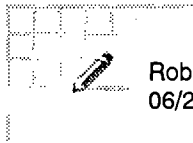


Hispanic Education



Robert M. Shireman
06/26/97 03:38:04 PM

Record Type: Record

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

cc: Delia_Pompa @ ed.gov @ inet

Subject: FYI on Hispanic Education and the Hispanic Caucus

The first in a series of discussions with the caucus occurred last week. Notes from the session are attached (the topic was the reauthorization of the Higher Education Act).

The next discussion will be Monday (11 a.m.), and will cover Education Department programs focused on the elementary grades, including the testing initiative.

On July 14 (2 p.m.) we will zero in on dropout rates and effective prevention strategies, including a discussion of the Department's "action plan."

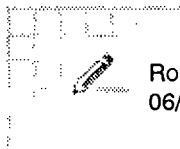
On July 21 (2 p.m.) we will discuss early childhood education (primarily Head Start).



highered.wpd

Message Sent To:

William H. White Jr./WHO/EOP
Michael Cohen/OPD/EOP
William R. Kincaid/OPD/EOP
Janet Murguia/WHO/EOP
Ricardo M. Gonzales/WHO/EOP
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Suzanne Dale/WHO/EOP



Robert M. Shireman
06/20/97 10:18:14 AM

Record Type: Record

To: See the distribution list at the bottom of this message
cc: See the distribution list at the bottom of this message
Subject: FYI on Hispanic Education

I will be sitting down with Mike Cohen, Delia Pompa, and probably Mickey Ibarra this afternoon at 2:00 in room 231 to discuss the plan for briefings/discussions with the Hispanic Caucus on education issues (this was one of the outcomes of Gene's meeting with the caucus).

The first briefing -- on the reauthorization of the Higher Education Act -- is set for Monday at 4:00 p.m.

Below is my first rough draft of topics that might be considered at each briefing. You are welcome at this afternoon's meeting (which will focus on elementary-secondary), and/or feel free to call or e-mail with any feedback.

**Briefings/discussions with the Hispanic Caucus
on education issues**

Higher Education Act reauthorization

General themes
Distribution formulas for campus-based aid
Title III (Hispanic Serving Institutions)
TRIO (and HEP/CAMP)
Early Outreach
Teacher Preparation
Articulation (2-year to 4-year institutions)
Pell Grants/ESL (I.G. report)

Early Childhood Education

Head Start strategy
Title I
Part H
Possible links with WIC, and Title V (Maternal-Child Health)
Even Start and Parents-as-First-Teachers

Dropout Prevention/Secondary School

Synthesis and Action Plan (including PSA/cities strategy?)
At-risk programs that work

Title I
K-12
outreach

plan

meeting

(Possible event or conference)
School to Work? Voc Ed?
Standards (and assessment?)

Community Schools

Elementary School

Title I
Bilingual Education (including Teacher Training strategy)
Goals 2000
America Reads
Technology
Standards and Assessment
Charter Schools?

Other areas of interest

Migrant programs (including JTPA 402)
Adult Education (literacy and ESL)
Parental Involvement (Title I?)
Puerto Rico-specific issues

For each program, the Caucus is interested in:

Hispanic participation rates
Identification of barriers (including appropriate services), strategies for bringing them down
Outreach strategies and plans

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Mickey Ibarra/WHO/EOP
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Delia_Pompa @ ed.gov @ inet
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**Briefings/discussions with the Hispanic Caucus
on education issues**

Higher Education Act reauthorization

- General themes
- Distribution formulas for campus-based aid
- Title III (Hispanic Serving Institutions)
- TRIO (and HEP/CAMP)
- Early Outreach
- Teacher Preparation
- Articulation (2-year to 4-year institutions)
- Pell Grants/ESL (I.G. report)

Early Childhood Education

- Head Start strategy
- Title I
- Part H
- Possible links with WIC, and Title V (Maternal-Child Health)
- Even Start and Parents-as-First-Teachers

Dropout Prevention/Secondary School

- Synthesis and Action Plan (including PSA/cities strategy?)
- At-risk programs that work
(Possible event or conference)
- School to Work? Voc Ed?
- Standards (and assessment?)

Elementary School

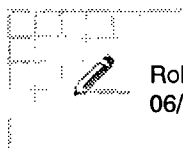
- Title I
- Bilingual Education (including Teacher Training strategy)
- Goals 2000
- America Reads
- Technology
- Standards and Assessment

Other areas of interest

- Migrant programs (including JTPA 402)
- Adult Education (literacy and ESL)
- Parental Involvement (Title I?)
- Puerto Rico-specific issues

For each program, the Caucus is interested in:

- Hispanic participation rates
- Identification of barriers (including appropriate services), strategies for bringing them down
- Outreach strategies and plans



Robert M. Shireman
06/27/97 04:21:27 PM

Record Type: Record

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

cc:

Subject: FYI on Hispanic Education

We will be meeting with staff of Hispanic Caucus members on Monday at 11:00 to discuss school improvement issues (particularly in the elementary grades). The draft agenda is below.

June 30, 1997

Agenda

- I. Introduction (Bob Shireman)
- II. Overview (Mike Cohen)
- III. Existing Programs:
 - A. Title I (Gerald Tirozzi)
 - B. Migrant Education
 - C. Charter Schools
 - D. Bilingual Education (Delia Pompa)
 - E. Technology
- IV. Initiatives
 - A. America Reads
 - B. Outreach to the Hispanic Community
 - C. National Tests
- V. Other Issues

Note: Next discussions:

July 14: Dropouts, Action Plan, ■What Works■

July 21: Early Childhood Education

Message Sent To:

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Suzanne Dale/WHO/EOP

July 14, 1997

MEMORANDUM TO THE PRESIDENT

FROM: Michael Cohen

SUBJECT: Hispanic Concerns about National Tests

Over the past several weeks, DPC, OPL and Education Department staff have met with representatives of MALDEF, the Hispanic Congressional Caucus and other leaders from the Hispanic community to discuss their concerns regarding the national testing initiative.

Concerns of Hispanic Groups: The primary concern is that the 4th grade reading test will be given only in English. The Hispanic groups argue that there should be a Spanish-language version of the reading test as well. They have advanced several arguments for this position.

