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COLLECTION:

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FOLDER TITLE:

HSS [Hispanic Strategy Session] Deliverables

2011-0103-S
rc149

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
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Key Indicators of Hispanic Student Achievement: National Goals and Benchmarks for the Next Decade

Improving public education and opening the doors of college to all Americans have been a cornerstone of the Clinton-Gore Administration. President Clinton and Vice President Gore have worked to expand investment in education, insist on high academic standards for all children, and demand greater accountability for results. It is a strategy that is working to boost academic achievement and educational attainment. However, much work remains to be done.

Education is the key to individual opportunity, the strength of our economy and the vitality of our democracy. In the 21st Century, this nation cannot afford to leave anyone behind. While the academic achievement and educational attainment of Hispanic Americans has been moving in the right direction, untenable gaps still exist between Hispanic students and their counterparts in the areas of early childhood education, academic achievement and high school and college completion.
Hispanics are expected to represent more than one-quarter of school-age children in the United States by 2025. These children are more likely than others to be educationally and economically disadvantaged. Presently, 36 percent of Hispanic students live in families whose income is below the poverty line. As a result, Hispanic students are concentrated in high-poverty, largely racially isolated schools, and they often have limited access to the resources needed for academic success, such as highly qualified teachers, small classes, 21st century technology, and modern school buildings. Thus, they tend to achieve at levels below the national average.

As the fastest growing racial/ethnic group in America's public schools, Hispanic students have unique potential to positively affect the economic and cultural future of the United States. Ensuring the promise of this diverse group of learners requires the attention and commitment of the entire country.

If Hispanic students are to fulfill their own potential and enrich our entire society, we must work harder to close the educational achievement gaps between Hispanic students and the nation as a whole. This must begin with high expectations for achievement, clear goals for what must be accomplished, and specific benchmarks to measure our progress.

This report defines national goals for improving the educational achievement of Hispanic student. . These include providing access to quality early childhood education, learning English, closing the academic

achievement gaps, increasing the rate of high school completion, and doubling the rate of postsecondary educational attainment. These goals focus on results and, in some areas, include indicators that provide a clear picture of the progress that must be made. In other areas, key indicators must be developed to effectively gauge progress and achievement.

This report marks the first in an annual measure of the Key Indicators of Hispanic Achievement and the progress of the nation towards achieving the five national goals for improving Hispanic achievement. It is intended to serve not only as an annual measure of this nation's progress but as tool for use by stakeholders at all levels and in all sectors to galvanize action and boost Hispanic student achievement throughout the country.

GOAL 1: Early Childhood

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.

KEY OUTCOME INDICATOR:

	Baseline Year	Age	Hispanic	National
Percentage of 3-, 4-, and 5-year-old children who are enrolled in center-based or kindergarten programs.[1]	1999	3yr- 4yr- 5yr-	26% 64% 89%	46% 70% 93%

All percentages rounded.

OTHER OUTCOME INDICATORS:

	Baseline Year	Hispanic	National
Percentage of eligible children who are enrolled in Head Start programs.[2]	1998	36%	40%
Percentage of 3-to 5-year-olds who were read to by a family member on a daily basis.[3]	1999	33%	53%

GOAL 2: Learning English

Respecting the importance of multi-lingualism, 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.

KEY OUTCOME INDICATOR:

To be developed: There are more than 3.5 million children with limited English proficiency in U.S. schools, yet there are no national data on the services provided to these students or their progress in learning English. The Secretary of Education will be responsible for creating an adequate indicator to measure the English language proficiency of these students, such as through the collection of state or national sample data.

GOAL 3: Eliminating the Achievement Gap

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.

KEY OUTCOME INDICATORS:

To be developed: By 2001, states are required to have aligned assessments that test all students at three grade intervals and report data disaggregated by race and ethnicity, as well as by English proficiency under Title I of the Elementary and Secondary Education Act.

	Baseline Year	Hispanic	National
Percentage of elementary, middle, and high school students in each state who score at or above the proficient level on the reading and math sections of aligned state assessments.	2001	Data not yet available	Data not yet available
Percentage of elementary, middle, and high school students in each state who score at or above the proficient level on the reading and math sections of state NAEP exams.			

OTHER OUTCOME INDICATORS:

	Baseline Year	Hispanic	National
Percentage of ***fourth*** graders who score at or above the proficient level on the **reading** section of the NAEP test.[4]	1998	13%	31%
Percentage of ***fourth*** graders who score at or above the proficient level on the **mathematics** section of the NAEP test.[5]	1996	8%	22%
Percentage of ***eighth*** graders who score at or above the proficient level on the **reading** section of the NAEP test.[6]	1998	15%	33%
Percentage of ***eighth*** graders who score at or above the proficient level on the **mathematics** section of the NAEP test.[7]	1996	9%	24%
Students' average mathematics SAT score.[8]	1999	458	511
Students' average verbal SAT score.	1999	457	505

GOAL 4: Eliminating the Gap in High School Completion

Increase the high school completion rate for Hispanic students to 90 percent by 2010.

KEY OUTCOME INDICATOR:

	Baseline Year	Hispanic	National
Percentage of 18- to 24- year olds who have either a high school diploma or a GED.[9]	1998	63%	85%

OTHER OUTCOME INDICATORS:

	Baseline Year	Hispanic	National
Percentage of students ages 15 to 24 in grades 10-12 who were enrolled in high school the previous October but were not enrolled and had not graduated by the following October.[10]	1998	5%	9%
Percentage of students ages 16 to 24 *born outside the U.S.** who were not enrolled in school and did not complete high school.[11]	1997	24%	39%
Percentage of *first generation** students aged 16-24 born within the U.S. who were not enrolled in school and did not complete high school.	1997	10%	15%

*Individuals born in Puerto Rico and the U.S. Territories are considered *born outside the U.S.*.
Individuals are classified as *first generation* if they were born in the 50 states or DC and at least one of their parents was not.

GOAL 5: Increasing Postsecondary Completion

Double the percentage of Hispanic Americans who earn associate's and bachelor's degrees by 2010.

KEY OUTCOME INDICATORS:

	Baseline Year	Hispanic	National
Percentage of individuals ages 25 and older who Held a bachelor's degree or higher.[12]	1998	11%	27%
Percentage of individuals ages 25 and older who held an occupational or academic associate's degree.	1998	5%	7%

OTHER OUTCOME INDICATORS:

	Baseline Year	Hispanic	National
Percentage of high school graduates who completed four years of English and three years of mathematics, science, and social studies.[13]	1998	40%	55%
Percentage of individuals ages 16 to 24 who had graduated from high school in the preceding 12 months and were enrolled in college the following October.[14]	1998	55%	66%
Percentage of all 18- to 24- year-old high school graduates who are enrolled in institutions of higher education.[15]	1998	34%	45%
Percentage of all 18- to 24- year-olds who are enrolled in institutions of higher education.	1998	20%	37%

Sources

[1] U.S. Department of Education, NCES. (2000). *The Condition of Education 2000.* Table 2-1.

[2] U.S. Department of Health and Human Services, Head Start Bureau. (June, 2000) Special tabulation by Craig Turner.

[3] U.S. Department of Education, NCES.. (1999). *National Household Education Survey, Parent Interview.* Special Tabulation by the Education Statistical Services Institute.

[4] U.S. Department of Education, NCES. (1999). *NAEP 1998 Reading, A Report Card for the Nation and the States.* Table 13-2.

[5] U.S. Department of Education, NCES. (May, 2000). *NAEP Summary data table* <http://www.nces.ed.gov/nationsreportcard/TABLES/SDTTOOL.HTM>

[6] U.S. Department of Education, NCES. (1999). *NAEP 1998 Reading: A Report Card for the Nation and the States.* Table 15-1.

[7] U.S. Department of Education, NCES. (May, 2000). *NAEP Summary data table* <http://www.nces.ed.gov/nationsreportcard/TABLES/SDTTOOL.HTM>

[8] The College Board. (2000). 1999 *College-Bound Seniors.* New York.

[9] U.S. Department of Education, NCES. (1999). *Dropout Rates in the United States: 1998.* Table 4.

[10] U.S. Department of Education, NCES. (1999). *Dropout Rates in the United States: 1998.* Table 1.

[11] U.S. Department of Education, NCES. (June, 2000). *High School Dropouts by Race-Ethnicity and Recency of Migration.* Indicator of the Month.

[12] U.S. Census Bureau. Population Division. Education & Social Stratification Branch (1999) *Educational Attainment in the United States: March 1998 (Update).* Table 1.[Online] <http://www.census.gov/prod/3/98pubs/p20-513u.pdf>

[13] U.S. Department of Education, NCES. (1999). *Digest of Education Statistics 1999.* Table 142.

[14] U.S. Department of Education. NCES, (1999). *Condition of Education 2000.* Table 32-1.

[15] U.S. Department of Education. NCES. (1999). *Digest of Education Statistics 1999.* Table 189.

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THE WHITE HOUSE STRATEGY SESSION: IMPROVING HISPANIC STUDENT ACHIEVEMENT
JUNE 15, 2000

President Clinton unveiled the following commitments by the private and public sectors towards fulfillment of the five national goals for improving Hispanic student achievement and educational attainment over the next decade:

NON-PROFIT DELIVERABLES:

- **2010 Alliance**

  To close the achievement gap between Latino children and Anglo, African American, and Asian students by 2010, the National Council for Community and Education Partnerships, the National Association for Bilingual Education, the National Council of La Raza, and the National Association for Latino Elected and Appointed Officials will join with leaders from the Ford, Irvine, Kellogg, and Hazen foundations and AT&T, Univision, State Farm Insurance, and General Motors Corporation to convene a summit in Washington, D.C. in October 2000 and commit to a collaborative partnership over the next decade to support the Latino achievement agenda announced by President Clinton at the White House Strategy Session.

- **The Association of Hispanic Advertising Agencies (AHAA)**

  The Association of Hispanic Advertising Agencies, the national organization of minority-owned and minority-managed advertising firms, will undertake the first integrated Hispanic communications campaign to close the educational achievement gap between Hispanics and the rest of the student population. Entitled "FuturaMente," the project will be executed through two multi-media campaigns: one will educate the parents of 3-4 year-olds about the importance of early education, and the second will encourage high school youth to pursue a career in teaching.

- **American Library Association (ALA)**

  The American Library Association has committed to establish a literary award for children's literature that reflects the Latino culture and to elevate the award's prestige to the level of the Newberry or Caldecott awards by 2010. Additionally, the ALA will offer model programs for libraries on how to provide excellent service to the Hispanic community and initiate an outreach campaign to show other organizations how to create similar model programs.

- **American Association of Museums (AAM)**

  The American Association of Museums is committed to closing the achievement gap by encouraging museums to meet the needs of Hispanic students by providing teacher training, using technology to link to schools with high Hispanic populations, and making curriculum materials available online. AAM will also create a link on its website to provide information

on this outreach campaign, publicize the site in its publications, and seek promising practices from museums to highlight on the site and in its publications.

- **Reach Out and Read**

  Reach Out and Read, a non-profit organization dedicated to providing parents with information on the importance of language development and literacy during routine well-baby check-ups, will initiate a major outreach campaign to migrant families.

- **National PTA and the Hispanic Radio Network**

  The 6.5 million member National PTA and the Hispanic Radio Network, with 100 affiliate stations in the United States, Puerto Rico and Latin America, announce a new partnership to produce a series of one-minute radio programs that will highlight the positive affects of parental participation on student academic achievement, offer ideas to parents on how to promote safe, effective, community-centered schools, and identify resources targeted to Spanish-speaking parents.

CORPORATE DELIVERABLES

- **Proctor & Gamble**

  Proctor & Gamble has contributed $50,000 to the White House Initiative on Educational Excellence for Hispanic Americans for the collaborative development and distribution of a "an information kit for organizers" to support Latino parents' efforts to secure a quality education for their children. The information kit will be developed in both English and Spanish and will address the following topics: Parents as First Teachers, A Quality Education for All, Heading Towards College, and Making It Happen in Your Community.

- **HACU**

  The Hispanic Association of Colleges and Universities (HACU) has partnered with the St. Paul Companies, State Farm Insurance Companies, and the Target Corporation, to initiate a corporate internship program for Hispanic college students throughout the Unites States, modeled after its successful federal government internship program which places over 500 interns annually.

- **Scholastic, Inc., Univision and The National Latino Children's Institute**

  Scholastic, Univision and The National Latino Children's Institute will lead a nationally focused and locally targeted public awareness campaign entitled "Discover the Excitement of Reading" to support Latino families and caregivers in raising their young children's literacy skills and overall student achievement by nurturing and cultivating the love of reading and storytelling; making quality, affordable children's books available to Latino children;

encouraging and promoting new Latino authors; and increasing the number of culturally appropriate materials available for Latino children.

- **Lightspan, Inc. and The Department of Housing and Urban Development (HUD)**

  Lightspan and HUD will team up to provide educational technology resources to HUD's over 600 Neighborhood Networks centers in public and assisted housing communities across the country. To launch this national partnership, Lightspan will provide assistance and customize the on-line content to meet the needs of the residents at 10 Neighborhood Network centers in Hispanic communities. Governor Thomas R. Carper of Delaware is taking the lead in encouraging and facilitating this dynamic partnership in two of the State's HUD Neighborhood Networks.

- **Washington Mutual, Inc.**

  Washington Mutual Inc., has committed to expand its high school internship program from 6 to 8 states. This program provides 11th and 12th grade students with a two-year internship opportunity consisting of part-time employment in the bank's financial centers and 80 hours of instruction in workforce preparation and consumer education (e.g. interview techniques, dress code, team work, work place ethics, time management, cultural diversity, conflict resolution, money management). Over the past 26 years, the program has served over 37,000 high school students, including 11,000 Hispanic students.

- **Sears, Roebuck and Co.**

  Sears, Roebuck and Co. will implement a pilot internship/mentoring program in Miami and Los Angeles. The Sears Future Leaders program will target Hispanic high school juniors and seniors who have demonstrated strong academic performance and leadership potential. Participating students will be guaranteed part-time jobs at Sears during holidays and summer breaks for as long as they maintain a "C" average in school. They also will be matched up with manager-level volunteer mentors, who will guide the students in learning business literacy and professional conduct. Interns who meet policy guidelines will be offered tuition reimbursement for college.

- **Discovery Communications, Inc.**

  Discovery en Espanol (DEN) will create five public service announcements (PSAs) that will be run on the channel regularly for a year beginning in October, 2000, and distributed through any other available medium. Each PSA will focus on one of the five national Hispanic Education goals announced by the President at the White House Strategy Session on June 15th. Discovery en Espanol, in partnership with cable operators across the country, will create versions of the PSAs to air in local communities. Discovery en Espanol is a digital channel owned and operated by Discovery Communications, Inc.

