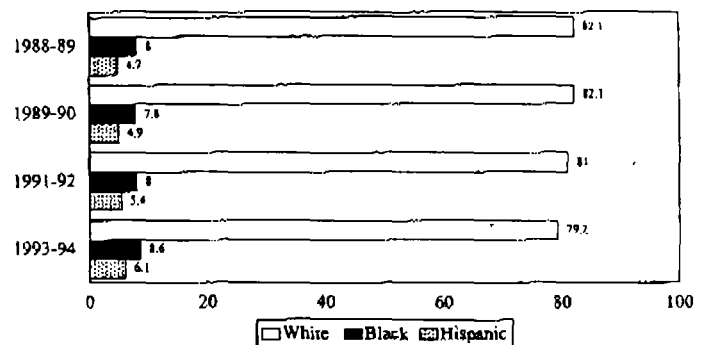
Bachelor's Degrees Conferred to Hispanics, 1977 and 1991



Source: *High School and Beyond*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1992)

Figure 5.10

Associate's Degrees Conferred by Race/Ethnicity, 1988 - 1994



Source: *Digest of Educational Statistics 1996*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1996)

between the 1988-89 and the 1993-94 school years, the percentage of Hispanics receiving a bachelor's degree increased from 2.9% to 4.3%.

- While 4.1% of students in graduate school were Hispanic in 1994, only 3.1% received a master's degree, but this rate is up from 2.3% in 1988-89 (see Figures 5.3 and 5.12).

E. CONTINUITY OF ENROLLMENT

As discussed above, there has been a marked change in the number and percentage increase in bachelor's degrees conferred to Hispanics and other students. However, while more students are enrolling in and graduating from college, some are experiencing personal, financial, and academic problems which disrupt their college careers. Non-completion rates are not indicative of failure but, rather, show that students "may have an unrealistic view as to how much time, effort, and money will be needed to complete postsecondary education programs."¹⁷ Generally, data on persistence toward a bachelor's degree demonstrate that Hispanics (23.3%) are less likely than Whites (36.9%) or Blacks (24.8%) to complete a degree within four years; and that Hispanics (34.9%) are more likely than Whites (25.0%) and Blacks (32.2%) to take more than six years to receive a bachelor's degree (see Figure 5.13).

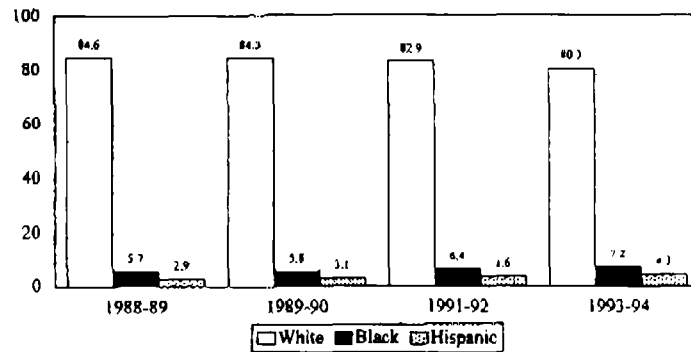
A 1996 longitudinal study on students enrolled during the 1989-90 school year indicated the following:¹⁸

- Although 37.2% of Hispanic high school graduates aged 16-24 were enrolled in two-year educational institutions in the fall of 1989, by 1994

only 16.3% had received an associate's degree. Of the remainder, 22.2% were still enrolled but had not received a degree, and 39.8% had

Figure 5.11

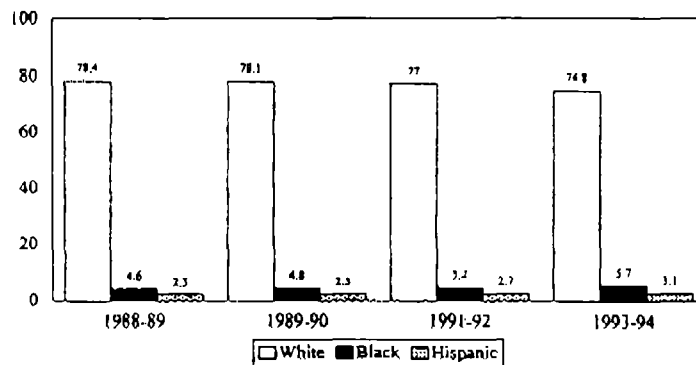
Bachelor's Degrees Conferred by Race/Ethnicity, 1988 - 1994



Source: *Digest of Education Statistics 1996*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1996)

Figure 5.12

Master's Degrees Conferred by Race/Ethnicity, 1988 - 1994



Source: *Digest of Education Statistics 1996*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1996)

neither received an associate's degree nor were enrolled in school at all.

- Of the 17.9% of Hispanic high school graduates enrolled in four-year institutions in 1989, fewer than one-third (32.4%) succeeded in obtaining a bachelor's degree by 1994.
- By 1994, 22.1% of Hispanic students pursuing a bachelor's degree were still enrolled but had not graduated and over one-third (36.6%) had effectively dropped out of their four-year educational institutions.

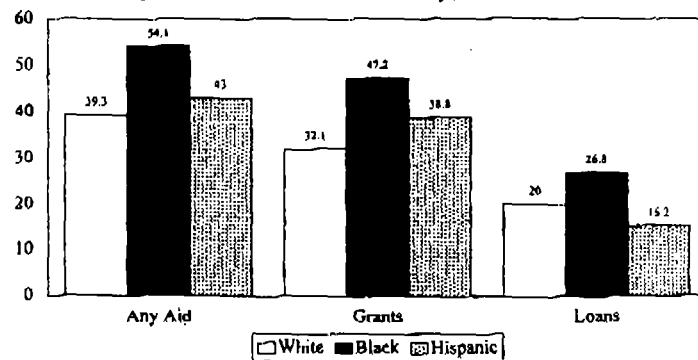
OERI conducted a longitudinal study from 1989 to 1994 to compare completion rates per initial degree objective among part-time and full-time students. The findings indicated that first-time beginning students seeking bachelor's degrees in 1989-90 were more likely than those seeking associate's degrees to obtain their degree objective within five years of initial enrollment.¹⁹ OERI found that full-time enrollment is associated with higher rates of persistence and attainment; to illustrate, 51.7% of full-time students had completed a degree within five years, while 43.4% of part-time college students failed to get a degree or still be enrolled after five years.²⁰ Given that Hispanics have

Figure 5.13
College Graduates Receiving a Bachelor's Degree within Various Years of Starting College, 1993

	4 years or less (%)	more than 4 up to 5 years (%)	more than 5 up to 6 years (%)	more than 6 years (%)
White	36.9	27.5	10.5	25
Black	24.8	27.8	15.2	32.2
Hispanic	23.3	28.7	13.1	34.9

Source: *The Condition of Education 1996*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1996)

Figure 5.14
Undergraduate Receiving College Financial Aid by Source and Race/Ethnicity, 1992-1993



Source: *Digest of Education Statistics 1996*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1996)

high rates of part-time enrollment (see Figure 5.16), they are less likely to obtain a college degree.