The first is that a Spanish-language version is necessary in order to enable Limited English Proficient (LEP) students to demonstrate their reading comprehension skills in their native language. For many students, a reading comprehension test in English would be a measure of proficiency in English rather than a true measure of reading skills, skills which are transferrable to any other language. Thus, the test will unfairly underestimate the reading comprehension skills of LEP students. The groups have pointed out that current Title 1 policy requires local school districts to test students in the language that enables them to best demonstrate proficiency in the subject area being tested. The Administration's plan for the 8th grade math test includes an English/Spanish bilingual version; the plan for the 4th grade reading test should be brought into line with Title 1 requirements and our 8th grade policy.

The Hispanic groups also argue that giving the reading test in English only will lead to the exclusion of many LEP students from the test, thereby eroding accountability for their performance. Further, they argue that this policy will lead teachers to prematurely emphasize the acquisition of English in ways that will be detrimental over the longer run to the same students' ability to master other subject areas.

Administration Position: In our discussions, White House and Education Department staff have made three basic points.

First, the purpose of the test is in fact to test student skills in being able to read in English, not in their first language. English is the language of school instruction and the language students must master to succeed in the larger society, and it is reasonable to expect students to learn to read in English, and to test their proficiency against that standard.

Second, we are looking into ways to minimize the difficulties testing in English will pose for LEP students. Among the steps we have discussed specifically include:

- **Development of appropriate criteria for including and excluding students from the test:** Education Department policy is that students who have not been instructed in English for at least three years may be exempted from the English reading test. Inclusion criteria may be further refined at the local level. Such refinements will include provisions for parent input into inclusion decisions, the definition of instruction in English, and procedures for deciding a student's participation in the test.
- **Development of accommodations that will support the inclusion of LEP students in the test.** These might include providing LEP students with extra time; testing in one-on-one or small group sessions; help with the test directions.
- **An R&D effort on the assessment of LEP students.** The focus of investigation will be address issues such as when testing in a second language yield meaningful results, and what accommodations are most appropriate for LEP students.
- **Development of strategies to help Hispanic parents use the test as tool for school improvement.** These strategies include disseminating information about the test in languages used in the community, checklists that parents can use to determine if their school is preparing students for the test, and technical assistance to school districts about the test.
- **The Department of Education will work with states to ensure that tests in languages other than English used for Title I are of comparable rigor to the Voluntary National Test.**

Third, we have indicated that we are open to continuing to discuss and consider the issue. At the same time, we have pressed the Hispanic groups to recognize that it is quite appropriate to expect all students, including those from LEP backgrounds, to learn to read well in English, and test students against this standard.

Preliminary discussions with bilingual education and assessment experts, as well as with superintendents in urban school systems with large LEP populations underscore the importance of addressing this concern, but also underscore the diversity of views on the subject. In addition, we are mindful of the strong reactions we could provoke against the entire testing initiative if the test appears to be a tool for lowering expectations for LEP students. The Education Department is developing a set of options (including continuing our current policy with no change, as well as several that might provide a Spanish language version of the test as long as students also took the reading test in English as well).

If this issue is raised during your meeting, we recommend that you indicate awareness of their concerns, indicate that the Education Department and Domestic Policy Council staff are examining the issue, and avoid making specific commitments.

June 30, 1997

Agenda

- I. Introduction (Bob Shireman)
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 - A. America Reads
 - B. Outreach to the Hispanic Community
 - C. National Tests
- V. Other Issues

Note: Next discussions:

July 14: Dropouts, Action Plan, "What Works"

July 21: Early Childhood Education

DRAFT**DRAFT**

UPDATE I

June 9, 1997

E-RATE ALERT

Guaranteed discount rates for K-12 schools & Libraries on telecommunications services

On May 7, 1997, as part of the Telecommunications Act of 1996, the Federal Communications Commission (FCC) issued a unanimous ruling for Universal Service, or "E-rate" (education rate) for telecommunications services making every public and private non-profit K-12 schools and libraries in the nation eligible for discounts ranging from 20% to 90% on a sliding scale formula. Internet access (dial-up, direct access, and E-mail) as well as internal connections (internal wires, routers and network file servers) are subject to these discounts as well as installation and basic maintenance costs.

Recognizing that schools and libraries need flexibility, all commercially available telecommunications service are eligible for discounts including telephone lines, coaxial cable, and fiber optics as well as cellular and satellite communications.

Funding to support this initiative will come from the Universal Service Fund which will be administered by an independent fund administrator with a budget of up to \$2.25 billion a year. This deep discount provision will be especially helpful to rural and urban schools that have high rates of poverty. Companies providing the services to K-12 schools and libraries will be reimbursed directly from the Universal Service Fund. *The funds collected will come from interstate and intrastate telecommunication service providers.*

The level of discounts will be determined by a combination of two factors: percentage of students participating for Free or Reduced Price Lunch and geographic location. For example, a school which has 20% to 34% of its students participating in the national school lunch program will receive about a 50% discount on its access charges. But a school with 75% to 100% of its students participating in the school lunch program will receive a 90% discount.

At a time when only 14% of all classrooms are connected to the Internet, the creation of E-rate will go a very long way to helping principals and teachers prepare their students for the 21st century. The Education & Library Networks Coalition (EdLiNC) has worked closely with the U.S. Department of Education in seeking these educational benefits on behalf of all parents, teachers, and students. We will continue to work in partnership with EdLiNC to ensure that qualifying schools and libraries effectively avail themselves of these extraordinary opportunities. Although the discount payments will not be available from the Fund until January 1, 1998, there are several things you can begin to do to get ready:

- ▶ Undertake an inventory of current technology and capacity in your schools and libraries;
- ▶ Have an approved plan for using technology to improve teaching, learning *and access to communicating with parents*;
- ▶ Seek advice and build support to expand the use of technology to strengthen your school and library.
- ▶ Reallocate your budget to focus on computers, software and professional development.

E-rate application process

In months to come, the discount application forms will be approved and distributed. The customer will send the completed forms to the National Exchange Carrier Association (NECA),

the interim fund administrator for review. NECA is awaiting further FCC ruling in order to begin to administer the applications for discounts and the collection and disbursement of universal service funds to service providers.