FEDERAL AGENCY DELIVERABLES

- **Council of Economic Advisors' Report**

  The President's Council of Economic Advisors will release a report entitled, "Educational Attainment and Success in the New Economy: An Analysis of Challenges for Improving Hispanic Student Achievement." The report documents the gaps in educational outcomes for Hispanics and the importance from both an individual and national perspective of improving Hispanic students' educational achievement. In addition, the CEA's report focuses on the need for greater representation of Hispanics in the rapidly growing information technology sector.

- **Department of Agriculture (USDA)**

  In 2001, the U.S. Department of Agriculture will establish a scholarship program to increase the number of students entering and graduating from 2- and 4-year Hispanic Serving Institutions and encourage students to pursue careers in the U.S. Food and Agriculture sector. The scholarship will cover educational expenses for students earning degrees ranging from an Associate of Arts through a doctorate. Following graduation, the scholarship recipients must work at USDA for one year for each year of financial assistance received. The program, which will be called the National Hispanic Serving Institutions Scholars Program, will serve up to 30 students during its first year of funding.

- **Department of Commerce (DOC)**

  MOUs with Hispanic Serving Colleges and Universities:

  The Department of Commerce recently entered into agreements with three Hispanic Serving Institutions (HSIs), covering 49,000 Hispanic students. The agreements will result in professional exchange programs between DOC executives and HSI faculty, make DOC's world-renowned scientists available to the HSIs as guest lecturers, and permit the Department to enhance its efforts to recruit HSI graduates for DOC employment. In September, DOC will sponsor a mini-conference for HSI presidents, leaders of the Hispanic community, and DOC executives to promote communications among the entities' executives and facilitate progress on the implementation of the MOUs.

  Directions 2000 Conference:

  On September 21-22, 2000, the Department of Commerce will sponsor a conference for Minority Serving Institutions (MSIs) to promote minority participation in DOC grants and other financial assistance programs. Over 190 Minority Serving Institutions of higher learning, including a substantial number of HSIs, will be invited to participate in the conference.

- **Department of Defense (DOD)**

The Department of Defense will expand its student teaching internship program to increase the number of Hispanic educators in overseas schools, which serve family members of military personnel. The Department has entered into five new partnerships with Hispanic Serving Institutions and will provide round-trip travel expenses to entice exceptional students who are majoring in education at those colleges and universities to complete their student teaching internships in DoD schools overseas.

- **Department of Education (DoEd)**

National Goals and Benchmarks for the Next Decade:

The U.S. Department of Education will release "Key Indicators of Hispanic Student Achievement: National Goals and Benchmarks for the Next Decade," which provides national goals to guide federal, state, and local educators, policy makers, and community leaders in improving educational access and quality for Hispanic students. This publication also provides indicators of progress in the following areas for schools, communities and states to follow: early childhood education, learning English, closing achievement gaps and the dropout rate, and increasing college completion.

The "Idea Book":

DoEd is releasing **"Helping Hispanic Students Reach High Academic Standards: An Idea Book,"** which highlights promising strategies used by schools and communities to help Hispanic students succeed in learning, gaining productive employment, and becoming responsible citizens. The "Idea Book" was developed by the U.S. Department of Education as a guide to support schools and communities in designing successful programs that promote high academic achievement among Hispanic students, including using federal funds. The Department will send the Idea Book to the top 100 school districts with the fastest growing Hispanic student populations.

Assisting School Districts with Rapidly Growing Hispanic Populations:

DoEd, in partnership with the National Association of Bilingual Education, will launch a series of workshops for school districts on strategies for training teachers to address linguistic and cultural diversity in the classroom, effective bilingual education programs, teaching reading to English language learners, and using community-wide resources to meet the needs of new students and their families. The Department will also provide technical assistance for school superintendents and principals, who work in communities that have recently experienced a large increase in Hispanic students, on building partnerships to improve academic performance and increase high school completion rates.

New Grants To Support Hispanic Serving Colleges and Universities:

DoEd's Hispanic-Serving Institutions Program will provide $25.8 million for 76 new development grants to enable eligible Hispanic-serving institutions of higher education expand their capacity to serve Hispanic students and other low-income individuals. The HSIs may use the funds for faculty development, administrative management, and improvement of academic programs, facilities and student services. Hispanic Serving Institutions enroll the majority of all Hispanic students nationally and also provide access for a large number of other disadvantaged students.

Title I Outreach Campaign:

DoEd will launch an expansive outreach effort to provide more and higher quality services to very young Hispanic children through Title I pre-school programs. The Department will write to all local school districts, encouraging them to use Title I funds for preschool, urging schools to reach out to Hispanic families, and explaining the flexibility in Title I schoolwide programs in selecting participants and in providing services to Hispanic children and their parents. In addition, the Department will prepare policy guidance on the use of Title I funds for preschools with examples of high quality programs serving large numbers of Hispanic preschoolers.

Outreach Campaign with the National PTA:

Hispanic families, like all others, want their children to achieve to high standards and be successful in school. In partnership, the Department of Education and the National PTA will distribute "Vamos Juntos a la Escuela" (Let's Go to School Together), a videotape for Spanish-speaking families and the schools and organizations that serve them. The tape, which will go to PTAs nationwide serving schools with significant populations of Hispanic students, provides basic suggestions about helping children succeed in school, covering subjects such as parent involvement in education, early childhood, reading and mathematics, and preparing young people for college.

- **Department of Energy (DOE)**

For FY 2001, the Department of Energy's Community College Institute (CCI) has committed to quadruple the size of its summer "technical and research" internship program for community college students studying mathematics, science, or other technical subjects. The Department will enhance its internship program by providing additional incentives for interns who agree to mentor other students when they return to their community college after their internships, including reimbursements for textbooks and membership fees and travel expenses to meetings of the American Association for the Advancement of Science.

- **Department of Health and Human Services (HHS)**

The Substance Abuse and Mental Health Services Administration is working in partnership with the Hispanic community to develop and implement an initiative called !!SOY UNICA!! SOY LATINA!! !!I'M UNIQUE!! SOY LATINA!!, a national, comprehensive, multimedia

bilingual campaign geared for Hispanics/Latinas age 9 to 14. The initiative will assist young girls to build positive self-esteem in order to prevent drug use, as well as harmful consequences of emotional and behavioral problems.

- **HHS, HUD, and the White House Initiative on Educational Excellence for Hispanic Americans:**

  The Department of Housing and Urban Development (HUD), Department of Health and Human Services (HHS) and the White House Initiative on Educational Excellence for Hispanic Americans will work together to provide English and Spanish language materials and educational forums to parents of young children through HUD's Neighborhood Networks and other community-based programs. The parents will receive information on early brain development research, parenting tips, how to access child care subsidies and tax credits, how to choose a child care center, what Head Start has to offer, and other family supports. Starting this summer, this effort will be piloted in six locations across the country serving Latino communities.

DELIVERABLES FOR
THE WHITE HOUSE STRATEGY SESSION ON EDUCATIONAL EXCELLENCE FOR HISPANIC STUDENTS, JUNE 15, 2000
As of June 13, 2000

NON-PROFIT DELIVERABLES:

- **2010 Alliance**
  POC: Sàrita Brown (202) 401-3670

  To close the achievement gap between Latino children and Anglo, African American, and Asian students by 2010, the National Council for Community and Education Partnerships, the National Association for Bilingual Education, the National Council of La Raza, and the National Association for Latino Elected Officials will join with leaders from the Ford, Kellogg, and Hazen foundations and AT&T, Univision, State Farm Insurance, and General Motors Corporation to work with policy makers to convene a summit of leaders in Washington, D.C. in October 2000. At this summit, the group will develop a national action plan and commit to a long-term initiative and collaborative partnership to support the Latino achievement agenda for the next decade.

- **The Association of Hispanic Advertising Agencies (AHAA) FuturaMente Project:**
  POC: Daisy Exposito (212) 614-6001

  AHAA, the national organization of minority-owned and minority-managed advertising firms, will undertake the first integrated Hispanic communications campaign to close the educational achievement gap between Hispanics and the rest of the student population. Entitled "FuturaMente," the project will be executed through two multi-media campaigns: one will educate the parents of 3-4 year-olds about the importance of early education, and the second will encourage high school youth to pursue a career in teaching.

- **The College Board**
  POC: Ms. Lezli Baskerville (202) 822-5907

  The College Board has committed $100,000 towards a partnership with community college systems to train ___ AP teachers by 2010, who will teach AP courses in underserved Hispanic school districts. During FY 2000, the Board will partner with City Colleges of New York and City Colleges of Chicago, the two largest urban community college system in the nation which together educate roughly __ of Hispanic students receiving degrees in America, and California State University Dominguez Hills, the highest producer of credentialed teachers of any university in the State of California. Between FY 2002 through 2010), The College Board will establish AP partnerships with other institutions that serve the Hispanic community.

- **American Library Association (ALA):**
  POC: Emily Sheketoff (202) 628-8410, ext. 211

The American Library Association has committed to establish a literary award for children's literature that reflects the Latino culture, and to elevate the award's prestige to the level of the Newberry or Caldecott awards by 2010. Additionally, the ALA will offer model programs for libraries on how to provide excellent service to the Hispanic community and initiate an outreach campaign to show other organizations how to create similar model programs.

- **American Association of Museums (AAM):**
  POC: Barry Szczesny (202) 289-1818

  AAM is committed to closing the achievement gap by encouraging museums to meet the needs of Hispanic students by providing teacher training, the use of technology to link to schools with high Hispanic populations, and making curriculum materials available online. AMA will also create a link on its Web site to provide information on this outreach campaign, publicize the site in its publications, and seek promising practices from museums to highlight on the site and in its publications.

- **Reach Out and Read**
  POC: Ann O'Leary X66275

  Reach Out and Read, a non-profit organization dedicated to providing parents with information on the importance of language development and literacy during routine well-baby check-ups, will initiate a major outreach campaign to migrant families.

- **National PTA**
  POC: Maribeth OAKES (202) 289-6790

  The 6.5 million member National PTA and the Hispanic Radio Network, with 100 affiliate stations in the United States, Puerto Rico and Latin America, announce a new partnership to produce a series of one-minute radio programs that will highlight the positive affects of parental participation on student academic achievement; offer ideas to parents on how to promote safe, effective, community-centered schools; and identify resources targeted to Spanish-speaking parents.

CORPORATE DELIVERABLES

- **Proctor & Gamble**
  POC: Deborah Santiago (202) 401-7479

  Proctor & Gamble has contributed $50,000 to the "White House Initiative on Educational Excellence for Hispanic Americans" for the collaborative development and distribution of a "parent tool kit" to help parents participate more effectively in their child's education. The parent tool kit, which will be developed in both English and Spanish, will address the

following topics: Parents as First Teachers, A Quality Education for All, Heading Towards College, and Making it Happen in Your Community.

- **HACU**
  POC: Yolanda Rangel (210) 692-3805, x 3233

  The Hispanic Association of Colleges and Universities (HACU) has partnered with the St. Paul Companies, State Farm Insurance Companies, and the Target Corporation, to initiate a corporate internship program for Hispanic college students throughout the Unites States, modeled after its successful federal government internship program which places over 500 interns annually.

- **Scholastic Inc.**
  POC: Bibb Hubbard (212) 343-4653

  Scholastic Inc. is partnering with the National Latino Children's Institute and Univision to launch a nationally focused and locally targeted public awareness campaign entitled "Discover the Excitement of Reading" to support Latino families and caregivers in raising their young children's literacy skills and overall student achievement by nurturing and expanding the love of reading and storytelling; getting quality, affordable children's books into the hands of Latino children; encouraging and promoting new Latino authors; and increasing the number of culturally appropriate materials available for Latino children.

- **Lightspan;**
  POC: Ms. Ilene Rosenthal (202) 265-4086

  Lightspan, Inc. and the Department of Housing and Urban Development (HUD) will team up to provide educational technology resources to HUD's over 500 Neighborhood Networks centers in public and assisted housing communities across the country. Lightspan will provide a wide range of online resources including: bilingual, inter-active math and reading coursework aligned with state standards and an on-line English/Spanish Parent and Family Center to provide homework assistance, parent support systems for health and child development; and, user-friendly exercises to help instructors and families become comfortable with using technology. To launch this national partnership, Lightspan will staff 10 Neighborhood Network centers in Hispanic communities to provide hands-on assistance and customize the on-line content to the residents' needs.

- **Washington Mutual Bank, Inc.**
  POC: Ms. Judy Morgan Phillips 626-931-2002

  Washington Mutual Inc., has committed to expand its high school internship program from 6 to 8 states. This program provides 11th and 12th grade students with a two-year internship opportunity consisting of part-time employment in the Bank's financial centers and 80 hours of instruction in workforce preparation and consumer education (e.g. interview techniques, dress code, team work, work place ethics, time management, cultural diversity, conflict

resolution, money management). Over the past 26 years, the program has served over 37,000 high school students, including 11,000 Hispanic students.

- **Sears, Roebuck and Co.**
  POC: Ms. Stephanie Springs (847) 286-7800

  Sears, Roebuck and Co. has committed to implement a pilot internship/mentoring program in Miami and Los Angeles for Sears Future Leaders Program Hispanic high school juniors and seniors who have demonstrated strong academic performance and leadership potential. Participating students will be guaranteed part-time jobs at Sears during holiday and summer breaks for as long as they maintain a "C" average in school and will be matched up with manager-level volunteer mentors, who will guide the students in learning business literacy and behaviors. Interns who meet policy guidelines will be offered tuition reimbursement for college.

- **The Discovery Channel**
  POC: Mr. David Leavy (301) 771-3653

  Discovery en Espanol (DEN) will create five public service announcements (PSAs) to be run on the channel regularly for a year beginning in October, 2000 and distributed through in any other available medium. Each PSA will focus on one of the five national Hispanic Education goals announced by the President at the White House Strategy Session on Educational Excellence for Hispanic Students. Discovery en Espanol, in partnership with cable operators across the country, will create versions of the PSAs to air in local communities -- further spreading the Hispanic education message in targeted markets.

FEDERAL AGENCY DELIVERABLES

- **CEA Report**

- **Department of Agriculture**
  POC: Jennifer Yezak 690-0878

  In 2001, the U.S. Department of Agriculture will establish a scholarship and internship program to increase the number of students entering and graduating from 2- and 4-year Hispanic Serving Institutions and encourage students to pursue careers in the U.S. Food and Agriculture sector. The scholarship will cover educational expenses for students earning degrees ranging from an Associate of Arts through a doctorate, and participating students will be employed by the USDA. The program, which will be called the National Hispanic Serving Institutions Scholars Program, will serve 30 students during its first year of funding.

- **Department of Education (DoEd)**

  Report Card:
  POC: Heidi Ramirez 260-1728

Title I Outreach Campaign:
POC: Ann O'Leary X66275

DoEd will launch an expansive outreach effort to provide more and higher quality services to very young Hispanic children through Title I pre-school programs. The Department will write to all local school districts, encouraging them to use Title I funds for preschool, urging schools to reach out to Hispanic families, and explaining the flexibility in Title I schoolwide programs in selecting participants and in providing services to Hispanic children and their parents. In addition, the Department will prepare policy guidance on the use of Title I funds for preschools with examples of high quality programs serving large numbers of Hispanic preschoolers.

