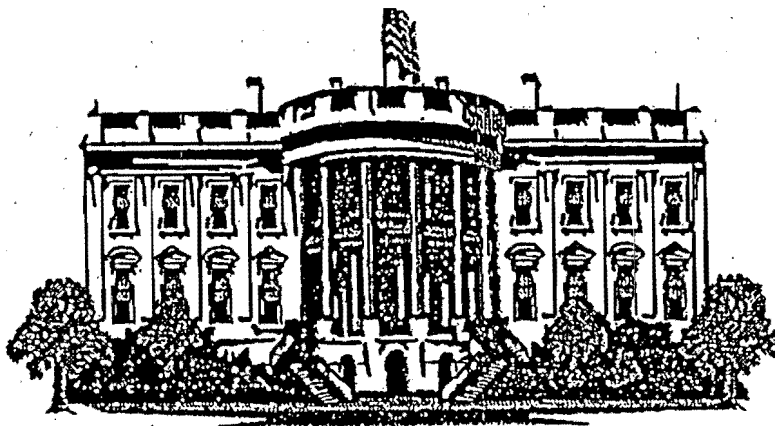




## THE WHITE HOUSE

Domestic Policy Council

DATE: 6/92

FACSIMILE FOR: Thomas Bryant

PHONE: ( ) ~~202~~ -

FAX: ~~202 673 7754~~  
202 673 7754

FACSIMILE FROM: JB Buxton

PHONE: (202) 456-5567

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NUMBER OF PAGES (INCLUDING COVER): 19

- ☐ FOR YOUR REVIEW
- ☐ PER MY E-MAIL OR VOICE-MAIL MESSAGE TO YOU
- ☐ PER YOUR REQUEST

COMMENTS: Hispanic Education materials

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June 9, 2000

To: Thomas Bryant

From: JB Buxton

**Re: Information on the Hispanic Education Strategy Session**

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Per our conversation, attached is some background information on the White House Strategy Session on Educational Excellence for Hispanic students. I have also attached some brief background material on the issue of high school completion.

Let's plan to have a conversation on Monday (or over the weekend if needed). You can reach me at 202 456 5567. You may also have me paged by calling 202 757 5000 and leaving a message with the White House signal operator.

I look forward to working with you on June 15<sup>th</sup> on these very critical issues. Keep well.

# **White House Strategy Session on Educational Excellence for Hispanic Students**

**The White House  
June 15, 2000**

## **Draft Agenda**

|                     |                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9:00 am – 9:30 am   | <b>Registration</b>                                                                                                                                                                                                                                                                                                                                                                             |
| 9:30 am – 10:30 am  | <b>Welcome and Plenary Session</b>                                                                                                                                                                                                                                                                                                                                                              |
| 10:45 am – 12:45 pm | <b>Break-out Sessions:</b> <ul style="list-style-type: none"><li>• <b>Increasing Access to Quality Early Childhood Education</b></li><li>• <b>Ensuring that Hispanic Students Achieve English Proficiency</b></li><li>• <b>Eliminating the Achievement Gap</b></li><li>• <b>Increasing the Rate of High School Completion</b></li><li>• <b>Increasing the College Completion Rate</b></li></ul> |
| 1:00 pm – 2:00 pm   | <b>Buffet Lunch</b>                                                                                                                                                                                                                                                                                                                                                                             |
| 2:00 pm – 2:30 pm   | <b>Move to East Room</b>                                                                                                                                                                                                                                                                                                                                                                        |
| 2:30 pm – 4:30 pm   | <b>White House Strategy Session – Working with the Public, Private and Non-Profit Sectors to Meet our National Goals</b>                                                                                                                                                                                                                                                                        |
| 4:30 pm – 6:00 pm   | <b>Commissioner's Reception</b>                                                                                                                                                                                                                                                                                                                                                                 |

Note: Times are tentative and subject to change.