Each state will have to have its own process to implement the universal service program at the state level. Each state's public utilities commission can provide information to education and libraries communities on when proceedings will begin.

Additional materials on E-rate are being developed, we will share them with you in the weeks to come. For further information and updates consult EdLiNC, <www.itc.org/EdLiNC/discounts> or call (888)CALL-FCC, or The U.S. Department of Education, <www.ed.gov/Technology> or call 1(800)USA-LEARN

The creation of this fund will not lead to rate increases for residential subscribers.

Office of Bilingual Education and Minority Languages Affairs
Title VII Professional Development Programs

BILINGUAL TEACHERS--SUPPLY AND DEMAND

- 80% of school districts in the Nation reported difficulty in finding bilingual education teachers (Schools and Staffing Survey)
- Only 30% of the teachers of LEP students have received any formal training in bilingual education. (Schools and Staffing Survey)
- Only 2.5% of teachers of LEP students have a degree or academic major in bilingual education or ESL. (Schools and Staffing Survey)
- Nationally bilingual education teachers ranked high in demand by school districts, second only to special education teachers (Recruiting New Teachers).
- The California State Education agency reports a shortage of at least 20,000 bilingual education and ESL teachers. (California SEA)
- In Texas 4,008 teachers assigned to bilingual and ESL classrooms (or 24% of bilingual and ESL teachers) do not have the required certification. In Texas more bilingual teachers are teaching without full credentials than any other teaching area, including special education (Texas Education Agency).

RATIONALE FOR SUPPORTING TRAINING THROUGH SUBPART 3

Forty-four IHE training programs, originally funded by Title VII in 1995 lost funding in 1996. All of these institutions were able to continue training bilingual teachers, (Capacity building) although far fewer students were served without the Title VII scholarships.

Although Subpart 1 grants (LEAs) are not required to collaborate with higher education institutions, **all Subpart 3 IHE grantees are required to collaborate with LEAs. LEAs, in fact, are joint grantees in all Professional Development Subpart 3 programs.** They therefore are directly involved in planning and implementing the training grants and benefit from the grants by a supply of trained teachers.

Institutions of higher education usually serve many districts, and in some cases, entire States. IHE professional development grants are therefore helpful in supporting teacher training in

districts which have no Title VII funds. **This may be particularly helpful in states such as Texas, in which applicants for higher education Subpart 3 programs are generally more successful than applicants for LEA programs.**

Comprehensive School and Systemwide grants do not require grantees to conduct professional development activities. When these grants do provide training for staff, it is most often in the form of short-term workshops, designed to meet an immediate need. Subpart 3 programs, however, **require grantees to assist participants in meeting State and local certification requirements.** Most of these programs also offer bilingual education or ESL certification as part of an undergraduate or graduate degree.

Training provided by Subpart 1 grantees is naturally focussed on current district personnel. These programs therefore do little to increase the number of newly certified teachers entering the field. Subpart 3 grants, however, **emphasize training to prepare new bilingual teachers, assisting States to meet their needs for new bilingual and ESL teachers.**

PROGRAM REVIEWS

A 1992 study of Title VII bilingual teacher training programs found:

- 93% of graduates held positions as teachers . This is significantly higher than those in general education (60%).
- In Masters level programs the demand for programs was so high that grantees could only accept an average of 54% of the applicants.
- Nearly all graduates surveyed reported that they would not have been able to enroll in the program or that it would have taken them much longer to complete their studies.

1991 Fellowship Study found

- 93% of graduates under the Fellowship Program met the obligations of their contract with the Department of Education.
- 82% of Fellows were working or had worked in an area related to bilingual education.
- The dropout rate for Fellows was comparatively low. (29%, compared to 50% in some other Federally funded Fellowship programs)

BILINGUAL EDUCATION

The purpose of the Bilingual Education program (ESEA, Title VII, Part A) is to assist schools to improve the quality of instructional services for limited English proficient students. Projects funded under this Federal program teach these students English and prepare them to meet the same challenging State academic standards that other students are expected to attain.

The program funds three major activities:

1. Instructional services

Instructional Services programs assist local educational agencies (LEAs) in implementing high quality programs for limited English proficient (LEP) students. All projects must be designed to develop the English language skill of participating students and to assist them in meeting the same challenging State Standards. Between the years 1990-91 and 1994-95, States and the District of Columbia reported the number of (LEP) students grew from 2.1 million to 3.1 million.

Budget History (\$ in 000s)

FY	Budget	Budget increase	Total number students	Increase in students
1996	\$117,200		507,242	
1997	\$156,700	+\$39,500	1,068,100	+56,858
1998 (req.)	\$160,000	+\$ 3,300	1,088,152	+20,052

2. Support services

Support services grants expand the knowledge base on effective services for limited English proficient students or ensure that LEAs have access to the best information available about services to limited English proficient students. Example of the four programs are as follows: Grants to State educational agencies, Research and Evaluation, Academic Excellence, and National Clearinghouse.

Budget History (\$ in 000s)

FY	Budget	Budget increase	Total number of projects
1996	\$9,700		68
1997	0	-\$9,700	0
1998 (req.)	\$14,000	+\$14,000	63

Participation from all states but VA

3. Professional Development

The purpose of Professional Development grants is to increase the pool of trained teachers and strengthen the skills of teachers providing instruction to limited English proficient students. Professional Development grants support the following four types of activities: Teachers and Personnel grants, Professional Development Institutes, Career Ladder Program, Graduate Fellowship Program. In 1996, the California State Department of Education reported that California alone has a shortage of 20,692 teachers prepared to served (LEP) students.

Budget History (\$ in 000s)

FY	Budget	Budget increase	Total number of projects
1996	\$ 1,100		0
1997	0	-\$1,100	0
1998 (req.)	\$25,000	+\$25,000	409

IMMIGRANT EDUCATION

The Immigrant Education program provides Federal assistance to local educational agencies (LEAs) that have large numbers of recently arrived immigrant students. LEAs then use those funds to enhance the instruction for immigrant children and youth or for the costs of basic instructional services directly attributable to the presence of immigrant children.