HSI grants:
POC: Heidi Ramirez 260-1728

DoEd's Hispanic-Serving Institutions Program will provide $16 million for 76 new development grants, ranging in value from $375,000-$425,000 over five years, to enable eligible Hispanic-serving institutions of higher education expand their capacity to serve Hispanic students and other low-income individuals. The HSIs may use the funds for faculty development, administrative management, and improvement of academic programs, facilities and student services.

Technical Assistance:
POC: Heidi Ramirez 260-1728

- **DoEd, HHS, the Department of Housing and Human Development (HUD), and the White House Initiative on Educational Excellence for Hispanic Americans Partnership:**
  POC: Christine Pelosi 708-2046, x 5062

  HUD will partner with DoED, HHS, and the White House Initiative on Educational Excellence for Hispanic Americans to direct Hispanic families to Head Start programs and early childhood development programs. The partnership will facilitate the dissemination of early childhood information (early brain development research, parenting tips, how to choose a child care center, what Head Start has to offer) through Neighborhood Networks. We will pilot this effort in states with Latino populations, existing Neighborhood Networks centers and Head Start programs.

- **Department of Health and Human Services (HHS)**
  POC: Mirtha Beedle

  !!SOY UNICA!! SOY LATINA!!
  !!I'M UNIQUE!! SOY LATINA!!
  The Goal of the initiative is to develop and implement a national, comprehensive multimedia bilingual campaign geared for Hispanics/Latinas age 9 to 14. The initiative will assist young girls to build a positive self-esteem in order to prevent drug use, as well as harmful consequences of emotional and behavioral problems.

- **Department of Energy (DOE)**
  POC: Samuel Rodriguez 586-7141

  For FY 2001, DOE's Community College Institute (CCI) has committed to quadruple the size of its summer "technical and research" internship program for community college students studying mathematics, science, or other technical fields. As a pilot program in 1999, CCI awarded 107 internships; this summer, the Department has recruited 126 interns (25 percent of whom are Hispanic) from 110 community colleges, including 46 Hispanic Serving Institutions. The Department will also provide monetary incentives to interns, who agree to mentor other students when they return to their community college in the fall, including: reimbursements for science, mathematics or engineering textbooks; membership in and travel to the annual meeting of the American Association for the Advancement of Science; participation in regional meetings to present their research to students and faculty; and participation in colloquia to inform DOE officials of the program's accomplishments.

- **Department of Defense (DOD)**
  POC: Ms. Marilee Fitzgerald 703-696-3866 x 2808

  The Department of Defense will expand its student teaching internship program to increase the number of Hispanic educators in overseas schools, which serve family members of military personnel. The Department has entered into partnerships with five new Hispanic Serving Institutions and will provide round-trip travel expenses to entice exceptional students who are majoring in education at those colleges and universities to complete their student teaching internships in DoD schools overseas.

- **Department of Commerce (DOC)**
  POC: Raul Perea-Henze 482-4951

  Memorandums of Understanding (MOUs): The Department of Commerce recently entered into agreements with three Hispanic Serving Institutions (HSIs)--the University of Puerto Rico at Mayaguez, Florida International University, and the University of Texas at El Paso--directed toward promoting career and professional attainment among HSI students pursing studies in fields of interest to DOC; increasing employment opportunities in DOC for HSI students; and supporting and strengthening the academic and research development of Departments that offer curricula of interest to Commerce. Approximately 49,000 Hispanic students, ages 18 to 24, are projected to be served by this program.

  Postsecondary Internship Program: Since 1994, the Department has sponsored a Post-Secondary Internship Program funded through a financial assistance agreement with the Hispanic Association of Colleges and Universities (HACU). HACU continues to be a financial assistance recipient, and is in the third and final year of the financial assistance award with the Department. (Since the beginning of the Postsecondary Internship Program, HACU has received approximately $3 million and the Department has sponsored approximately 400 interns under its auspices.)

Mini-Conference: In late summer this year, a mini-conference will be a featured event for the Department's Hispanic Employment Program to focus attention on the program's accomplishments, facilitate interaction of key senior Commerce officials with leaders from the Hispanic community, and serve to chart a course for future action in advancing the agenda begun with the Department's Hispanic Employment Plan.

New Directions 2000 Conference: On September 21-22, 2000, the Department of Commerce will sponsor a conference for Minority Serving Institutions (MSIs) to promote minority participation in DOC grants and other financial assistance programs. Over 190 Hispanic Serving Institutions of higher learning will be invited to participate in this year's program.

Career and Job Fairs: The Department of Commerce is also intensifying its recruitment efforts within the Hispanic community, including participation in career and job fairs, to locate and identify potential employees, promote DOC as an employer of choice, and increase outreach efforts to the Hispanic community.

Grants and Awards: The DOC has entered into grant arrangements with several HSIs to assist with DOC mission accomplishment and to further mutually supportive relationships with Minority Serving Institutions.

- **Department of Transportation (DOT)**
  POC: Edmundo DeLeon

The Transportation Equity Act for the 21st Century (TEA-21) provides millions of dollars to localities to build and enhance day care and head start facilities at transit hubs, many of which serve predominantly Hispanic communities. These TEA-21 funds, which will continue to be available in fiscal years 2002 and 2003, can be acquired through local transit authorities. The Department of Transportation plans to expand its outreach efforts to ensure that Hispanic communities have access to this early childhood resource.

DRAFT

US Department of Education Deliverables

White House Strategy Session on Educational Excellence for Hispanic Students

Helping Hispanic Students Reach High Academic Standards: An Idea Book. Hispanic students represent the fastest growing minority population in the United States, yet Hispanic students remain among the most educationally disadvantaged groups in the country. Several programs funded under the Elementary and Secondary Education Act (ESEA), particularly Title I and Title VII, support the school success of Hispanic students. Title I works to close the achievement gap between economically disadvantaged children and their more advantaged peers. Title VII of ESEA, the Bilingual Education Act, is a discretionary grant program that assists states, school districts, institutions of higher education, and nonprofit organizations in developing and implementing high-quality, standards-based instructional programs for students who need help learning English.

The Idea Book highlights promising strategies that schools and communities are implementing to help Hispanic students succeed as they prepare for responsible citizenship, further learning, and productive employment. Developed by the Department of Education as a guide to support district administrators and curriculum coordinators, principals and teachers, and community leaders in understanding how they can design successful programs, the Idea Book focuses on the use of Title I and Title VII funds, among others, to promote high academic achievement among Hispanic students. The Idea Book promises to be a valuable resource to schools and districts in improving the implementation of the Hispanic Education Action Plan and coordination across federal, state, and local education programs.

(An initial run of 100 copies of the Idea Book will be available on June 15.)

Videos to Support Family Involvement in Education. Hispanic families, like all others, want their children to achieve to high standards and to be successful in school. To encourage the involvement of parents and families, school leaders, and community members in improving the education of Hispanics, the U.S. Department of Education and the National PTA are partnering up to distribute *"Vamos Juntos a la Escuela" (Let's Go to School Together),* a specially created videotape for Spanish-speaking families and the schools and organizations that serve them. The tape provides basic suggestions about helping children succeed in school, covering subjects such as parent involvement in education, ready-to-learn issues, reading and mathematics, and preparing young people for college.

The National PTA and the Department of Education, in coordination with the PTA's Urban Initiative, will develop a model presentation to Spanish-speaking families using the *Vamos Juntos* kit and other materials, and distribute it to the hundreds of PTA chapters serving schools with significant populations of Hispanic students.

Assisting School Districts with Rapidly Growing Hispanic Populations. Over the last decade, the Hispanic student population has grown dramatically in US schools, particularly in areas that both have had little experience and expertise in serving this population of diverse learners. This Fall, the Department of Education, in partnership

benchmarks of progress. Secretary of Education Richard Riley will announce national goals to guide federal, state, and local educators, policy makers, and community leaders in supporting improvements in educational access and quality for Hispanic students. The goals will be included in the first national status report on Hispanic education which will include indicators and data on early childhood education, learning English, eliminating the achievement gaps in academic achievement and high school completion, and completion of postsecondary education. The indicators have been developed to hold schools and communities accountable for ensuring that Hispanic students achieve to the same high standards as all other children.

The 2010 Alliance
An Initiative to Close the Latino Achievement Gap by 2010

The Latino community is the fastest growing in the country yet continues to have lower educational attainment rates than Anglo, African American, and Asian students. This fact creates a scenario that is unacceptable to the Latino community and to the rest of society. While promising educational strategies for Latino students exist in communities across the country, most systems are dwarfed by unmet needs suggesting that slow incremental change will not take us much beyond the status quo. An effort that creates the kind of change necessary to close the achievement gap for Latino students requires harnessing the collective political will of those who care and commit to work together on an action agenda for change. A summit in the Washington, DC area in October 2000 will bring together a group of leaders who possess the knowledge, the experience, and the influence to effect the changes necessary.

As of today, June 15, 2000, leaders from the following organizations have committed to accepting responsibility for closing the achievement gap between Latino children and Anglo, African American, and Asian students by 2010.
(Will representatives from the following organizations please stand) **The National Council for Community and Education Partnerships (NCCEP) the National Association for Bilingual Education (NABE) the National Council of La Raza (NCLR) and the National Association for Latino Elected Officials (NALEO) will join with leaders in the philanthropic world, the Ford, Kellogg, and Hazen Foundations; and leaders from the corporate sector, AT&T, Univision, State Farm Insurance, and General Motors Corporation to work with policy makers to convene a summit of leaders in Washington DC in October 2000. At this summit the group will develop a national action plan and commit to a long-term initiative and collaborative partnership to support the Latino achievement agenda for the next decade.**

Irvine,

TO: Committee
FROM: Jackie and Julie
DATE: June 12, 2000
RE: Deliverables for Hispanic Ed Strategy Session

I. Deliverables by Placement in Conference:

A. POTUS Remarks

I National Goals

(1) 2010 Alliance
(2) DoEd's Report Card
(3) CEA Report
(4) Lightspan's partnership with HUD
(5) Discovery Channel's PSAs reflecting our national goals
~~(6) Latino "Stay in School" CD (if it's confirmed)~~
(7) American Library Association's new literary award (possible)

B. Others' Remarks

(1) American Library Association's new literary award (possible)
(2) PTA's partnership with Hispanic Radio Network
VP → (3) HEAP deliverables (DoEd's: Title I Outreach, partnership with HUD for Headstart Outreach, announcement with HHS of $1 million in new grants, Technical Assistance Program, HSI grant announcements)
~~(4) Proctor & Gamble (possibly - if the big commitment materializes)~~
(5) DoE's or DoC's or DoEd's internship program
(6) DoEd's "Idea Book" (possibly)
~~(7) FuturaMente (possibly - if it is quantified)~~

C. Small Press Release

(1) Whatever is in POTUS' and OTHERS' Remarks
(2) Internships (Sears, HACU, Dept. of Agriculture, Washington Mutual Bank, DOC and DOEs' internships)
(3) College Board's $100,000 to train AP teachers
(4) Scholastic Inc. (possible)
(5) DoEd's "Idea Book" (possible)

D. Comprehensive Press Release

(1) Anything in POTUS' Remarks, Others' Remarks, and Small Press Release
(2) American Associations of Museums
(3) Reach Out & Read
~~(4) PTA/ /DoEd's "Vamos a la Escuela" video~~
(5) Proctor & Gamble's "parent tool kit"
(6) DoEd's "Title I Outreach Campaign"
(7) DoD's grants (if they are new)

II. Deliverables by Category

A. Unique

(1) 2010 Alliance
(2) DoEd's Report Card
(3) CEA Report
(4) College Board's AP teacher training

B. Social Marketing/Outreach

(1) American Library Association
(2) American Association of Museums
(3) Reach Out and Read
(4) PTA's partnership with Hispanic Radio Network
(5) PTA's partnership with DoEd re: "Vamos Juntos a la Escuela" video
(6) Proctor & Gamble's "parent tool kit"
(7) Scholastic, Inc.
~~(8) Discovery Channel's PSAs~~ ON
(9) HHS's "Soy Unica! Soy Latina! Campaign
(10) FuturaMente (if it's quantified)
~~(11) Latino CD (if it's confirmed)~~

C. Internships

(1) HACU
(2) Washington Mutual Bank
(3) Sears
(4) Dept. of Agriculture
(5) Dept. of Energy
(6) Dept of Commerce
(7) Dept. of Education
~~(8) Dept. of Defense (if new)~~

E. Technology

(1) Lightspan/ HUD

F. HEAP

(1) DoEd's Title I Outreach
~~(2) DoEd's HSI grants~~ not released (see o-)
(3) DoEd's Technical Assistance
(4) DoEd's "Idea Book"
~~(5) DoEd and HHSs' $1 million in new grants for Head Start~~
(6) DoEd, HHS, HUD, White House Initiatives' partnership on Head Start

DELIVERABLES FOR
THE WHITE HOUSE STRATEGY SESSION ON EDUCATIONAL EXCELLENCE FOR HISPANIC STUDENTS, JUNE 15, 2000
As of June 12, 2000

NON-PROFIT DELIVERABLES:

- **2010 Alliance**

- **The College Board**
  POC: Ms. Lezli Baskerville (202) 822-5907

  The College Board has committed $100,000 towards a partnership with community college systems to train ___ AP teachers by 2010, who will teach AP courses in underserved Hispanic school districts. During FY 2000, the Board will partner with City Colleges of New York and City Colleges of Chicago, the two largest urban community college system in the nation which together educate roughly __ of Hispanic students receiving degrees in America, and California State University Dominguez Hills, the highest producer of credentialed teachers of any university in the State of California. Between FY 2002 through 2010), The College Board will establish AP partnerships with other institutions that serve the Hispanic community.

- **American Library Association (ALA):**
  POC: Emily Sheketoff (202) 628-8410, ext. 211

  The American Library Association has committed to establish a literary award for children's literature that reflects the Latino culture, and to elevate the award's prestige to the level of the Newberry or Caldecott awards by 2010. Additionally, the ALA will offer model programs for libraries on how to provide excellent service to the Hispanic community and initiate an outreach campaign to show other organizations how to create similar model programs.

- **American Association of Museums (AAM):**
  POC: Barry Szczesny (202) 289-1818

  AAM is committed to closing the achievement gap by encouraging museums to meet the needs of Hispanic students by providing teacher training, the use of technology to link to schools with high Hispanic populations, and making curriculum materials available online. AMA will also create a link on its Web site to provide information on this outreach campaign, publicize the site in its publications, and seek promising practices from museums to highlight on the site and in its publications.

- **Reach Out and Read**
  POC: Ann O'Leary X66275
  Reach Out and Read, a non-profit organization dedicated to providing parents with information on the importance of language development and literacy during routine well-baby check-ups, will initiate a major outreach campaign to migrant families.