**National Goals for Educational Excellence for Hispanic Americans**

- GOAL #1: Ensure that Hispanic American children have access to high quality early childhood education and development programs and enter school prepared to succeed by increasing the Hispanic participation rate to the national participation rate in high quality programs by 2010.
- GOAL #2: Respecting the importance of multilingualism, age-specific learning needs, different research-based instructional approaches, and the variety of developmental levels at which limited English proficient (LEP) children enter school, by 2010 all states and school districts will provide appropriate language instruction to ensure that all students graduate from high school having demonstrated proficiency in English.
- GOAL #3: Provide a high quality education with appropriate resources and support to ensure equal opportunity for all students in order to eliminate the achievement gap between Hispanic students and other students on appropriate state assessments and other indicators by 2010.
- GOAL #4: Increase the high school completion rate for Hispanic students to 90 percent by 2010.
- GOAL #5: Double the percentage of Hispanic Americans who earn Associate's and Bachelor's degrees by 2010.

## **Background on the June 15 White House Strategy Session on Educational Excellence for Hispanic Students**

Improving educational opportunities and outcomes for all Americans has been a cornerstone of the Clinton-Gore Administration. The Administration's initiatives have helped to provide students with the educational opportunities they need to reach high standards, enhance the quality of teaching, make college more affordable for all Americans, and offer lifetime education and training opportunities to those in need. Despite these gains, the reality remains that significant gaps exist in educational access and achievement between Hispanic students and their peers. The strategy session will highlight the importance of boosting Hispanic education achievement for our country's democracy and economic success.

In August 1999, the First Lady hosted the White House Convening on Latino Youth which sought to draw attention to the needs of the Latino community and emphasizing the importance of ensuring that every child meets his or her full potential. Over 200 community leaders, foundation and private sector representatives joined federal agency personnel to discuss pathways to achievement for Latino youth, including the networks of support that promote such achievement, and the risk factors that impede that progress.

As part of the Administration's continued commitment to educational excellence for all Americans, the President will host a White House Strategy Session on Educational Excellence for Hispanic Students on June 15, 2000. The session will address the growing concerns of many parents, teachers, researchers, and advocates across the country about the educational opportunities and achievement of Hispanic students. Unfortunately, today significant gaps remain in the achievement of Hispanic students compared to other students. These gaps manifest themselves in participation rates in pre-school and higher education, on academic assessment results, and through high school and college completion rates that are substantially lower than the national average.

To rally the nation to address these challenges, the President will announce five national goals focused on the following areas:

- Increasing Access to Quality Early Childhood Education
- Ensuring that Hispanic Students Achieve English Proficiency
- Eliminating the Achievement Gap
- Increasing the Rate of High School Completion
- Increasing the College Completion Rate

Participants in the June 15 meeting will attend breakout sessions and a roundtable discussion with the President focused on articulating and developing the critical strategies necessary to achieve the national goals. In developing this strategy session, the White House has worked with stakeholders from the policymaking, business, and nonprofit communities to help formulate the goals and structure of the session, as well as to secure concrete commitments for future investments to address the educational needs of Hispanic students. By bringing together representatives from the public, private, and non-profit sectors, we hope to stimulate discussion, action, and ongoing partnerships to involve all areas of American society in this effort.

## **Increasing the Hispanic High School Completion Rate**

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### **Background**

Since the 1970s, students across the US have increased the rate at which they graduate from high school, or receive an equivalent credential. In 1998, 85% of all the 18 through 24 year-olds had completed high schools.

This improvement, however, belies the reality of the high school completion rate among Hispanic high school students. According to the National Center for Education Statistics, among 18 through 24 year-olds, 90.2% of non-Hispanic whites and 81.4% of non-Hispanic Blacks had completed high school in 1998. For Hispanic youth, the figure stands at only 62.8%. Furthermore, the rate of high school completion among Hispanic youth has fluctuated greatly in recent years. The 1998 number is approximately where rates were in the mid-1980s and represents a 6% decline since 1997.

The dropout rate paints an equally disparate picture. During the 1997-98 school year, Hispanic students aged 15 through 24 dropped out of school at two and a half times the rate of non-Hispanic whites (3.9% v. 9.4%) and nearly twice the rate of non-Hispanic Blacks. Among 16 through 24 year-olds, while 7.7% of non-Hispanic Whites and 13.8% of non-Hispanic Blacks are not in school and have not earned a high school credential (the “status” dropout rate), the rate for Hispanic students is 29.5%.