Budget History (\$ in 000s)

FY	Budget	Budget increase	Total number children
1996	\$ 50,000		874,603
1997	\$100,000	+\$50,000	874,603
1998 (req.)	\$150,000	+\$50,000	874,603

Selected Findings

State	FY 1996	FY 1997	\$ Increase	FY 1997 Percentage of Immigrants
Arizona	\$ 1,504,225	\$ 3,189,935	\$ 1,685,710	3.19%
California	\$14,366,920	\$26,513,470	\$12,146,550	26.51%
Florida	\$ 5,582,933	\$12,302,293	\$ 6,719,360	12.30%
Illinois	\$ 3,520,740	\$ 7,128,325	\$ 3,607,585	7.13%
New Mexico	\$ 542,360	\$ 924,822	\$ 382,462	.92%
New Jersey	\$ 1,620,392	\$ 3,306,948	\$ 1,686,556	3.31%
New York	\$ 8,571,432	\$17,458,546	\$ 8,887,114	17.46%
Puerto Rico	\$ 207,237	\$ 251,065	\$ 43,828	.25%
Texas	\$ 4,798,463	\$ 8,757,031	\$ 3,958,568	8.76%

A CALL TO ACTION Hispanic Outreach Plan

MESSAGE: Call to Action

- Focus
- Existing Efforts

WHAT WORKS

- Form *radio / tv*
- Approach

*Focus - ready
for effort
with /
college-going
Hispanic
community*

PARTNERS

- Major Hispanic Community Groups
- Hispanic Congressional Caucus
- Other Federal Agencies
- White House Initiative on Excellence in Education for Hispanic Americans (WHIEEHA)

RESOURCES

- Existing Initiatives
- Corporate Support *Scholarship : unadvised
PSAs on train service /*
- Personnel *no council*

TIMELINE

- Short Term Strategies *Event during Hispanic history week*
- Long Term Goals

ACCOUNTABILITY

- Process
- Student Outcomes

A CALL TO ACTION Hispanic Outreach Plan

Strategy

- Includes three components
 - ⇒ community outreach
 - ⇒ media
 - ⇒ a goal
- Summer Pilot

Involvement and Outreach

- Targeted materials
- Careful involvement of the corporate sector and Hispanic elected officials
- Public service announcements will have a localized aspect

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DISCOVER

February 1997

www.ncbe.gwu.edu

No. 2

A Summary of the Survey of States' Limited English Proficient Students and Available Educational Programs and Services, 1994-1995

By Barbara Silcox, NCBE Staff

The number of limited English proficient students (LEPs) enrolled in public and non-public schools continued to increase in 1994-1995 over previous school years, according to the information submitted by state education agencies (SEAs) to the U.S. Department of Education in the annual *Summary Report of the Survey of States' Limited English Proficient Students and Available Educational Programs and Services, 1994-95* (the SEA Survey). The total kindergarten to grade 12 LEP enrollment reported by the states responding to the survey for 1994-95 was 3,184,696, representing an increase of 4.8 % over 1993-94.

SEAs participating in the State Grant Program authorized by Title VII of the *Elementary and Secondary Education Act of 1965* and administered by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) are required to report on LEP enrollments; services and programs provided to LEP students; and the educational condition of LEP students in terms of retention rates, dropout rates, and levels of academic achievement. Survey responses were submitted from 53 states and jurisdictions, including the District of Columbia, American Samoa, Palau, Puerto Rico, and the Virgin Islands (Virginia and West Virginia did not participate).

Generating a national picture of the educational condition of LEP students based on the data collected through the SEA Survey is difficult because not all of the state education agencies responded to the Survey and not all of those who did respond to the Survey answered all of the questions. Also the lack of a single nationally consistent definition for limited English proficiency, the variations in assessment instruments used across the states, and the range of educational programs available to LEP students contribute to the difficulty in determining how LEP students nationwide are performing academically. In addition, obtaining data on student performance classified by LEP status may be difficult because LEP students are often excluded from testing and test results may not be reported by the category of LEP.

How many LEP students are enrolled in the nation's schools?

The States with the highest numbers of limited English proficient students tended to be those states with the largest total K-12 enrollments. California enrolled the most public school LEP students, with 1,262,982; followed by Texas, with 457,437; and New York, with 236,356. Over half of the reported national LEP enrollment was in two states (California and Texas), and over two-thirds of the national LEP enrollment was in four states (California, Texas, New York, and Florida).

Among outlying jurisdictions, Puerto Rico reported 143,769 students needing special language services. The total national LEP count for 1994-95, as reported by the survey respondents, continued the upward trend of LEP enrollments seen over the last several years. From 1990-91 to 1994, the reported numbers of LEP students increased by 44.8% from 2,198,778 to 3,184,696.

*America Reads Challenge Act of 1997*

PART 1 -- PROGRAM AUTHORIZED

FINDINGS

SEC. 102. The Congress finds as follows:

(1) While students today generally read as well as ever, 40 percent of America's fourth graders are scoring below the basic level on the National Assessment of Educational Progress (NAEP). This reading performance is not adequate to prepare these students to meet the complexity of the jobs they will seek and the society in which they will live.

(2) Problems in reading performance of young children exist in States and communities throughout the country, including urban and rural locations. Research shows that children who cannot read well and independently by the end of third grade are hampered at the start of their education--and for the rest of their lives -- and have a greater likelihood of dropping out and of increased delinquent behaviors.

(3) Reading is a skill that is developed not only in the classroom, but also outside of school and in the home. While communities must work with teachers, libraries, and principals to strengthen in-school reading programs, all Americans can play a role in helping young children learn to read.

(4) As their children's first teachers, parents can give their children the firm foundation they need to do well in school by, for example, reading to their children 30 minutes each day from infancy onward, talking with their children, reducing TV watching, getting their children library cards and using them regularly, and seeking the support they may need to help their children learn to read.

(5) Research underscores the importance of one-on-one tutoring in helping students improve their reading ability. Effective tutoring programs typically rely on trained tutors who provide reading help, on a regular basis outside of school hours, to young children who are behind in reading. Effective programs often use funds for reading specialists and program coordinators, are linked with in-school reading programs, and support the active involvement of parents.

(6) When appropriately trained, concerned individuals from all walks of life -- from libraries, schools, community-based organizations, religious organizations, colleges and universities, businesses and other employers, labor organizations, senior citizens groups, parent associations, youth and civic groups, and literacy coalitions--can serve as reading tutors for young children to support their reading success.