- **National PTA**
  POC: Maribeth OAKES (202) 289-6790

  The 6.5 million member National PTA and the Hispanic Radio Network, with 100 affiliate stations in the United States, Puerto Rico and Latin America, announce a new partnership to produce a series of one-minute radio programs that will highlight the positive affects of parental participation on student academic achievement; offer ideas to parents on how to promote safe, effective, community-centered schools; and identify resources targeted to Spanish-speaking parents.

CORPORATE DELIVERABLES

- **Proctor & Gamble**
  POC: Deborah Santiago (202) 401-7479

  Proctor & Gamble has contributed $50,000 to the "White House Initiative on Educational Excellence for Hispanic Americans" for the collaborative development and distribution of a "parent tool kit" to help parents participate more effectively in their child's education. The parent tool kit, which will be developed in both English and Spanish, will address the following topics: Parents as First Teachers, A Quality Education for All, Heading Towards College, and Making it Happen in Your Community.

- **HACU**
  POC: Yolanda Rangel (210) 692-3805, x 3233

  The Hispanic Association of Colleges and Universities (HACU) has partnered with the St. Paul Companies, State Farm Insurance Companies, and the Target Corporation, to initiate a corporate internship program for ___ Hispanic college students throughout the Unites States.

- **Scholastic Inc.**
  POC: Bibb Hubbard (212) 343-4653

  Scholastic Inc. is partnering with the National Latino Children's Institute and Univision to launch a nationally focused and locally targeted public awareness campaign entitled "Discover the Excitement of Reading" to support Latino families and caregivers in raising their young children's literacy skills and overall student achievement by nurturing and expanding the love of reading and storytelling; getting quality, affordable children's books into the hands of Latino children; encouraging and promoting new Latino authors; and increasing the number of culturally appropriate materials available for Latino children.

- **Lightspan;**
  POC: Ms. Ilene Rosenthal (202) 265-4086

  Lightspan, Inc. will partner with HUD to provide educational technology resources for ten of HUD's Neighborhood Networks in public and assisted housing communities that serve a large number of Hispanic American families. Two of the ten technology pilots are being facilitated by HUD and Governor Thomas R. Carper and involve a partnership between the Delaware State Housing Authority, Chase Manhattan Bank, Greenwood Trust and Lightspan. Lightspan will provide on-line content for parents, children, and instructors, including an online Spanish/English Family Center for tips and activities that help with homework, parent support systems for health and child development; and, support for instructors, families and kids in becoming 'comfortable' with technology. HUD's Neighborhood Networks will have access to on-line research tools, web design tools, on-line technical support, web mentors -- teachers and experts from each center's "home" state, who will provide immediate feedback and help, and on-site staff development services to train HUD employees to become certified Lightspan on-line mentors. All HUD's Neighborhood Networks will be able to use the Internet resources provided by Lightspan to the pilot centers at no additional cost.

- **Washington Mutual Bank, Inc.**
  POC: Ms. Judy Morgan Phillips 626-931-2002

  Washington Mutual Inc., has committed to expand its high school internship program from 6 to 8 states. This program provides 11th and 12th grade students with a two-year internship opportunity consisting of part-time employment in the Bank's financial centers and 80 hours of instruction in workforce preparation and consumer education (e.g. interview techniques, dress code, team work, work place ethics, time management, cultural diversity, conflict resolution, money management). Over the past 26 years, the program has served over 37,000 high school students, including 11,000 Hispanic students.

- **Sears, Roebuck and Co.**
  POC: Ms. Stephanie Springs (847) 286-7800

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  Discovery en Español (DEN) will create five public service announcements (PSAs) to be run on the channel regularly for a year beginning in October, 2000 and distributed through in

any other available medium. Each PSA will focus on one of the five national Hispanic Education goals announced by the President at the White House Strategy Session on Educational Excellence for Hispanic Students. Discovery en Espanol will create these spots in versions that can be customized and distributed to MSOs in key markets for cross-channel use.

FEDERAL AGENCY DELIVERABLES

- **CEA Report**

- **Department of Agriculture**
  POC: Jennifer Yezak 690-0878

  In 2001, the U.S. Department of Agriculture will establish a scholarship and internship program to increase the number of students entering and graduating from 2- and 4-year Hispanic Serving Institutions and encourage students to pursue careers in the U.S. Food and Agriculture sector. The scholarship will cover educational expenses for students earning degrees ranging from an Associate of Arts through a doctorate, and participating students will be employed by the USDA. The program, which will be called the National Hispanic Serving Institutions Scholars Program, will serve 30 students during its first year of funding.

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  Report Card:
  POC: Heidi Ramirez 260-1728

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development, administrative management, and improvement of academic programs, facilities and student services.

Technical Assistance:
POC: Heidi Ramirez 260-1728

Release

- **DoEd and the Department of Health and Human Services (HHS)**
  POC: Ann O'Leary X66275

  DoEd and HHS will announce $1 million in new funding available in FY 2000 for approximately 7 grant awards of up to $150,000 per year for four years through the Head Start-Higher Education Hispanic Service Partnerships (HS-HEHSP) grant program to improve Head Start services to Hispanic children and families. This grant program will support efforts to improve the quality and long-term effectiveness of Head Start and Early Head Start programs by developing models of academic training and forming partnerships between the Higher Education Institutions and local Head Start and Early Head Start programs. Eligible applicants will be institutions of higher education, in partnership with 1 or more local Head Start or Early Head Start grantees.

- **DoEd, HHS, the Department of Housing and Human Development (HUD), and the White House Initiative on Educational Excellence for Hispanic Americans Partnership:**
  POC: Christine Pelosi 708-2046, x 5062

  HUD will partner with DoED, HHS, and the White House Initiative on Educational Excellence for Hispanic Americans to direct Hispanic families to Head Start programs and early childhood development programs. The partnership will facilitate the dissemination of early childhood information (early brain development research, parenting tips, how to choose a child care center, what Head Start has to offer) through Neighborhood Networks. We will pilot this effort in states with Latino populations, existing Neighborhood Networks centers and Head Start programs.

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  The Goal of the initiative is to develop and implement a national, comprehensive multimedia bilingual campaign geared for Hispanics/Latinas age 9 to 14. The initiative will assist young girls to build a positive self-esteem in order to prevent drug use, as well as harmful consequences of emotional and behavioral problems.

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- **Department of Defense (DOD) (Education Agency)**
  POC: Ms. Marilee Fitzgerald 703-696-3866 x 2808

  Summer Research Programs for Hispanic College Students and Faculty

- **Department of Commerce (DOC)**
  POC: Raul Perea-Henze 482-4951

  Memorandums of Understanding (MOUs): The Department of Commerce recently entered into agreements with three Hispanic Serving Institutions (HSIs)--the University of Puerto Rico at Mayaguez, Florida International University, and the University of Texas at El Paso--directed toward promoting career and professional attainment among HSI students pursing studies in fields of interest to DOC; increasing employment opportunities in DOC for HSI students; and supporting and strengthening the academic and research development of Departments that offer curricula of interest to Commerce. Approximately 49,000 Hispanic students, ages 18 to 24, are projected to be served by this program.

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Grants and Awards: The DOC has entered into grant arrangements with several HSIs to assist with DOC mission accomplishment and to further mutually supportive relationships with Minority Serving Institutions.

- **Department of Transportation (DOT)**
  POC: Edmundo DeLeon

The Transportation Equity Act for the 21st Century (TEA-21) provides millions of dollars to localities to build and enhance day care and head start facilities at transit hubs, many of which serve predominantly Hispanic communities. For example, a transit center in Corpus Christi, TX, received $200,000 in federal funds to significantly enhance a HHS-certified day care/head start facility. Forty percent of the children served at this facility are Hispanic, seventy percent of whom come from families that are at or below the poverty level. An additional $200,000 has been allocated to continue the improvements in fiscal year 2001. A similar facility in a predominantly Hispanic community in Laredo, TX, is being planned.

These TEA-21 funds, which will continue to be available in fiscal years 2002 and 2003, can be acquired through local transit authorities. Based on the success of the Corpus Christi facility, the Department of Transportation plans to expand its outreach efforts to other Hispanic communities, ensuring that other deserving communities can access this important early childhood resource.

DELIVERABLES FOR
THE WHITE HOUSE STRATEGY SESSION ON EDUCATIONAL EXCELLENCE FOR HISPANIC STUDENTS, JUNE 15, 2000
As of June 12, 2000

NON-PROFIT DELIVERABLES:

- **2010 Alliance**

- **The College Board**
  POC: Ms. Lezli Baskerville (202) 822-5907

  The College Board has committed $100,000 towards a partnership with community college systems to train ___ AP teachers by 2010, who will teach AP courses in underserved Hispanic school districts. During FY 2000, the Board will partner with City Colleges of New York and City Colleges of Chicago, the two largest urban community college system in the nation which together educate roughly __ of Hispanic students receiving degrees in America, and California State University Dominguez Hills, the highest producer of credentialed teachers of any university in the State of California. Between FY 2002 through 2010), The College Board will establish AP partnerships with other institutions that serve the Hispanic community.

- **American Library Association (ALA):**
  POC: Emily Sheketoff (202) 628-8410, ext. 211

  The American Library Association has committed to establish a literary award for children's literature that reflects the Latino culture, and to elevate the award's prestige to the level of the Newberry or Caldecott awards by 2010. Additionally, the ALA will offer model programs for libraries on how to provide excellent service to the Hispanic community and initiate an outreach campaign to show other organizations how to create similar model programs.

- **American Association of Museums (AAM):**
  POC: Barry Szczesny (202) 289-1818

  AAM is committed to closing the achievement gap by encouraging museums to meet the needs of Hispanic students by providing teacher training, the use of technology to link to schools with high Hispanic populations, and making curriculum materials available online. AMA will also create a link on its Web site to provide information on this outreach campaign, publicize the site in its publications, and seek promising practices from museums to highlight on the site and in its publications.

PRELIMINARY DRAFT 6/2/00

EDUCATIONAL ATTAINMENT AND SUCCESS IN THE NEW ECONOMY: AN ANALYSIS OF CHALLENGES FOR HISPANIC EDUCATION

(1) Mike

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A Report by
The Council of Economic Advisers

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EXECUTIVE SUMMARY

This report focuses on education and rewards to education among Hispanics in the United States. It first documents lags in educational outcomes at all levels for Hispanics. Second, the study provides evidence about the increasing importance of education to economic success by focusing on Hispanics in a high-paying, rapidly growing sector of the new economy, information technology (IT). Among the significant findings in the report are:

- *The Hispanic population is a rapidly growing, increasingly important segment of the U.S. population.* In 20 years about 1 in 6 U.S. residents will be of Hispanic origin, and by the middle of this century—when today's young children are middle age—this ratio will increase to about 1 in 4. The future productivity of the U.S. labor force hinges to a considerable degree on our nation's ability to provide high value-added education for Hispanic young people who will play a vital role in the labor market in future decades.

- *At present, there are troubling lags in the educational attainment of Hispanics.* Compared to non-Hispanic groups, there are substantial education gaps at all levels. The high school completion rate among young adults is now 63 percent for Hispanics—compared to about 88 percent for whites and African Americans generally. The fraction of Hispanics who graduate from 4-year colleges is less than half that of whites generally. These lags are only partially attributable to the relatively lower educational achievement of immigrant Hispanics. Even for Hispanics who were born in the U.S. and whose parents were also born in the U.S., the high school dropout rate is twice as high for Hispanics as for non-Hispanic whites.

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- *The economic advantages to education are on the rise.* The importance of improving educational outcomes for Hispanics is underscored by statistics on the increasing value of education in the labor market. Two decades ago, a male college graduate earned 57 percent more than an individual with no high school education, whereas today a college graduate earns 147 percent more. Gaps in educational attainment thus are leading to progressively larger gaps in economic success.

Data in 1st (only) / where were we?

- *Presently, the relatively low levels of Hispanic earnings are explained in large measure by lower levels of educational attainment.* An analysis of recent data indicates that Hispanics have much lower earnings than non-Hispanic whites with median earnings about 33 percent less. Most of this differential is explained by differences in education between these groups. Earnings premiums that accompany higher education are much the same for Hispanics as for non-Hispanics.

- *Hispanics in rapidly growing IT sector are generally successful.* Analysis presented in the report indicates that in IT occupations Hispanics earn marginally less (about 7 percent) than non-Hispanics of the same age level and education, and that both Hispanics and non-Hispanics earn far more in IT than in other occupations. Hispanics earn 100 percent more in IT than in non-IT occupations, and non-Hispanics earn 62 percent more in IT.

- *Hispanics are greatly underrepresented in the IT sector.* An analysis of recent data indicates while Hispanics are 11 percent of the U.S. labor force, they are only 4 percent of workers in 5 IT occupations. The Hispanic "digital divide" in IT jobs stems not from the lack of success of well-educated Hispanics but rather because the educational process does not prepare Hispanics for these occupations. This underrepresentation contributes to the economy-wide Hispanic pay gap because these IT jobs pay considerably more than other jobs.

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Early childhood

1. INTRODUCTION

Hispanics are an extraordinarily vibrant, rapidly growing segment of the American population. The Census Bureau projects that in 20 years, about 1 in 6 U.S. residents will be of Hispanic origin, and by the middle of the century, about one quarter of the population will be Hispanic. Clearly, Hispanic Americans will play an increasingly important role in every aspect of American life. The success of the American economy over the coming decades, in particular, depends to a considerable degree on the productivity of a labor force in which Hispanics will play a progressively larger role.

In this light, the current state of Hispanic education in the United States must be viewed as a high public policy priority. As documented in this report, Hispanics lag behind non-Hispanics on a variety of educational measures. A much smaller proportion of the Hispanic population than non-Hispanic population completes high school. And college completion rates are much lower among Hispanics than among non-Hispanic whites.

These educational achievement gaps are especially troubling in a labor market in which the economic rewards of education are large and rising. Evidence suggests in many sectors of the economy employers are willing to pay an increasing premium for workers who bring strong problem-solving ability and technical skills to the workplace. And this report provides statistics verifying that the economic rewards of education are much the same for Hispanics as for non-Hispanics. Groups who fall behind in educational achievement are likely to lag also in terms of economic success in the new economy.

To highlight these issues, this report focuses on one rapidly expanding, highly paid sector of the economy—information technology (IT). An examination of labor market data indicates that the generally well-educated Hispanics who attain positions in IT occupations earn twice as much as Hispanics in other occupations. Further, Hispanics in IT earn only slightly less than non-Hispanic whites with similar age and education. However, there is big digital divide in IT employment stemming from a dramatic underrepresentation of Hispanics in IT occupations. This underrepresentation in turn is the result of educational differences between Hispanic and non-Hispanic youth. While Hispanic students who attend college are as likely as other students to major in technical fields, Hispanics are much less likely than others to attend college. The case study of IT exemplifies the issues at stake in improving the educational opportunities for Hispanic youth and children.