Many experts correctly point out that the Hispanic rate is a dual story—while US-born Hispanic youth aged 16 through 24 with both parents also born in the US have a dropout rate of 15.8%, immigrant Hispanic youth reflect a 44.4% drop-out rate. However, the fact remains that the lowest dropout rate for Hispanic youth (that of US born with US born parents) is still twice that of their non-Hispanic White peers and greater still than the rate for non-Hispanic Blacks.

In today’s economy, dropping out of high school is a passport to a low-wage future. Over the last twenty years, a large gap has opened between those with education beyond high school and those with less education. For those who fail to complete their high school education, opportunities in the workforce diminish greatly and access to high wage jobs is virtually shut off. As the dropout rate for Hispanic youth reaches crisis proportions, it is imperative to develop a goal and strategy for increasing the rate at which Hispanic youth complete high school in order to improve educational opportunities and life outcomes.

### **High School Completion Goal**

**GOAL:**        **Eliminate the gap in the high school completion rate between Hispanic students and the national average by 2010.**

This goal will measure the share of 18 through 24 year-olds who have completed a high school diploma or received an equivalent credential. The most current statistics—1998—

show that 85% of all 18 through 24 year-olds not enrolled in high school had completed high school. For Hispanic young adults the completion rate is 62.8%. In order to reach this goal, the high school completion rate for Hispanic Americans will need to increase by 35%, assuming the national average remains roughly the same.

### **General Strategy for Reducing the Dropout Rate/Increasing High School Completion to the National Average**

The federal government, state and local governments, the private sector, and community-based organizations all have a role to play in increasing the Hispanic high school completion rate.

The federal government is committed to help build a foundation for school success by increasing access for Hispanic students to Head Start, Title I, and after-school programs. All of these programs have been shown to bolster literacy and research shows that reading difficulties are a key indicator for dropping out of school. The federal government will also expand access for Hispanics to mentoring activities such as the Gear-UP program and the TRIO programs. In addition, through a focus on smaller schools, charter schools, and reforming the American high school, the federal government will ensure that there are high quality options available to meet the varying needs of adolescent students.

Across the Administration, executive branch agencies are also engaged in ongoing efforts to address the dropout rate and high school completion. In addition, Departments such as Education and Health and Human Services have identified action steps to be taken to improve the access to and effectiveness of programs for Hispanic youth that support this goal.

Other general strategies being undertaken by businesses, foundations and non-profit groups to reduce the dropout rate among Hispanic youth focus on the following issues:

- parent involvement
- standards and curricular reform
- school-to-work and other career awareness efforts
- counseling needs and social service access
- teacher training with a focus on expectations
- mentoring, tutoring and individualized instruction
- English language mastery assistance

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## White House Strategy Session on Educational Excellence for Hispanic Students

### Draft Agenda

#### Registration

Old Executive Office Building 450

#### Welcome

Old Executive Office Building 450

Maria Echaveste\*

Cruz Bustamante

Rep. Roybal-Alford

#### National Goals and Report Card for Academic Achievement of Hispanic Students

Secretary Riley

#### Break-out Sessions:

- Increasing Access to Quality Early Childhood Education
- **Eliminating the Gap in Early Childhood Education**  
Old Executive Office Building 100 (First Lady's Office)  
Shelika

- **Ensuring that Hispanic Students Achieve English Proficiency**  
Vice President's Ceremonial Office  
Mendez

- **Eliminating the Achievement Gap**  
Old Executive Office Building 476  
Mendez

- **Increasing the Rate of High School Completion**  
Old Executive Office Building 180  
Calderon Increasing the Rate of College Completion

- **Eliminating the Gap in College Completion**  
Old Executive Office Building 472  
Richardson

#### Buffet Lunch

Indian Treaty Room

Introduction by Mickey Ibarra

Remarks by Lt. Governor Cruz Bustamante

#### White House Strategy Session – Working with the Public, Private and Non-Profit Sectors to Meet our National Goals

East Room

Introduction by Guillermo Linares (3 minutes)

- Remarks by President Clinton (5-7 minutes)
- Breakout Chairs Report Out to President Clinton (15 minutes)
- Discussion on Strategies, Commitments and Next Steps Moderated by President Clinton (90 minutes)

#### Commissioner's Reception

State Dining Room

930 - 1030

10:00 am - 10:30 am

10:30 - 11:00

10:30 am - 11:00 am

11:15 am - 1:15 pm

10:45 - 12:45

1-2

1:30 pm - 2:15 p.m.