✓ (7) Early efforts to teach reading are particularly important to children from language minority backgrounds. Data from the National Assessment of Educational Progress indicate that a large gap in reading achievement between students from non-English backgrounds and the general population is present by the early grades and persists through high school.

PURPOSE

SEC. 103. (a) PURPOSE. The purpose of this Act is to help all children read well and independently by the end of the third grade so that they can succeed in school, later in the workplace, and in life. This Act assists in achieving that purpose primarily by providing joint financial support from the Department of Education and the Corporation for National and Community Service for effective local reading programs for preschool-aged children and children attending both public and private schools.

(b) LOCAL READING PROGRAM. As used in this Act, a "local reading program" is a program that--

(1) helps children read well and independently by the end of the third grade;

✓ (2) serves an area with a high number or percentage of children from low-income families or with the greatest need for reading assistance;

(3) recruits, and provides appropriate and effective training for, tutors for after-school, weekend, or summer reading programs, or for other proven reading programs, for children from preschool through fourth grade;

(4) uses qualified and trained individuals, such as program coordinators to organize and supervise the program and reading specialists who can train participating tutors to effectively supplement the in-school reading program;

(5) ensures that all program personnel are screened to meet State and local safety standards;

(6) builds on and supports the in-school reading programs for the children being served, and maintains regular communication between program staff and school personnel;

(7) makes parental involvement and support a high priority, and is coordinated with early-childhood and family-literacy programs, such as Head Start and Even Start programs, and with related programs carried out under title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.); and

(8) provides information to the public about the program's strategies for, and progress in, helping children read well and independently by the end of the third grade.

DEFINITIONS

SEC. 104. As used in this Act, the following terms have the following meanings:

(1) CHIEF EXECUTIVE OFFICER. The term "Chief Executive Officer" means the Chief Executive Officer of the Corporation for National and Community Service.

(2) INDIAN TRIBE. The term "Indian tribe" has the meaning given that term in section 102(2) of the Federally Recognized Indian Tribe List Act of 1994 (25 U.S.C. 479a(2)).

(3) LOCAL EDUCATIONAL AGENCY. The term "local educational agency" has the meaning given that term in section 14101(18)(A) and (B) of the



America Reads Challenge Act of 1997

PART 2 -- GRANTS TO STATES

FUNDS AVAILABLE

SEC. 111. (a) DEPARTMENT OF EDUCATION. From the sums appropriated by section 105(a)(1), the Secretary shall make available not less than \$197,000,000 for the fiscal year 1998, \$225,500,000 for the fiscal year 1999, \$270,000,000 for the fiscal year 2000, \$315,000,000 for the fiscal year 2001, and \$395,000,000 for the fiscal year 2002 to carry out this part.

(b) CORPORATION. For any fiscal year, the Chief Executive Officer shall make available, to carry out this part, at least 70 percent, but not more than 75 percent, of the sums available under section 105(b)(1). The sums made available under this subsection include amounts necessary for education awards for national service participants to be deposited in the National Service Trust.

DISTRIBUTION OF FUNDS

SEC. 112. (a) RESERVATION FOR INDIAN TRIBES AND THE OUTLYING AREAS. The Secretary and the Chief Executive Officer shall reserve up to one percent of the funds described in section 111(a) and 111(b), respectively, jointly to make grants to Indian tribes and to American Samoa, Guam, the Virgin Islands, and the Commonwealth of the Northern Mariana Islands, to carry out activities that the Secretary and the Chief Executive Officer jointly approve, subject to conditions they establish, consistent with the purpose of this Act, in consultation with the Secretary of the Interior.

(b) AWARDS TO STATES. After reserving funds under subsection (a), the Secretary and the Chief Executive Officer shall --

✓ (1) allocate 70 percent of the funds available under section 111(a) and (b), respectively, among the States in accordance with the relative amounts they received under part A of title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311 *et seq.*) for the preceding fiscal year; and

✓ (2) distribute the remaining 30 percent of those funds among some or all of the States on the basis of the quality of their applications submitted under section 113, as determined by the Secretary and the Chief Executive Officer, and the extent to which the State has mobilized a broad base of local and statewide organizations to help many more children read well and independently, and has adopted a promising approach to promote reading success from early childhood through fourth grade, except that, beginning with the third year, the Secretary and the Chief Executive Officer may adjust distributions under this paragraph on the basis of the relative performance of the States in achieving the purpose of this Act.

(c) REALLOCATIONS AND DIRECT LOCAL GRANTS. --(1) If a State does not submit an application under this part, the Secretary and the Chief Executive Officer may use the State's allocations under this section to make direct grants to eligible applicants in that State to carry out local reading programs, consistent with sections 115 and 116.

(2) If a State requests funds only from the Secretary or the Chief Executive

Officer, but not from both, the Secretary or the Chief Executive Officer, as the case may be, shall reallocate the funds for which the State is not applying to other States in the manner the Secretary and the Chief Executive Officer determine will best achieve the purpose of this Act.

STATE APPLICATIONS

SEC. 113. (a) JOINT APPLICATIONS REQUIRED.--(1) A State that wishes to receive funds under this part shall submit a single application to an "America Reads" contact jointly identified by the Secretary and the Chief Executive Officer.

(2) The State educational agency and the State Commission on National and Community Service jointly shall prepare the application, in consultation with appropriate individuals, agencies, and organizations, and shall provide a reasonable period for public comment on the application before submitting it for approval.