Exec summ point

2. A BRIEF OVERVIEW OF TRENDS IN HISPANIC EDUCATION

Over the past 5 decades there has been a marked increase in the educational levels of young Americans. Recent data indicates that high school completion rates for young adults (aged 25-29) are about 88 percent for both whites and African Americans, with the earlier pronounced differences between the races disappearing by 1998 (Chart 1).[1] Hispanics have not made the same gains, however. The number of Hispanics finishing high school has been increasing, but because the Hispanic population is growing rapidly, the proportion of those aged 25-29 completing high school remains relatively low—about 63 percent in 1998.

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[1] Charts 1 and 2 are based on Census data that include Whites and African Americans of all ethnicities (including Hispanics). The gaps between Hispanics and non-Hispanics (both black and white) are thus even larger than those pictured.

Similarly, as shown in Chart 2, college completion rates have increased dramatically. For whites generally the college completion rate—the fraction earning bachelor's degrees—rose from 6 percent in 1940 to 28 percent in 1998. Despite some progress, racial and ethnic gaps in college graduation rates remain large. In particular, only 10 percent of Hispanic adults aged 25-29 have graduated from college, compared with 28 percent for whites more generally.

As we discuss below, education at the high school level and above has, over the last two decades, become increasingly important for success in the labor market. It is therefore increasingly important to uncover the root causes of the relatively low rates of high school and college completion observed in the Hispanic community.

Part of the education gap stems from the fact that a disproportionately large fraction of individuals in the Hispanic population are immigrants,[2] often arriving in the U.S. with relatively low levels of education. However, educational attainment of even native-born Hispanic young people lags well behind that of their non-Hispanic counterparts. Direct recent evidence on this comes from an analysis of 1998 data on dropout status among 16- to 24-year-olds.[3] (Dropouts are individuals who were neither enrolled in nor had complete high school.) The dropout rate is especially high for foreign-born Hispanics (44.4 percent) and for native-born Hispanic youth who had at least one parent born outside the U.S. (20.5 percent). Even for Hispanics who were born in the U.S. and whose parents were also born in the U.S., though, the dropout rate was twice as high for Hispanics as for non-Hispanic whites (15.8 percent vs. 7.7 percent). Clearly the Hispanic education gap is not solely the consequence of poor outcomes among immigrant Hispanics. A central challenge for improving Hispanic attainment, then, lies in improving prospects of both immigrant and native-born Hispanic youth.

Much of the disparity between Hispanics and non-Hispanic whites stems from large differences in family background and income. And this disparity in educational outcomes appears among young children—long before children reach the ages when they are making decisions about completing high school and continuing on to college.[4] One study found that at age 15, 23 percent of non-Hispanic white children had fallen one or two years behind the grade level of most other 15-year-oldschildren—apparently because these students started school at older ages or were not advanced along with other children in their elementary school classes. Nearly twice as many Hispanic children, 44 percent, had fallen behind the expected grade level. The authors found that the racial and ethnic educational gap that developed for these 15-year-olds could be explained almost entirely by differences in such family background characteristics as household income and parents' education. In turn, having fallen behind by age 15 greatly affected the future prospects of completing high school and going on to college for Hispanic and non-Hispanic students alike. For students who were 2 years behind the expected grade level, 67 percent of Hispanics and 80 percent of non-Hispanic whites failed to complete high school or earn a GED by age 24. Virtually none of these students (1 percent of Hispanics and 2 percent of non-Hispanic whites) had attended college by the age of 24. Similar patterns were identified for those who were 1 year behind.

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[2] As of 1997, 38 percent of the Hispanic population were foreign-born, compared with 8 percent of non-Hispanic whites and 6 percent of non-Hispanic blacks.

[3] Phillip Kaufman, et al., "Dropout Rates in the United States," U.S. Department of Education, National Center for Education Statistics, November 1999. This analysis compares those born in the 50 states and District of Columbia compared with those born elsewhere.

[4] The research reported in this paragraph is from Stephen V. Cameron and James J. Heckman, "The Dynamics of Educational Attainment for Blacks, Hispanics, and Whites," National Bureau of Economic Research working paper 7247, July 1999.

The authors draw an important policy-relevant point: racial and ethnic disparities in high school completion and college attendance stem in large measure from a lifetime of disadvantage. The existing disparities cannot be solved merely by devoting additional resources to the education of disadvantaged youth once they reach the ages at which they are most likely to drop out of high school or face the decision of going on to college.

Additional evidence about the emergence of an ethnic gap in educational achievement at even young ages comes from standardized test scores. Hispanics on average trail non-Hispanic whites in reading and mathematics proficiency, as measured by the National Assessment of Educational Progress, at ages 9, 13, and 17. Not surprisingly then, Hispanics on average also score lower than non-Hispanic whites on college entrance exams. This latter difference can be traced in part to family background. Hispanic students who take the Scholastic Aptitude Test (SAT) are much less likely than non-Hispanic whites to have a parent with a college degree, who might be in a better position assist their child in the college-preparation process.[5] For example, Hispanic SAT takers are less likely than their non-Hispanic counterparts to have taken the Preliminary SAT.[6]

While evidence suggests that children from low-income families are less likely to be college-ready (by failing to earn a high school degree or failing otherwise to acquire skills or develop inclination to attend college), researchers also argue that low family income can be an important direct determinant of college attendance.[7] The high cost of college education can pose a serious deterrent. As indicated in Table 1, high-income families are much more likely than low-income families to send their children to college, and they are particularly likely to send them to four-year colleges.[8]

Table 1. Percentage of Students From Families In Each Income Quartile Enrolling in Post-Secondary Schools Within 20 Months of High School Graduation

Parental Income Quartile	Total	Vocational, Technical	2-Year College	4-Year College
Top	90	5	19	66
Second	79	6	25	48
Third	70	7	25	38
Bottom	60	10	22	28

Source: Kane (1999), based on data from the high school class of 1992.

[5] About [33?] percent of Hispanic SAT takers have a parent with a college education, compared with about [56?] percent of non-Hispanic Whites. See the National Science Foundation, 1999, *Women, Minorities, and Persons with Disabilities in Science and Engineering: 1998.*

[6] Statistics also indicate that for Hispanic groups as well as for other racial and ethnic groups, performance on the American College Test (ACT) is clearly correlated with family income. (National Science Foundation, 1999, *Women, Minorities, and Persons with Disabilities in Science and Engineering: 1998.*) These findings are relevant for Hispanic families in particular because family incomes are far lower for Hispanic households than non-Hispanic white households.

[7] As of 1998 median income for Hispanics was $28,330 compared with $42,439 for non-Hispanic whites. Data from the 1993 Survey of Income Program Participation suggest that the median net worth of non-Hispanic white households was over 10 times that of Hispanic households. The *Economic Report of the President,* February 1998, provides a detailed overview of racial and ethnic disparity in income and assets.

[8] Thomas J. Kane, "Rethinking The Way Americans Pay For College," *The Milken Institute Review*, Third Quarter 1999.

The vast majority (90 percent) of students whose parents were in the top quartile of the income distribution were pursuing post-secondary education within 20 months of high school graduation, compared with only 60 percent of students whose parents were in the bottom quartile of the income distribution. And of those lower income students enrolling in post-secondary education, fewer than half of students enrolled in 4-year college, compared with almost three-quarters of students from the top income group. As we have just discussed, much of these differences in youths' college attendance may arise from differences in preparedness for college, due to disparities in educational opportunities at younger ages (and also potentially because of differences in family attitudes toward education) rather than from financial barriers. However, the author of this research argues that even after considering such family background influences, parental income remains an important determinant of college attendance.[9]

Young people, their families, and the broader community continue to face the challenge of finding ways to insure that more disadvantaged young people complete high school and have college access. This must include improving educational prospects for disadvantaged children at every level, and insuring that financial barriers do not prove an obstacle at the college level.

3. The Importance of Education for Economic Success

The current economic returns to education for both Hispanics and non-Hispanic whites are documented in Chart 3. The reported earnings premiums are derived from an analysis that examines the relationship between educational level and earnings controlling for gender, and age.[10] The earnings premiums show that percent increase in earnings for education at the high school level and above compared to those who drop out of high school after receiving 10 or more years of education. The dramatic relationship between educational attainment and labor market success clearly holds for Hispanics and non-Hispanics whites alike.

Another way of underscoring the importance of education to economic success of Hispanics in the U.S. is to evaluate the high earnings gap that now exists between Hispanics and non-Hispanic whites. Over the last half of the 1990s, median hourly earnings of Hispanics were 33 percent lower than those of non-Hispanic whites. A very small part of this gap is due to differences in gender and age composition; after adjusting for these demographic factors the gap is 29 percent. After controlling for available measures of educational attainment, the gap declines to 12 percent (see Chart 4). Part of the remaining 12 percent "unexplained gap" may be the consequence of differences in the quality and type of education at measured levels (for example, if non-Hispanic whites typically live in communities with higher quality public high schools than Hispanics). Additionally, this gap may reflect differences in language ability, variations in regional labor markets, as well as wage differentials due to discriminatory employment practices.

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[9] This paragraph is also based on Kane's analysis.

[10] Specifically, this is based on a regression model estimated using a pooled sample of the 1995 through 2000 monthly data from the Current Population Survey (with respondents in 1995-1999 included only in their last survey months). The dependent variable is the log of individuals' per hour earnings, and explanatory variables are gender, age (included as indicator variables for 5-year age groupings), and educational category (less than grade 10, grade 10 or more but no high school degree, high school, some college, BA or BS, graduate education). The analysis focuses on full-time workers aged 20 or older who are not self-employed. Earnings are converted to December 1999 dollars using the monthly CPI-U. The sample size is xx, of whom xx are Hispanics. Median regression is used, which allows one to safely ignore earnings top-coding of the CPS data. Coefficients reported in Chart 3 are transformed to represent percent changes in earnings, and focus on coefficients for those who have high school education or above.

The central conclusion, though, is that most of the earnings disparity is due to differences in levels of educational attainment.

There is well known evidence that the importance of education to labor market success has increased over the past two decades. In 1999 men with a high school education earned 47 percent more than individuals with lower levels of education, up from 22 percent in 1979.[11] In addition, research shows that high school students who develop strong cognitive skills receive clear economic gains.[12] Among individuals with a high school education, but no college, those with a greater mastery of basic math and reading skills have higher wages. Moreover, this link between basic skills and wages appears to have grown stronger over time, perhaps as a result of the structural shifts in the economy toward service sector or computer-intensive jobs. The relative value of college education has similarly increased over the past two decades. Between 1979 and 1999 the premium earned by college graduates (relative to those with no high school education) increased from 57 percent to 147 percent.

The increase in the economic rewards of education appears to be associated with the rising value to employers of workers who are prepared to make contributions in "new economy" workplaces. In the last 10 years, firms' expenditure on information technology (IT) surged to become one of the largest components of investment. And employers appear increasingly to need workers with the problem-solving skills and technical expertise necessary to efficiently utilize these new IT investments.

4. EDUCATION AND EARNINGS: A CASE STUDY OF THE IT SECTOR

Given the increasing economic returns to education, the disparity between racial and ethnic groups in the educational attainment will only continue to exacerbate earnings disparities in these same groups. As a concrete example, because Hispanic students attend college at lower rates, they are considerably less likely to prepare for careers in the high paying IT sector. This section focuses on Hispanics in the IT. The analysis provides as a vivid case study of the general problem of low educational attainment for Hispanic Americans and the importance of closing the educational gap.

By most accounts the U.S. economy is experiencing a technological transformation that has changed the nature of work and placed a premium on a new set of skills. While this transformation has affected many jobs in the economy, there is a core set of occupations at the forefront of the revolution—occupations in information technology. Although there is no exact definition of an IT worker, there are a number of occupations that quite clearly fall into the general domain of IT.[13] The analysis in this report considers a number of core IT occupations for which data are available from the CPS, a large nationally representative sample with information on workers' weekly earnings, demographic characteristics, and occupation. These core IT occupations are:

- electrical and electronic engineers;

[11] Unlike the wage premiums reported in Chart 3, these wage gaps do not control for demographic factors. They do give an accurate sense about the rapid rise in the rewards to educationg.
[12] See the *Economic Report of the President,* February 2000.
[13] For a further discussion of these and related issues see Carol Ann Meares et al., "The Digital Workforce: Building Infotech Skills at the Speed of Innovation," U.S. Department of Commerce, Office of Technology Policy, June 1999.

- computer systems analysts and scientists;
- operations and systems researchers and analysts;
- computer programmers; and
- computer operators.

Definitions of these occupations are provided in the Appendix.

IT Occupations: High Wages and Rapid Growth

The combined employment level in these five occupations has grown by almost 81 percent since 1983 (Chart 4), with particularly strong growth in the last five years. In contrast, total employment in the overall economy grew by just 32 percent since 1983. Today these IT occupations comprise approximately 3.4 million workers (about 2.6 percent of all employed workers). Employment projections by the Bureau of Labor Statistics suggest that rapid growth for computer-related occupations is expected to continue well into the 21st century.

Within specific occupations, the most notable feature is the strong and steady growth of computer systems analysts and scientists. In 1983, this occupation had just over a quarter of a million workers, or 14 percent of the total IT workforce. By 1999, there were 1.5 million workers in this occupation, or 45 percent of the total. Also notable is the decline in the number of computer operators, perhaps stemming from changes in computing technology.

In addition to experiencing high employment growth, these occupations are also characterized by high wages. Median weekly earnings for four of the five IT occupations—all but computer operators—easily exceeded median weekly earnings for all workers in 1999 as well as in 1989 (Chart 5). The median earnings for the highest-paid IT occupation—electrical and electronic engineers—were almost twice that of all workers ($1,073 vs. $549 in 1999).

Hispanics in IT Occupations

As in many other higher-paid occupations, Hispanic Americans are severely underrepresented in IT. An examination of data from the Current Population Survey (CPS) shows that over the late 1990s (1995 to the most recent available data, March 2000), Hispanics represented 11 percent of all employed workers, but only 4.1 percent of the workforce in these 5 IT occupations. The most striking underrepresentation is for computer systems analysts and scientists, an occupation that is only 2.9 percent Hispanic.

The underrepresentation of Hispanics in IT contributes to the ethnic economic gap because Hispanics and non-Hispanics alike earned far more in IT than in other occupations. Median hourly earnings for non-Hispanics were 62 percent higher in the 5 IT occupations than in non-IT occupations, and Hispanics in IT earned 100 percent more than Hispanics in other occupations. Moreover, evidence suggests that Hispanics in IT earned only modestly less than similar non-Hispanics: In an analysis of earnings that accounts for differences in education, age and gender, Hispanics earn about 7 percent less than non-Hispanics.[14] The remaining

[14] This is based on a regression model estimated using a pooled sample of the 1995 through 2000 monthly CPS data, with a dependent variable, log of individuals' per hour earnings, and explanatory variables, gender, age, and educational category (less than grade 10, 10+ grades but no high school degree, high school, some college, BA or BS, and graduate education). The analysis focuses on full-time workers aged 20 or older who are not self-employed. Earnings are converted to December 1999 dollars using the

"unexplained" pay gap is clearly much smaller than the general pay gap between Hispanics and non-Hispanic whites in the U.S., which, as discussed above, is about 33 percent.