2-230

2:30 pm - 4:30 pm

4:30 pm - 6:00 pm

\* Names serve only as examples



Patricia Gandara <pcgandara@ucdavis.edu>

06/07/2000 12:34:36 PM

Record Type: Record

To: John B. Buxton/OPD/EOP

cc: Patricia Gandara <pcgandara@ucdavis.edu>

Subject: Re: time and place

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It sounds like from our conversation that the focus is just on closing the gap on high school completion. Much of my work has focused on pushing kids beyond high school, to close the gap at the higher levels of achievement, but I will focus on high school completion if this what you want.

#### What Causes the Gap in High School Completion for Latino students?

Immigrant students, or Latino students growing up in immigrant communities, where the standard against which they measure their current situation is Mexico, can see employment opportunities the US as so much better than what was available "back home" that the relatively easy availability of jobs to earn enough for a car or other commodities, can be very seductive. Why keep on going to school when you could be working and making money during that time? This is an issue of REFERENCE POINT. John Ogbu has talked about this. If your reference point is a poor country with less opportunity to work and earn, just having a paying job can be too attractive to turn down.

Second generation students have a somewhat different problem. It is not so much the seduction of the job (they are familiar with low wage, dead end jobs; they have grown up with these and know their limitations) but school often times does not HOLD them because (1) they do not have models of people who turn school into a better quality of life; they don't see this around them in their ethnically and economically segregated communities; (2) they live in communities where a lot of young people are out of school and many of their friendships are outside of school, creating a pull on them; (3) parents who have little concept of the market value of schooling may not push hard to keep them there if they have economic necessity or the kids want to work. [There is a high value for honest, hard work among Latinos. It is seen as positive when a young person shows initiative to work. Sometimes just going to school can be interpreted as being "flojo"--not pulling one's own weight]

Schools are often not inviting places for Latino students. Low expectations of their abilities, failure to meet language needs, and a sense of being second class citizens in the school leads to marginalization and the feeling of being an outsider. Kids tell us that the high profile things in high school --school officers, cheerleaders,

football jocks, yearbook, etc. are positions that go to the Anglos or Asians and that they are passed over. I doubt that this is always or even often overt prejudice so much as it is socialization to different roles. Kids in school setting tend to play out the status of their parents in the broader society. High school is a microcosm of the status relationships of society in general and it is, for the most part, a mechanism of status reproduction.

For latino kids where language is an issue, the courses they are put in often lead no where. I am not talking about "tracking" per se, but if a kid doesn't speak English well, they can be put into endless series of ESL classes that yield no credit for graduation or college prep. So, they can find themselves short sufficient units to graduate and just give up when they realize they won't be graduating with their class

If their aspirations are low (and Latino kids aspire to less education than others) and high school is not a stepping stone to something ELSE (like going to college, getting a management type job, etc.) then they can see little reason for staying there. I have written about the greater tendency for Latinos to "take themselves out of game." For example, Latinos with higher grades and test scores than Black students will opt out of applying to college because they don't think they qualify or don't think "it's for me." That is, they don't think they "belong" and are loathe to compete overtly in a context where they don't feel welcome. This, I think, is cultural as well as economic.

JB, I have just written a paper for the National Academy of Sciences that, among other things, outlines the basic impediments to higher education and achievement for minority students. but, there really isn't time to go through all. They include:

1. lack of access to preschool
2. lack of familial cultural and social capital
3. inequality of neighborhood resources
4. lack of peer support for achievement
5. racist attitudes in society
6. limited English proficiency
7. weak schooling: underprepared teachers, weak curriculum, racial and ethnic segregation that allows schools to offer different programs to different kids
8. high rates of residential mobility
9. low expectations and aspirations

So, tell me what fits your agenda.