(b) CONTENTS. Each application shall--

(1) describe how the State will make competitive subgrants, in accordance with section 115, to develop, carry out, or expand local reading programs that--

- ✓ (A) will reach the children in greatest need of assistance, such as those children who are from low-income families or who have limited English proficiency, to read well and independently by the end of the third grade; and
- ✓ (B) use effective practices that have shown the most promise in helping all children, including children with limited English proficiency and children with disabilities, read well and independently;

(2) describe the State's strategy for building on existing literacy initiatives in the State, including family literacy initiatives such as those carried out under the Even Start program, and for attracting other resources to promote the purpose of this Act, including how the State will work with the business sector and with other public and private agencies, such as school districts, elementary schools, libraries, literacy organizations, reading associations, institutions of higher education, senior citizens groups, arts and cultural groups, religious and other community groups, and programs funded under the national service laws, to implement that strategy;

(3) describe the State's intended distribution of funds for Parents as First Teachers programs and activities under section 116 and how the State will consult with representatives of programs for preschool children (including the State's Head Start program and State child-care programs), family literacy programs (such as Even Start programs), and programs funded under the Adult Education Act (20 U.S.C. 1201 ~~et seq.~~), in carrying out that section;

(4) describe how local programs assisted under this part will be evaluated and how the State will assess its progress toward meeting the purpose of this Act if it does not participate in the biennial assessments of fourth-grade reading proficiency through the National Assessment of Educational Progress under section 411 of the National Education Statistics Act of 1994 (20 U.S.C. 9010);

(5) describe the proposed uses of funds requested from the Corporation under this part;

(6) include an assurance that the State, and other recipients of funds under

(2) multi-State consortia comprised of two or more public or private agencies, organizations, and institutions or Indian tribes; and

(3) local applicants that are eligible for subgrants under section 115 or section 116 and that have the capacity to conduct programs of sufficient size to serve as national models.

APPLICATIONS

SEC. 124. (a) APPLICATIONS REQUIRED. An eligible applicant that wishes to receive a grant under this part shall submit a single application to an "America Reads Challenge" contact jointly identified by the Secretary and the Chief Executive Officer.

(b) CONTENTS. Each application shall--

(1) identify the amount of funds, if any, the applicant is requesting from the Secretary;

(2) identify the amount of funds, if any, the applicant is requesting from the Chief Executive Officer;

(3) describe the specific activities the applicant will carry out with the funds for which it is applying;

(4) describe how those activities are related to school-based reading programs and early childhood programs, if appropriate;

✓ (5) describe how the applicant will serve children in greatest need of reading assistance, such as those children who are from low-income families or who have limited English proficiency;

(6) demonstrate that the applicant's proposed project--

(A) is likely to have a substantial local, regional, or national impact;

(B) will be cost-effective; and

(C) will be coordinated with the business and nonprofit sectors and with other State and local programs that provide support for parents;

(7) describe how the applicant periodically will evaluate its program and make necessary improvements;

(8) include an assurance that the applicant will comply with this Act and other applicable laws; and

(9) include other information and assurances that the Secretary and the Chief Executive Officer may require.

(c) APPLICATION REVIEW. The Secretary and the Chief Executive Officer jointly shall review and act on each application submitted under this part.

-###-

Commission Report

In September 1996, the Commission submitted a report, *Our Nation on the Fault Line: Hispanic American Education*, to the President. The report identified the crucial relationship between Hispanics and the nation's economy, especially in terms of trade and development of small businesses. It highlighted the disturbing crisis of the condition of education for Hispanic Americans -- that in all measures of educational attainment between Hispanic Americans and other Americans, the gap is significant and increasing. The report also identified:

- Contributing factors impacting attainment of educational excellence and
- Corrective policy recommendations and plans for program development and funding.

Next Steps

In collaborative partnerships, the Commission and Initiative will move from Vision to Action to implement the recommendations. In order to guide partnerships, the Commission formed the following committees to develop a framework for action:

- Children/Family/Community
- K-12
- Higher Education
- Public Policy
- Foundations/Corporations/Public Affairs.

The Commission began steering partnerships with the White House National Economic Council, members of the Congressional Hispanic Caucus Education Committee, and Secretaries of Federal agencies.

Educational Clearinghouse

To inform partners and the public, the Initiative maintains a clearinghouse of information regarding educational strategies, research, practices, scholarships, fellowships, grants and other guiding documents. The following is a sample of available reports:

U.S. Department of Education:

- President Clinton's Call to Action
- Guide to Education Programs
- **Our Nation on the Fault Line: Hispanic ...**
- List of Hispanic Serving Institutions
- Student Guide to Financial Aid
- Resource Book for Parents: Preparing Your Child for College (English and Spanish).

In Spanish:

- Nustra Nacion En Crisis: Educacion Hispano-Americana
- Guia Para Padres: Preparando A Sus Hijos Para La Universidad
- Stados Unidos Puede Tomar La Delantera En La Educacion: 50 Consejos Útiles
- Unamonos Por El Bien De Los Hijos
- Participen En La Enseñanza De Sus Hijos
- Leamos.

Education Association Reports:

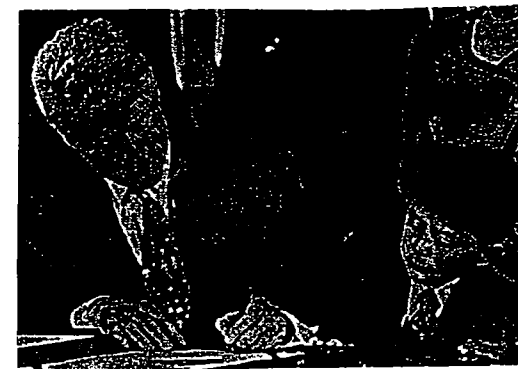
- ASPIRA Policy Notes: Focus on Higher Education
- National Hispanic Leadership Agenda
- American Association for Higher Education's Hispanic Caucus Resource Booklet
- List of Scholarships for Hispanics
- Chrysler Corporation and Vista's Hispanic Scholarship Guide
- Anuario Hispano - Hispanic Yearbook.

For more information, please contact:

The White House Initiative on Educational Excellence for Hispanic Americans
600 Independence Ave., SW, Room 2115
Washington, DC 20202-3601
202-401-1411; FAX 202-401-8377
White_House_Init_Hispanic_Ed@ed.gov



The President's Advisory Commission and White House Initiative on Educational Excellence For Hispanic Americans



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

**President Clinton
February 22, 1994**

Executive Order 12900 created The President's Advisory Commission -- comprised of twenty-five national education experts, and business and community leaders -- and the White House Initiative on Educational Excellence for Hispanic Americans -- an interagency working group responsible for planning and implementing educational support programs.