The broad conclusions about Hispanics in IT—that Hispanics earn only slightly less than non-Hispanics but are greatly underrepresented in IT—are reinforced when a somewhat broader set of science and technology occupations is examined. This broader set includes the 5 IT occupations and also engineers of all types (aerospace, metallurgical and materials, mining, petroleum, chemical, nuclear, civil, agricultural, industrial, mechanical, marine and naval architects), mathematical scientists (including actuaries and statisticians), natural scientists (physicists and astronomers, chemists, atmospheric and space scientists, geologists and geodesists, physical scientists, agricultural and food scientists, biological and life scientists, and medical scientists), and technicians of all sorts (electrical and electronic, industrial engineering, mechanical engineering, biological, chemical, and science technicians). In this expanded sample an analysis that controls for age, gender, and education, indicates gain that Hispanics earn 5 percent less than non-Hispanic whites.[15] However, a very large gap exists in Hispanic employment: While Hispanics are 11 percent of all employed workers they are only 4.3 percent of workers in these science and technology occupations.

As detailed in a 1999 Office of Technology Policy report, the lack of Hispanic workers in these high-paid and rapidly-growing occupation stems from disparities in education that exist before young people are ready to enter the labor force.[16] In particular, the report emphasizes that as of 1996 Hispanic college students earned bachelor's degrees in science and engineering at the same rate as whites (33 percent of students major in science or engineering). And rates are comparable also in engineering specifically (5.3 percent for Hispanics and 4.9 percent for whites) and computer science (1.8 percent for Hispanics and 1.7 percent for whites). The shortage of Hispanics in new economy jobs is not the consequence of Hispanic college students shying away from technical fields. Instead, the key to increasing Hispanic representation in science and engineering appears to be identifying and implementing strategies to increase the overall pool of Hispanic undergraduates.

5. Concluding Remarks

In light of the rapid growth of the Hispanic population in the U.S. it is matter of critical policy importance that Hispanics currently lag significantly in educational achievement. This report emphasizes a number of facts salient to this issue. First, while the ethnic education gap stems in part from the comparatively low levels of education among immigrant Hispanics, much of the gap is also the consequence of poor educational outcomes among native-born Hispanics. Closing the education gap will require improved educational outcomes for immigrant and non-immigrant Hispanics alike. Second, this ethnic gap in education is a strong contributing factor to a corresponding gap in economic status. Hispanics in the U.S. earn about one-third less than non-Hispanic whites, in large measure because of the education gap. Third, the education gap contributes to a serious digital divide in employment in IT occupations. Hispanics who work in

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monthly CPI-U. The sample is 8,470 Hispanics and non-Hispanic whites, of whom 355 are Hispanics. Median regression was used.

[15] The sample is 17,214 Hispanics and non-Hispanic whites, and includes over 700 Hispanics.

[16] "The Digital Work Force: Building Infotech Skills at the Speed of Innovation," U.S. Department of Commerce, Office of Technology Policy, June 1999. This report also highlights that women generally are underrepresented in IT occupations. In contrast to racial and ethnic minorities, women are under-represented because they are less likely to choose science and engineering fields when in college.

IT occupations generally have high earnings—only moderately less (about 7 percent) than similar non-Hispanic whites in IT, and about twice as much as Hispanics in non-IT. However, Hispanics are severely underrepresented in these new economy occupations in part because relatively few Hispanics achieve the necessary educational levels.

Research described in this report suggests that the relatively poor educational outcomes of Hispanic youth often stem from a lifetime of disadvantage. Initiatives that target students of high school and college age are less likely to be effective than those that intervene earlier on in the educational process. In short, the education gap must be attacked at all age levels. The accompanying box lists some of the ways in which the federal government is seeking to improve educational outcomes for U.S. youth—programs that indeed focus on all educational levels. If the ethnic education gap is to be narrowed substantially and rapidly, major efforts will be required from families, communities, and government at all levels.

Current growth in Hisp. pop.,
engine of econ. growth that is IT,
low rep. of Hisp. in IT workforce =
trouble for nation

Box. Examples of Federal Government Efforts to Improve Educational Opportunity.

Experts indicate that the early preschool years, when human ability and motivation are being shaped, are critical to skill formation. Developmental programs that intervene early in life have been shown to be more cost-effective than later attempts at remediation. One such program is the federally funded Head Start program, which since 1965 has provided comprehensive developmental services for low-income preschool children as well as social services for their families. This program has been shown to have large positive effects on test scores and schooling attainment for Hispanic children specifically. [Need cite.] The success of Head Start has prompted the Administration to seek a 19 percent increase in $5.3 billion funding for the program as part of the fiscal 2001 budget.

At the elementary and secondary levels, President Clinton has outlined a three-part agenda to help State and local governments build and maintain first-rate school systems: First, setting high standards. Second, increasing the accountability of those responsible for the quality of school. And, third, investing in strategies aimed at raising student achievement. These include assuring all students of access to the latest technology, reducing class sizes in the early grades, improving teacher quality, providing opportunities for extended learning in after-school and summer school programs, and offering options for public schools. (The 2000 *Economic Report of the President* details federal programs targeting each of these agenda items.) As part of the Hispanic Education Action Plan, in the fiscal 2001 budget the Administration has requested $100 million for bilingual Education Professional Development, a 40 percent increase over the 2000 funding level. This funding will provide more than 2,000 additional instructors in bilingual education and English as a second language with the high-quality training that they need to teach students with limited proficiency in English.

Finally, the federal government has a number of programs to aid students in preparing for post-secondary education and to help make college affordable. One example is the TRIO programs—educational outreach programs designed to motivate and support students from low-income families. Evaluation of one type of TRIO program, Upward Bound, found that students in the program were four times more likely to earn a college degree than students from similar backgrounds who were not it TRIO. [Need cite.] Other prominent examples include programs that provide financially needy students with assistance, most prominently the $5 billion HOPE Scholarship Program and the $7.6 billion provided in the 2000 budget for Pell grants.

APPENDIX. DESCRIPTIONS OF IT OCCUPATIONS STUDIED IN THIS REPORT

Electrical and Electronic Engineers design, develop, test, and supervise the manufacturing of electrical and electronic equipment. These engineers specialize in different areas such as power generation, transmission, and distribution; communications; computer electronics; and electrical equipment manufacturing — or a subdivision of these areas. They design new products, write performance requirements, and develop maintenance schedules. They also test equipment, solve operating problems, and estimate the time and cost of engineering projects.

Computer Systems Analysts, Engineers, and Scientists is a category which includes a wide range of computer-related occupations. Systems analysts solve computer problems and enable computer technology to meet the individual needs of an organization. Computer engineers work with hardware and software aspects of systems design and development. Computer scientists include a wide range of computer professionals who design computers and the software that runs them, develop information technologies, and develop and adapt principles for applying computers to new uses.

Operations Researchers and Analysts conduct research and perform analyses to support management in increasing the performance of an organization. Managers begin the process by presenting the symptoms of an operations-related problem to the analyst, who then formally defines the problem and selects the most appropriate analytical technique to examine it. Upon completion of the analysis, the analyst presents management with recommendations based on the results of the analysis.

Computer Programmers write, test, and maintain the detailed instructions, called programs or software, that computers must follow to perform their functions. In many larger organizations, programmers follow descriptions that have been prepared by software engineers or systems analysts. The transition from mainframe to personal computers has blurred the once rigid distinction between the programmer and the user. Increasingly, adept users are taking over many of the tasks previously performed by programmers, such as writing simple programs to assess data or perform calculations.

Computer Operators oversee the operation of computer hardware systems to ensure that they are being used most efficiently. These systems include mainframes, minicomputers, or networks of personal computers. Computer operators must anticipate problems and take preventative action, as well as solve problems that occur during operations. Increased automation and other technological advances are shifting the responsibilities of many computer operators to areas such as network operations, user support, and database maintenance.

Source: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2000-01 Edition*, 2000.

Chart 1. High School Graduation Rates of 25- to 29-Year-Olds by Race and Ethnicity

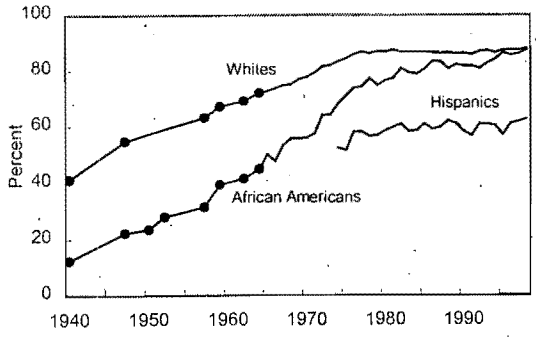


Chart 2. College Completion Rates of 25- to 29-Year-Olds by Race and Ethnicity

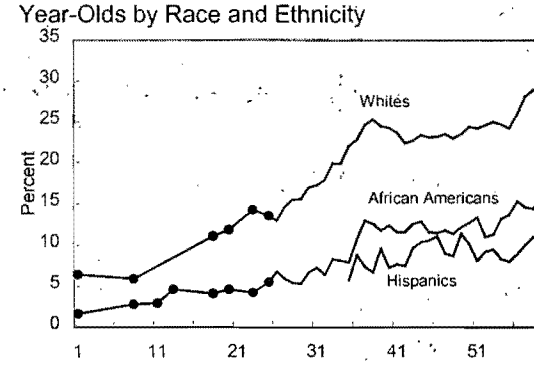


Chart 3. Earnings Premium by Education Relative to Completing Only Grade 10 or 11

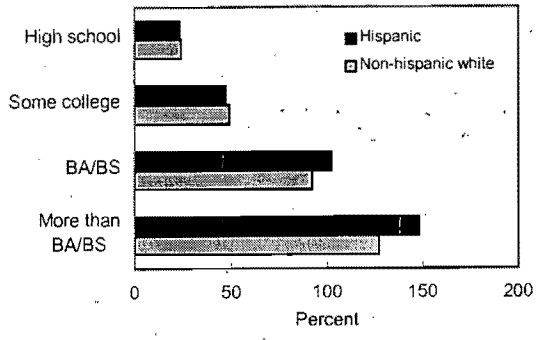


Chart 4. Difference in Earnings between Hispanics and Non-Hispanic Whites

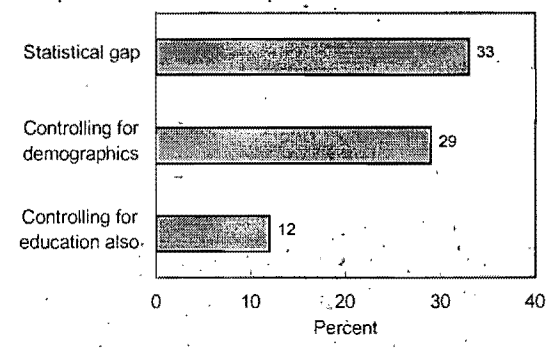
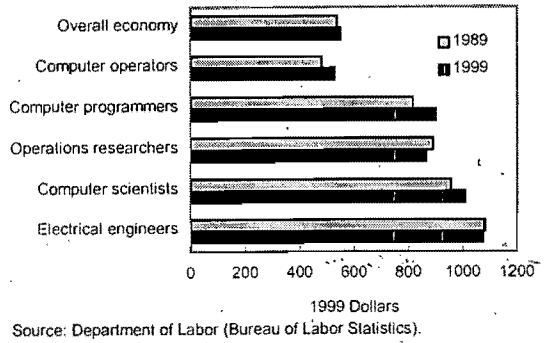
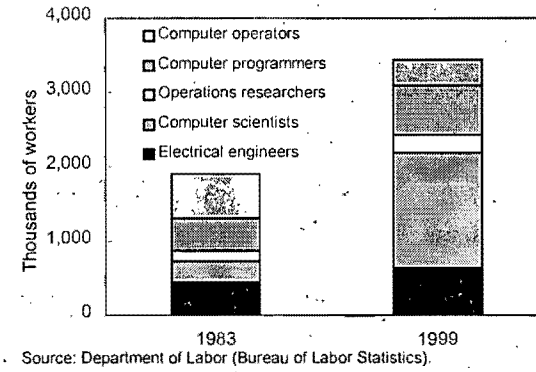


Chart 5. Median Weekly Earnings of Full-Time Workers



Source: Department of Labor (Bureau of Labor Statistics).

Chart 6. Workers Employed in IT Occupations



Source: Department of Labor (Bureau of Labor Statistics).

Labor-H get to Flow

Someone to write Hispanic

Tipper

Kelley

Ford

Grape Farm

Univision

5 pm

Nightline

- Forward Matlock email to Ann O'
- Check w/ Maria on Export letter
- Kendra look at Fatherhood
- ~~[illegible]~~ College Report
- Check w/ ~~[illegible]~~ Jones re: education award for Clinton

UPDATED ON JUNE 9, 2000
DELIVERABLES FOR
THE WHITE HOUSE STRATEGY SESSION ON EDUCATIONAL EXCELLENCE FOR HISPANIC STUDENTS, JUNE 15, 2000

NON-PROFIT DELIVERABLES:

- **Project 2010** POTUS

- **American Library Association (ALA):**
  POC: Emily Sheketoff (202) 628-8410, ext. 211

  possible POTUS
  possible ~~[illegible]~~ Someone
  Ten Paper

  The American Library Association has committed:
  (a) To offer model programs for libraries on how to provide excellent service to the Hispanic community;
  (b) To establish an award which promotes excellence in children's literature that reflects the Latino culture, and by 2010, elevate the award's prestige to the level of the Newberry or Caldecott awards; and
  (c) To have ALA members appear and speak at other organization's meetings and conferences to demonstrate how to create similar programs in their organizations.

- **American Association of Museums (AAM):**
  POC: Barry Szczesny (202) 289-1818

  Big Paper

  (a) AAM is committed to closing the achievement gap by encouraging museums to continue their efforts to provide high quality educational opportunities and resources to meet the needs of their communities, including Hispanic students. Such efforts on the part of museums may include language proficiency, teacher training, the use of technology to link to schools with high Hispanic populations, and making curriculum materials available online. AMA will encourage museums to ensure that all of their educational materials complement state achievement standards, as is the practice of many museums.
  (b) In addition, AAM will create a link on its Web site to provide information on this initiative and publicize the site in its publications, and seek promising practices from museums to highlight on the Web site and in its publications.
  (c) AAM will also work with museums and its other partners in states with high Hispanic populations to publicize the initiative.

- **Reach Out and Read**
  POC: Ann O'Leary X66275

  Big Paper

  Reach Out and Read, a non-profit organization dedicated to providing parents with information on the importance of language development and literacy during routine well-baby check-ups, will be launching an effort to focus on reaching Latino families. They have hired a pediatrician to focus on Hispanic issues and will initiate a major outreach campaign to migrant families.