PRESIDENT'S ADVISORY COMMISSION

Honorable Ana "Cha" Margarita Guzmán (Chair)
Vice President, Austin Community College, Cedar Park, TX

Honorable Linda G. Alvarado
President, Alvarado Construction, Inc., Denver, CO

Honorable Erlinda Paiz Archuleta
Director, Colorado Department of Education, Denver, CO

Honorable Cecilia Preciado Burciaga
Associate Dean, California State University, Seaside, CA

Honorable George Castro
Associate Dean, San Jose State University, San Jose, CA

Honorable Darlene Chavira Chavez
Teacher, Wakefield Middle School, Tucson, AZ

Honorable David J. Cortiella
President, Latino Professional Network, Dorchester, MA

Honorable Miriam Cruz
President, Equity Research Corporation, Washington, DC

Juliet Villareal García
President, University of Texas at Brownsville, Brownsville, TX

Honorable José González
President, Inter American University, San Juan, PR

Honorable María Hernández
President, National Diversity, Inc., Washington, DC

Honorable Sonia Hernández
Chief of Policy, California Department of ED, Sacramento, CA

Honorable Martin J. Koldyke
Chairman, Fontenac Company, Chicago, IL

Honorable Guillermo Linares
New York City Council member, New York City, NY

Honorable Cipriano Muñoz
Science Coordinator, William Taft High School, San Antonio, TX

Honorable Harry P. Pachon
President, Tomas Rivera Policy Institute, Claremont, CA

Honorable Eduardo Padron
President, Miami-Dade Community College, Miami, FL

Honorable Janice Petrovich
Deputy Director, ED & Culture Div, Ford Foundation, NY, NY

Honorable Gloria Rodríguez
President, Avance Family Support and ED, San Antonio, TX

Honorable Waldemar Rojas
Superintendent, SF Unified School District, San Francisco, CA

Honorable Isaura Santiago
President, Eugenio Maria de Hostos Comm. College, Bronx, NY

Honorable John Phillip Santos
Author/Producer, Ford Foundation, New York, NY

Honorable Samuel Vigil
President, Luna Vocational-Technical Inst., Las Vegas, NM

Honorable Diana Wasserman
Board Member of Broward County, Ft. Lauderdale, FL

Honorable Ruben Zacarias
Superintendent, LA Unified School District, Los Angeles, CA

WHITE HOUSE INITIATIVE

Executive Director (vacant)

Edmundo DeLeon (detailee)
Special Assistant, U.S. Department of Transportation

Marsha Harper
Staff Assistant

Maria Santiago-Mercado
Special Assistant

Commitment and Mission

To meet the challenges of the 21st Century, all Americans must have equal access to a quality education. Hispanics, the fastest growing population, are vital to America's future. The Commission and the Initiative are committed to building educational foundations, addressing inequities, and promoting excellence of Hispanic Americans by:

- Increasing access and participation in educational programs
- Identifying and eliminating barriers
- Fostering collaborative partnerships
- Improving outreach to school districts, higher education institutions, agencies, communities, parents and learners.

Public Hearings and Expert Panels

The Commission and the Initiative sponsored public hearings and expert panels in Phoenix, New York, Los Angeles, San Juan, San Antonio and Washington, D.C. Educators, associations, community and business leaders testified before the Commission and offered findings and recommendations on how to ensure educational excellence. Topics included:

- Early Childhood Development
- Hispanic Educational Attrition
- Hispanic Progress Toward Goals 2000
- Access to Higher Education
- School Finance Reform and Equity
- Successful Programs.

Two expert panels held in Washington, D.C., discussed:

- Testing and Tracking
- Bilingual Education.

Our Nation on the Fault Line:

Hispanic American Education

[publication]

Our Nation on
the Fault Line:
**Hispanic
American
Education**

**President's Advisory
Commission on Educational
Excellence for Hispanic Americans**

September 1996

**White House Initiative on
Educational Excellence for Hispanic Americans
600 Independence Ave, SW
Washington, DC 20202-3601**

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Hispanic Education
May 30, 1997

I. Dropouts:

- a. Census data
- b. Pending ED report
- c. Hinojosa "conference" request

II. Update on Campaign

- a. Target high-Hispanic districts on math, reading, college-going, "what works."
- b. Public Service Announcements *Latino Children's Agenda - enhance
the plan on national level
district strategy -
plan by 6/15*

III. Executive Order:

- a. ED annual plan
- b. Other agencies' plans
- c. ED and other agencies' response to the Commission report
- d. Initiative resources; Future of the Commission

IV. Issues and Opportunities raised by Caucus and others:

- a. Adult Education formula
- b. Teacher training - Bilingual funds
- c. Head Start
- d. Higher Education Act - OMB suggestions and Commission
- e. HSIs
- f. HEP/CAMP, JTPA 402 and other targeted programs
- g. Other

EXECUTIVE ORDER 12900
FEBRUARY 22, 1994

EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

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

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

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

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

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

Section 5. The Secretary, in consultation with the Commission, shall submit to the President an Annual Federal Plan to Promote Hispanic American Educational Excellence (Annual Federal Plan, or Plan). All actions described in the Plan shall be designed to help Hispanic Americans attain the educational improvement targets set forth in the National Education Goals and any standards established by the National Education Standards and Improvement Council. The Plan shall include data on eligibility for, and participation by, Hispanic Americans

in Federal education programs, and such other aspects of the educational status of Hispanic Americans as the Secretary considers appropriate. This Plan also shall include, as an appendix, the text of the agency plans described in section 6 of this order. The Secretary, in consultation with the Commission and with the assistance of the Initiative staff, shall ensure that superintendents of Hispanic-serving school districts, presidents of Hispanic-serving institutions of higher education, directors of educational programs for Hispanic Americans, and other appropriate individuals are given the opportunity to comment on the proposed Annual Federal Plan. For purposes of this order, a "Hispanic-serving" school district or institution of higher education is any local education agency or institution of higher education, respectively, whose student population is more than 25 percent Hispanic.

Section 6. As part of the development of the Annual Federal Plan, each Executive department and each designated agency (hereinafter in this section referred to collectively as "agency") shall prepare a plan for, and shall document, both that agency's effort to increase Hispanic American participation in Federal education programs where Hispanic Americans currently are underserved, and that agency's effort to improve educational outcomes for Hispanic Americans participating in Federal education programs. This plan shall address, among other relevant issues: (a) the elimination of unintended regulatory barriers to Hispanic American participation in Federal education programs; (b) the adequacy of announcements of program opportunities of interest to Hispanic-serving school districts, institutions of higher education, and agencies; and (c) ways of eliminating educational inequalities and disadvantages faced by Hispanic Americans. It also shall emphasize the facilitation of technical, planning, and development advice to Hispanic-serving school districts and institutions of higher education. Each agency's plan shall provide appropriate measurable objectives for proposed actions aimed at increasing Hispanic American participation in Federal education programs where Hispanic Americans currently are underserved. After the first year, each agency's plans also shall assess that agency's performance on the goals set in the previous year's annual plan. These plans shall be submitted by a date and time to established by the Secretary.

Section 7. The Director of the Office of Personnel Management, in consultation with the Secretary and the Secretary of Labor, to the extent permitted by the law, shall develop a program to promote recruitment of Hispanic students for part-time, summer, and permanent positions in the Federal Government.

Section 8. I have determined that the Commission shall be established in compliance with the Federal Advisory Committee Act, as amended (5 U.S.C. App. 2). Notwithstanding any other Executive order, the responsibilities of the President under the Federal Advisory Committee Act, as amended, shall be performed by the Secretary, in accordance with the guidelines and procedures established by the Administrator of General Services.

Section 9. Administration. (a) Members of the Commission shall serve without compensation, but shall be allowed travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in the Government service (5 U.S.C. 5701-5707). (b) The Commission and the Initiative shall obtain funding for their activities from the Department of Education. (c) The Department of Education shall provide such administrative services for the Commission as may be required.

Section 10. Executive order No. 12729 is revoked.

THE WHITE HOUSE
February 22, 1994.

Rita Chaves



SUMMARY OF HISPANIC EDUCATIONAL ISSUES AND POTENTIAL FEDERAL INITIATIVES

Delia Pompa, Director of the Office of Bilingual Education and Minority Languages Affairs,
U.S. Department of Education

Selected Issues

- Low achievement and high drop out rates: little improvement in gap between Hispanics and whites on academic achievement.
- Shortage of teachers qualified to serve Hispanic students: California has shortage of over 20,000 teachers qualified to serve limited-English proficient students.
- Segregation: ethnic isolation has increased over time.
- Low preschool participation: gap between Hispanics and whites has widened over time.

What works

- Same high standards expected of Hispanic students as for all students.
- Incorporation of culture and language into all aspects of standards, curriculum, and assessment.
- Well-trained teachers who are qualified to serve culturally and linguistically diverse students and are willing to "try everything."

Existing Hispanic-focused Initiatives

- Hispanic Dropout Project: Final report on causes of high dropout rates is due shortly.
- Department-wide Initiative on Hispanic and Limited-English Proficient Students, i.e., the Congressional Hispanic Caucus (CHC) 5 point plan: Includes improved tracking of Hispanic participation in federal programs, enhanced evaluations that report on appropriateness of federal programs for Hispanic students, additional data collection and research on the education of Hispanics, and development of an infrastructure within Department that is sensitive to needs of Hispanics.
- White House Initiative on Educational Excellence for Hispanics.

Potential Initiatives

- National campaign, clustered around existing initiatives, such as America Reads, school construction, and Pell Grant increase, that includes a public relations effort through Hispanic media, collaboration with Hispanic community based organizations, and spotlight on successful schools.
- Implement CHC plan.
- Expand training for teachers qualified to serve culturally diverse and limited-English proficient students.
- Support "thinking outside of the box" programs.
- Principal exchange and mentoring programs.
- Expand and target Head Start opportunities for Hispanic children.
- Urban initiative.
- Expand identification of Hispanics for enrichment programs for young children.
- Promote college preparatory track for Hispanic middle and high students.

April 7, 1997

HISPANIC EDUCATIONAL ISSUES AND POTENTIAL FEDERAL INITIATIVES

Goal: National campaign, clustered around existing initiatives, such as America Reads, school construction, and Pell Grant increase, that includes a public relations effort through Hispanic media, a collaboration with Hispanic community based organizations, and spotlight on successful schools.

Proposed Components:

- ▶ Community
- ▶ Media

April 21, 1997

DECISION POINTS

MESSAGE: Call to Action

- Focus
- Existing Efforts

WHAT WORKS

- Form
- Approach

PARTNERS

- Major Hispanic Community Groups
- Hispanic Congressional Caucus
- Other Federal Agencies
- White House Initiative on Excellence in Education for Hispanic Americans (WHIEEHA)

RESOURCES

- Existing Initiatives
- Corporate Support
- Personnel

TIMELINE

- Short Term Strategies
- Long Term Goals

ACCOUNTABILITY

- Process
- Student Outcomes

Department-wide Initiative on Hispanic and Limited-English Proficient Students

Delia Pompa, Director of the Office of Bilingual Education and Minority Languages Affairs

Goals

1. **Track participation of Hispanic and limited-English proficient students in Department programs.** Reliable data is the first step of improving Hispanic and LEP participation in Department programs. Currently, information on the ethnic or language background of participants in Department programs is not collected in a standardized fashion. As a result, it is difficult to accurately determine if Hispanic and limited-English proficient students are fully participating in federal programs.
2. **Ensure appropriate service of Hispanic and limited-English proficient students by Department programs.** In addition to asking how many Hispanic and LEP students are served by Department programs, we must also ask how well those students are being served. Hispanic and limited-English proficient students often have unique educational needs which, if left unaddressed, make it very difficult for students to succeed. Current program evaluations by the Department do not consistently examine Hispanic and LEP student outcomes. In addition, high-quality standards and assessments for LEP students are lacking.
3. **Improve research on the education of Hispanic and LEP students.** Basic educational research on the teaching and learning of Hispanic and LEP students is critical to better understanding their educational needs and to capturing changes in the student population. Broad educational research efforts of the Department, for example the National Assessment of Educational Progress and the Schools and Staffing Survey, do not consistently collect and disaggregate data on Hispanic and LEP students.
4. **Develop the infrastructure within the Department to make it more sensitive to the needs of Hispanic and LEP students.** The quality of Department program and research activities are largely determined by the quality, experience, and skills of Department staff. Unfortunately, too few Department staff have significant experience or training in the needs of Hispanic and LEP students.