- **Texas Guaranteed Student Loan Corporation (TGSLC):**
  POC: Jacob Fraire (512) 219-4964

The Texas Guaranteed Student Loan Corporation (TGSLC) is a non-profit organization that is instituting three new programs during Fall 2000 geared towards improving students' access to college and student financial aid information:

(a) TGSLC, in collaboration with the Texas Education Agency, is redesigning its "Adventures in Education" public service Web site to make available to parents, students, teachers, and guidance counselors information in Spanish and English about planning for, paying for, and applying for college;
(b) TGSLC, in collaboration with the Texas Higher Ed Coordinating Board, is funding and staffing a toll-free financial aid information hotline in Spanish and English for the state-sponsored Texas Financial Aid Information Center; and
(c) TGSLC is initiating a new student grant program for the 2000-01 school year; the grants will be awarded to higher education institutions that serve "high need student populations"; the awarded institutions will distribute the grants to students with financial need.

- **National PTA**

Partnership with the Hispanic Radio Network:
POC: Maribeth Oakes (202) 289-6790

Possible Someone Small Press Paper

National PTA and the Hispanic Radio Network, announce a new partnership that will bring the message of importance of parent involvement in education to millions of Hispanic families nationwide. The 6.5 million member National PTA and the Hispanic Radio Network, with 100 affiliate stations in the United States, Puerto Rico and Latin America, have joined forces to produce a series of one-minute radio programs that will:
(a) highlight the positive affects of parental participation on student academic achievement;
(b) offer ideas to parents on how to promote safe, effective, community-centered schools; and
(c) identify resources targeted to Spanish-speaking parents.

Partnership with the U.S. Department of Education:
POC: Heidi Ramirez 260-1728

Big Paper

The National PTA and the U.S. Department of Education have agreed to work in partnership to distribute "Vamos Juntos a la Escuela," (Let's Go to School Together) a specially created videotape for Spanish-speaking families and the schools and organizations that serve them. The tape provides basic suggestions about helping children succeed in school, covering subjects such as parent involvement in education, ready-to-learn issues, reading and mathematics, and preparing young people for college. National PTA and the U.S. Department of Education will develop a model presentation to Spanish-speaking families using the Vamos juntos kit and other materials and distribute it to the hundreds of PTA chapters at schools with significant populations of Hispanic students, in coordination with PTA's Urban Initiative.

CORPORATE DELIVERABLES

- **Proctor & Gamble**
  POC: Deborah Santiago (202) 401-7479

  Proctor & Gamble has contributed $50,000 to the "White House Initiative on Educational Excellence for Hispanic Americans" for the collaborative development and distribution of a "parent tool kit" to help parents participate more effectively in their child's education. The parent tool kit, which will be developed in both English and Spanish, will address the following topics: Parents as First Teachers, A Quality Education for All, Heading Towards College, and Making it Happen in Your Community.

- **HACU**
  POC: Yolanda Rangel (210) 692-3805, x 3233

  The Hispanic Association of Colleges and Universities (HACU) has partnered with the St. Paul Companies, State Farm Insurance Companies, and the Target Corporation, to initiate a corporate internship program for Hispanic college students throughout the Unites States. HACU conducts a national recruitment campaign through visits to member colleges and universities and direct web site access. HACU's commitment is to place every eligible applicant in a paid internship with a corporation or non-profit entity seeking to diversify its work force. HACU's mission is to champion Hispanic success in higher education.

- **Scholastic Inc.**
  POC: Bibb Hubbard (212) 343-4653

  Scholastic Inc. is partnering with the National Latino Children's Institute and Univision to launch a nationally focused and locally targeted public awareness campaign to support Latino families and caregivers in raising their young children's literacy skills and overall student achievement. The campaign entitled "Discover the Excitement of Reading" will include:
  (a) nurturing and expanding the love of reading and storytelling within the Latino community;
  (b) providing national, broad messages to the Latino community communicating the importance of reading every day--in any language--to young children;
  (c) getting quality, affordable children's books into the hands of Latino children, specifically targeting children without easy access to books; and
  (d) encouraging and promoting new Latino authors and increasing the number of culturally appropriate materials available for Latino children.

  Key tactics of this campaign on the national level will include identifying a nationally recognized on-air Univision personality, running national PSAs, staging national events, developing and distributing reading tips pamphlets in Spanish and English, and polling and measuring the effectiveness of the campaign. The campaign will also identify and target five communities and create local PSAs, grassroots campaigns with local, culturally appropriate messages and activities, stage local community-based reading events , and provide quality,

affordable children's books in accessible areas for Latino families within the five targeted areas.

- **Lightspan;**
  POC: Ms. Ilene Rosenthal (202) 265-4086
  Lightspan, Inc. will partner with HUD to provide educational technology resources into HUD's Neighborhood Networks in public and assisted housing communities across the country through ten technology-based pilot programs in key HUD public and assisted housing communities that serve a large number of Hispanic American families and are key "test-bed" sites for modeling the most effective uses of technology resources. Two of the ten pilots are being established in a partnership facilitated by HUD and Governor Thomas R. Carper between the Delaware State Housing Authority, Chase Manhattan Bank, Greenwood Trust and Lightspan. Lightspan will provide on-line content for parents, instructors and children that includes: specialized tools that simplify online searching for appropriate and safe web activities; collaborative instructional projects; learning activities related to state and National standards; a Parent and Family Center for tips and activities that help with homework; parent support systems for health and child development; and, support for instructors, families and kids in becoming 'comfortable' with technology. HUD's Neighborhood Networks will have access to on-line interactive encyclopedias, dictionaries, thesauruses and other research tools; on-line templates for building dynamic web sites for each center and "wizard-driven" tools for each project; on-site staff development services and on-line technical support; web mentors -- teachers and experts from each center's "home" state -- who will provide immediate feedback and help; instruction for HUD Neighborhood Networks staff to become certified Lightspan on-line mentors; an online Spanish/English Family Center (available in Fall, 2000); and, an on-going process to work with the Lightspan-certified HUD web mentors. This process has a "turnkey" approach so that all HUD's Neighborhood Networks will be able to use the Internet resources provided by Lightspan to the pilot centers at no additional cost.

- **Washington Mutual Insurance Company**
  POC: Ms. Judy Morgan Phillips 626-931-2002

- **Sears**
  POC: Ms. Stephanie Springs (847) 286-7800

  Sears, Roebuck and Co. is initiating the Sears Future Leaders Program which will target Hispanic high school juniors and seniors who have demonstrated strong academic performance and leadership potential. Sears will offer these students guaranteed part-time jobs during holiday and summer breaks as first work experiences leading to long-term careers. Sears also will match each program participant with manager-level volunteer mentor, who will guide the students in learning business literacy and behaviors. Sears will follow selected interns beyond high school and through their college years, offering tuition reimbursement to those who meet policy guidelines. The program will be offered initially in Miami and Los Angeles on a trial basis. Ten Hispanic interns in each market will be identified from area high schools. Students will be guaranteed a job as long as they maintain a "C" average.

outreach

Possible Small

C • **The College Board**
POC: Ms. Lezli Baskerville (202) 822-5907

GPP — Small Press Paper

C • **The Discovery Channel**
POC: Mr. David Leavy (301) 771-3653

FEDERAL AGENCY DELIVERABLES

A • **CEA Report** — in the speech POTUS

• **Department of Agriculture**
POC: Jennifer Yezak 690-0878

B/b (Possible small PP)

The U.S. Department of Agriculture will establish a National Hispanic Serving Institutions Scholars Program in FY 2001. The purpose of the scholarship is to increase the number of students entering and graduating from 2- and 4-year Hispanic Serving Institutions and to encourage students to pursue careers in the U.S. Food and Agriculture sector. Students participating in this program will be employed by the USDA. The scholarship will cover educational expenses for students earning degrees ranging from the Associate of Arts through the doctorate. The program will serve 30 students during its first year of funding.

• **Department of Education (DoEd)**

Report Card: — POTUS
POC: Heidi Ramirez 260-1728

Title I Outreach Campaign:
POC: Ann O'Leary X66275

Big Paper (possible HEAP)

DoEd will begin a major outreach effort to provide more and higher quality services to very young Hispanic children through Title I pre-school programs. The Department will send out a letter encouraging local school districts to use Title I funds for preschool, urging schools to reach out to Hispanic families, and explaining the flexibility in Title I schoolwide programs in selecting participants and in providing services to Hispanic children and their parents. In addition, the Department will prepare policy guidance on the use of Title I funds for preschools with examples of high quality programs serving large numbers of Hispanic preschoolers.

HSI grants:
POC: Heidi Ramirez 260-1728

Big, Possible HEAP

DoEd's Hispanic-Serving Institutions Program provides grants and related assistance to eligible Hispanic-serving institutions of higher education to enable them to improve their academic quality, institutional management, and fiscal stability and thereby increase their self-sufficiency and expand their capacity to serve Hispanic students and other low-income

individuals. Funds may be used for faculty development, administrative management, and improvement of academic programs and or for use of facilities and student services. Funds available: $16,000,000; Estimated number of awards: 40 development grants
Project period: 60 months for development grants; Estimated range of awards: $375,000-$425,000.

Technical Assistance:
POC: Heidi Ramirez 260-1728

HEAP Deliverable

Vamos a la Escuela Video (see National PTA):

- **DoEd and the Department of Health and Human Services (HHS)**
  POC: Ann O'Leary X66275

  HEAP Deliverable → POTUS?

HEAP Deliverable Early childhood

DoEd and HHS will announce $1 million in new funding available in FY 2000 for approximately 7 grant awards of up to $150,000 per year for four years through the Head Start-Higher Education Hispanic Service Partnerships (HS-HEHSP) grant program to improve Head Start services to Hispanic children and families. This grant program will support efforts to improve the quality and long-term effectiveness of Head Start and Early Head Start programs by developing models of academic training and forming partnerships between the Higher Education Institutions and local Head Start and Early Head Start programs. Eligible applicants will be institutions of higher education, in partnership with 1 or more local Head Start or Early Head Start grantees.

- **DoEd, HHS, the Department of Housing and Human Development (HUD), and the White House Initiative on Educational Excellence for Hispanic Americans Partnership:**
  POC: Christine Pelosi 708-2046, x 5062

HUD will partner with DoED, HHS, and the White House Initiative on Educational Excellence for Hispanic Americans to direct Hispanic families to Head Start programs and early childhood development programs. The partnership will facilitate the dissemination of early childhood information (early brain development research, parenting tips, how to choose a child care center, what Head Start has to offer) through Neighborhood Networks. We will pilot this effort in states with Latino populations, existing Neighborhood Networks centers and Head Start programs. We will provide informational materials from the partnering federal agencies to Latinos attending courses and forums at HUD's Neighborhood Networks and then host education and outreach events to provide bilingual information and services to direct Latino families to early childhood programs, answer HHS-related questions (such as why and where to receive immunizations and health check-ups) and provide HUD information on housing issues (such as purchasing a home and asserting fair housing rights).

- **Department of Health and Human Services (HHS)**
  POC: Mirtha Beedle

!!SOY UNICA!! SOY LATINA!!
!!I'M UNIQUE!! SOY LATINA!!

The Goal of the initiative is to develop and implement a national, comprehensive multimedia bilingual campaign geared for Hispanics/Latinas age 9 to 14. The initiative will assist young girls to build a positive self-esteem in order to prevent drug use, as well as harmful consequences of emotional and behavioral problems. Following is a more complete description of the initiative.

Partnership with DoEd:
Under the leadership of HHS's Administration for Children Youth and Families, the Early Childhood Working Group of the White House Initiative on Educational Excellence for Hispanic Americans developed and will launch a collaborative effort between HHS, HUD, and the Department of Education to disseminate bilingual information on early childhood (early brain development/parents as first teachers, child care, Head Start, etc.) through HUD community networks. HHS's Administration for Children Youth and Families is planning to pilot this effort in approximately 5 communities in early summer.

Head Start Grant:
The Head Start Bureau, Administration for Children Youth and Families - Grant Program for Higher Education Training Partnerships to Improve Head Start Services to Hispanic Children and Families. $1 million new funding available in FY 2000 for approximately 7 grant awards of up to $150,000 per year for four years. Eligible applicants will be institutions of higher education, in partnership with one or more local Head Start grantees. The purpose is to enhance quality, effectiveness and outcomes of Head Start services to Hispanic/Spanish-speaking children and families through professional development of Head Start staff and to link training and academic credit and degrees.

- **Department of Energy (DOE)**
  POC: Samuel Rodriguez 586-7141

For FY 2001, DOE's Community College Institute (CCI) has committed to quadruple the size of its summer "technical and research" internship program for community college students studying mathematics, science, or other technical fields. As a pilot program in 1999, CCI awarded 107 internships; this summer, the Department has recruited 126 interns (25 percent of whom are Hispanic) from 110 community colleges, including 46 Hispanic Serving Institutions. The Department will also provide monetary incentives to interns, who agree to mentor other students when they return to their community college in the fall, including: reimbursements for science, mathematics or engineering textbooks; membership in and travel to the annual meeting of the American Association for the Advancement of Science; participation in regional meetings to present their research to students and faculty; and participation in colloquia to inform DOE officials of the program's accomplishments.

- **Department of Defense (DOD) (Education Agency)**
  POC: Ms. Marilee Fitzgerald 703-696-3866 x 2808

Grants to Historically Minority Colleges and University
Deputy Director of Defense Research and Engineering is awarding grants totaling $5.388 million to 31 historically minority colleges and universities. These grants will enhance

programs and capabilities at these institutions in scientific disciplines critical to national security as part of the DOD Infrastructure Support Program. Since 1992, the Infrastructure Support Program has provided more than $111 million to minority institutions for program enhancements in science, engineering, and mathematics. The program goals include increased participation of minority institutions in defense research and an increase in the number of minority graduates in the fields of science, engineering, and mathematics. The grants were competitively sleeted from over 130 proposals submitted to the Army Research Office (ARO) and the Air Force Office of Scientific Research (AFOSR) in response to a Broad Agency Announcement issued in September 1999. The ARO and AFOSR will award equipment grants ranging from $35,000 to $200,000 for one year. Research grants ranging from $270,00 to $572,000 will be awarded by AFOSR. These 31 awards include 26 instrumentation grants and five research grants. Among the awardees are 13 historically black, 13 Hispanic, and five other minority colleges and universities.

HACU Grant

Big — if new

In an attempt to better meet the needs of the Hispanic population, the Department of Defense recently awarded a grant to HACU. This grant was designed to fund a study to identify quality of life factors that make a military career either attractive or unattractive to this growing population. With this grant, HACU will conduct a review of past research and develop a plan for future research. The plan will forma baseline for follow-on research in this area that will assist in attracting and retaining Hispanics in the military. Educational opportunities, both for service members and for their families, will likely open an important part in overall quality of life that leads to decisions to join the military and to make the military a career.

Summer Research Programs for Hispanic College Students and Faculty
Individual branches of the Armed Services offer summer research programs to Hispanic Serving Institutions. These programs have sponsored Hispanic faculty members to participate in research.

- **Department of Transportation (DOT)**
  POC:

- **Environmental Protection Agency (EPA)**
  POC:

DELIVERABLE OR MODEL???

- **Topeka Unified School District 501**
  POC: Jim Glass 785-575-6138

  "Sponsor a Scholar"
  Partners: The Topeka Community Foundation, The Topeka Capital journal, local business community, Topeka Public Schools, USD 501

Program Focus: Identify a Youth in the 8th grade. A business invests $6,000 per child through the Topeka Community Foundation. The business provides a trained tutor/mentor to the youth through the school. The tutor/mentor remains with the child until graduation from high school. The $6,000 principal plus the interest growth is used to pay educational costs for the student to enter college. Program began in May 2000. Program implementor is the Topeka Community Foundation, executive Director is Chandler Moenius, email tcf@cinetworks.com or phone 785-272-4804

"Let's Communicate"
Partners: The Topeka Community foundation, Kansas State University, Washburn University, Topeka Public Schools, USD 501
Program Focus: To provide a means for LEA parents to communicate with the teachers in the schools. Program provides for "translators" who transcend cultural barriers to meet with teachers and parents at parent teacher conferences and other meetings as desired by the parent and/or school official. This program allows us to break through cultural and language barriers and encourages more parent participation in the education process for their children. Program also provides referral services to parents who desire to improve their own educational standing. Program will be initiated in the upcoming school year. "Translators" are currently in training (to better understand how schools work, English as a Second Language Certification) and striving to establish working relationships with the Hispanic Community.

"Pathways to Success"
Partners: The University of Kansas, The International Telementor Center, Youth-Friends, The Topeka Community Foundation, Topeka Public Schools, USD 501
Program Focus: Work with cohorts of youth beginning in the 6th grade and provide students with: 1. Learning strategies for success in school; 2. Internet mentors to teach them about technologies and introduce them to e-mentors who will stay with them until they graduate from high school; 3. "Local" mentors from the local businesses, older American, and faith community to provide "hands-on" guidance and tutoring to Hispanic youth. Program began in school year 1999-2000. Program outcomes achieved: improved scores on required testing, improved behavior as students work to achieve the right to be the first to complete their work so they may use the computer and communicate with their e-mentor, and local mentors have helped schools to instill as need for education in these youth.

FuturaMente

In response to the crisis of Hispanic education, the Association of Hispanic Advertising Agencies (AHAA) will undertake the first integrated Hispanic communications campaign, FuturaMente. By reaching specific Hispanic target audiences with this multifaceted campaign, we will build a bridge to help develop the Future Minds of Hispanics in the 21st century -- helping guide them through the path of success in America.

The campaign will initially include the following components:

- New Mother Outreach: AHAA, in partnership with corporate sponsors, will provide new mothers with information about the value of early education and the importance of their involvement in the early stages of the child's education. This effort will also equip the new child with their own "little shelf "of books and other tools needed to start developing a passion for learning.

- Parents of 3-4 year olds: AHAA will utilize its collective creative resources to develop a multi-media campaign educating parents about the importance of early education and to teach them how to create a learning environment within the home. This effort will equip parents with "culturally actionable" tips on how they can help/motivate their child.

- Senior High School students: AHAA will create multi-media advertising in English and Spanish that will encourage Hispanic youth to pursue a career in teaching and will inform students that the country needs teachers that not only understand Spanish but can culturally reach Hispanic youth.

- Operation Your Mine: AHAA will leverage its extensive reach in the Hispanic market to create a program that will involve successful neighborhood people that are familiar to Hispanic youth and parents, are part of their community and can serve as role models to teach kids how to obtain success.

This program marks the first time that a cohesive, national, integrated communication efforts to reach Hispanic youth <u>will be created and executed by Hispanics</u> who have been where these kids are today and are now successful because of the education they received. AHAA represents 95 percent of the Hispanic advertising industry and is the only organization that can unlock the potential of the Hispanic community because it creates culturally relevant messages that ring true with this community because they are authentically Hispanic.

Withdrawal/Redaction Marker
Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. fax	Fax cover sheet re: info for your meeting (partial) (1 page)	06/09/2000	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Andrew Rotherham (Education)
OA/Box Number: 21293

FOLDER TITLE:

HSS [Hispanic Strategy Session] Deliverables

2011-0103-S
rc149

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.
PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).
RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

LA POSADA DE SANTA FE

RESORT & SPA

FAX COVER SHEET

DATE: 6/9/2000

TO: Sarita Brown

COMPANY: White House

PHONE:

FAX: 202.401.8377

FROM: Natalie Judd

PHONE: 505-986-0000, Ext.

FAX: 505-982-5474

RE: info for your meeting.

NUMBER OF PAGES:

MESSAGE:

Here is the quick summary you requested.

[001]

call at [redacted] P6/(b)(6) if you have questions.

WHITE HOUSE INITIATIVE ON
EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

Summary for WH Planning Meeting, June 9, 2000

A Public-Private Partnership for Latino Youth

Context

We know that the high school dropout rate for Latino youth is the highest in the Nation

We know there is a keen need for visible role models sending a positive message about high academic achievement and educational opportunities

We know that the music of many contemporary Latino artists captures the interest of Latino youth and can help deliver important messages

In response, we seek to implement a public- private partnership, coordinated by the President's Advisory Commission on Educational Excellence for Hispanic Americans, that will produce a multifaceted project to begin in September 2000.

Objectives

- To send a positive message to Latino youth to stay in school and have high educational aspirations
- To build on the power of music and the appeal of contemporary Latino artists to effectively deliver this message to Latino students
- To provide an effective medium of communication that will offer a steady stream of information about high academic achievement and educational opportunities
- To direct Latino young people to the internet and engage industry leaders to help close the digital divide

Strategies

Aplauso.com will coordinate the private sector efforts and the President's Advisory Commission will coordinate the federal public sector efforts to accomplish the following:

- Produce an enhanced music CD that will contain:
  A compilation of popular current hits and Latino artists ***We have already secured commitments drom the following artists: Los Jaguares, Mana, La Ley, Cafe Tacuba, Alex Sintek, Ella Baila Sola, Fiel a la Vega, Enanitos Verdes, Control Machete.***
  Video and audio clips of artists delivering "stay-in-school" and "going to college" messages
  Packaging and liner notes that offer information about educational resources
  Website with hotlinks to selected education sites recommended by the President's Advisory Commission

- Secure corporate sponsors to fund the project that will include the production of a minimum of 1 million CDs and a national dissemination strategy with public schools, community based organizations, advocacy and educational organizations and local area media. ***There is a***

pending request to Time Warner to produce the 1 million CD's and work with the US Department of Education to disseminate beginning in September 2000

- Develop the educational resource information and establish collaborative working relationships with selected educational organizations both within government (e.g. Department of Education, National Endowment for the Humanities) and the private sector (Hispanic Scholarship Fund, American Council on Education)

Will You Join Us?

A member of our planning team will call you in the next few days to discuss this project and explore how your organization can help support this effort. Our goal is to launch this project on September 25 with a release in Washington, DC and then activities soon after in California, New York, Florida, Illinois and Texas. We look forward to talking with you.

Should you have any questions please feel free to call:

Sarita Brown
Executive Director
White House Initiative on Educational
Excellence for Hispanic Americans
400 Maryland Ave. SW
Washington, DC 20202
sarita_Brown@ed.gov
(202) 401-8459 phone
(202) 401-8377 fax

Sergio Rozenblat
Chief Operating Officer
aplauso.com
1221 Brickell Ave. Suite 1590
Miami, FL 33131

sergio@aplauso.com
(305) 495-7221 phone

UPDATED ON JUNE 8, 2000
DELIVERABLES FOR
THE WHITE HOUSE STRATEGY SESSION ON EDUCATIONAL EXCELLENCE FOR HISPANIC STUDENTS, JUNE 15, 2000

NON-PROFIT DELIVERABLES:

- **American Library Association (ALA):**
  POC: Emily Sheketoff (202) 628-8410, ext. 211

  The American Library Association has committed:
  (a) To offer model programs for libraries on how to provide excellent service to the Hispanic community;
  (b) To establish an award which promotes excellence in children's literature that reflects the Latino culture, and by 2010, elevate the award's prestige to the level of the Newberry or Caldecott awards; and
  (c) To have ALA members appear and speak at other organization's meetings and conferences to demonstrate how to create similar programs in their organizations.

- **American Association of Museums (AAM):**
  POC: Barry Szczesny (202) 289-1818

  (a) AAM is committed to closing the achievement gap by encouraging museums to continue their efforts to provide high quality educational opportunities and resources to meet the needs of their communities, including Hispanic students. Such efforts on the part of museums may include language proficiency, teacher training, the use of technology to link to schools with high Hispanic populations, and making curriculum materials available online. AMA will encourage museums to ensure that all of their educational materials complement state achievement standards, as is the practice of many museums.
  (b) In addition, AAM will create a link on its Web site to provide information on this initiative and publicize the site in its publications. AAM will follow up the announcement of its commitment and will seek promising practices from museums to highlight on the Web site and in its publications.
  (c) AAM will also work with museums and its other partners in states with high Hispanic populations to publicize the initiative.

- **Reach Out and Read**
  POC: Ann O'Leary X66275

  Reach Out and Read, a non-profit organization dedicated to providing parents with information on the importance of language development and literacy during routine well-baby check-ups, will be launching an effort to focus on reaching Latino families. They have hired a pediatrician to focus on Hispanic issues and will initiate a major outreach campaign to migrant families.

Should we keep:

- **Texas Guaranteed Student Loan Corporation (TGSLC):**
  POC: Jacob Fraire (512) 219-4964

  The Texas Guaranteed Student Loan Corporation (TGSLC) is a non-profit organization that is instituting three new programs geared towards improving students' access to college and student financial aid information:

  (a) TGSLC, in collaboration with the Texas Education Agency, is redesigning its "Adventures in Education" public service Web site that will make available to parents, students, teachers, and guidance counselors information in Spanish and English about planning for, paying for, and applying for college;
  (b) TGSLC, in collaboration with the Texas Higher Ed Coordinating Board, is funding and staffing a toll-free financial aid information hotline in Spanish and English for the state-sponsored Texas Financial Aid Information Center; and
  (c) TGSLC is initiating a new student grant program for the 2000-01 school year; the grants will be awarded to higher education institutions that serve "high need student populations"; the awarded institutions will distribute the grants to students with financial need.

- **National PTA**
  POC: Maribeth Oakes (202) 289-6790

  National PTA President Ginny Markell has committed to creating an outreach campaign that targets Hispanic parents. This deliverable may include partnering with the Hispanic Radio Network, the National Council of La Raza and LULAC. *Specifics of the deliverable will be available on Friday afternoon.*

CORPORATE DELIVERABLES

- **Proctor & Gamble**
  POC: Deborah Santiago (202) 401-7479

  Proctor & Gamble has contributed $50,000 to the "White House Initiative on Educational Excellence for Hispanic Americans" for the collaborative development and distribution of a "parent tool kit" to help parents participate more effectively in their child's education. The parent tool kit, which will be developed in both English and Spanish, will address the following topics: Parents as First Teachers, A Quality Education for All, Heading Towards College, and Making it Happen in Your Community.

- **HACU**
  POC: Yolanda Rangel (210) 692-3805, x 3233

- **Scholastic Inc.**
  POC: Bibb Hubbard (212) 343-4653

  Scholastic Inc. will partner with Univision and the National Latino Children's Institute to create a public relations campaign to encourage Hispanic parents to read to their children. *Specifics of the deliverable will be available on Friday afternoon.*

- **Lightspan;**
  POC: Ms. Ilene Rosenthal (202) 265-4086
- **Washington Mutual Insurance Company**
  POC: Ms. Judy Morgan Phillips

- **Sears**
  POC: Ms. Stephanie Springs (847) 286-7800

- **The College Board**
  POC: Ms. Lezli Baskerville (202) 822-5907

- **The Discovery Channel**
  POC: Mr. David Leavy (301) 771-3653

FEDERAL AGENCY DELIVERABLES

- **Department of Education (DoEd)**
  POC: Ann O'Leary X66275

  DoEd will begin a major outreach effort to provide more and higher quality services to very young Hispanic children through Title I pre-school programs. The Department will send out a letter encouraging local school districts to use Title I funds for preschool, urging schools to reach out to Hispanic families, and explaining the flexibility in Title I schoolwide programs in selecting participants and in providing services to Hispanic children and their parents. In addition, the Department will prepare policy guidance on the use of Title I funds for preschools with examples of high quality programs serving large numbers of Hispanic preschoolers.

  POC: Billy Glunz X62572
  DoEd's Hispanic-Serving Institutions Program provides grants and related assistance to eligible Hispanic-serving institutions of higher education to enable them to improve their academic quality, institutional management, and fiscal stability and thereby increase their self-sufficiency and expand their capacity to serve Hispanic students and other low-income individuals. Funds may be used for faculty development, administrative management, and improvement of academic programs and or for use of facilities and student services. Funds available: $16,000,000; Estimated number of awards: 40 development grants
  Project period: 60 months for development grants; Estimated range of awards: $375,000-$425,000.
- **DoEd and the Department of Health and Human Services (HHS)**

POC: Ann O'Leary X66275

DoEd and HHS will announce $1 million in new funding available in FY 2000 for approximately 7 grant awards of up to $150,000 per year for four years through the Head Start-Higher Education Hispanic Service Partnerships (HS-HEHSP) grant program to improve Head Start services to Hispanic children and families. This grant program will support efforts to improve the quality and long-term effectiveness of Head Start and Early Head Start programs by developing models of academic training and forming partnerships between the Higher Education Institutions and local Head Start and Early Head Start programs. Eligible applicants will be institutions of higher education, in partnership with 1 or more local Head Start or Early Head Start grantees.

- **HHS, HUD, DoEd and the White House Initiative on Educational Excellence for Hispanic Americans Partnership:**
  POC: Ann O'Leary X66275

  HHS, DoEd and the White House Initiative on Educational Excellence for Hispanic Americans will partner to launch pilot program in five communities early this summer to disseminate bilingual information on early childhood development (early brain development, parents as first teachers, child care, Head Start, etc.) through the HUD's community networks. This will be accomplished through one-day events to draw attention to the available resources, guest speakers and services like immunizations.

- **Department of Energy (DOE)**
  POC: Samuel Rodriguez 586-7141

  For FY 2001, DOE's Community College Institute (CCI) has committed to quadruple the size of its summer "technical and research" internship program for community college students studying mathematics, science, or other technical fields. As a pilot program in 1999, CCI awarded 107 internships; this summer, the Department has recruited 126 interns (25 percent of whom are Hispanic) from 110 community colleges, including 46 Hispanic Serving Institutions. The Department will also provide monetary incentives to interns, who agree to mentor other students when they return to their community college in the fall, including: reimbursements for science, mathematics or engineering textbooks; membership in and travel to the annual meeting of the American Association for the Advancement of Science; participation in regional meetings to present their research to students and faculty; and participation in colloquia to inform DOE officials of the program's accomplishments.

- **Department of Commerce (DOC)**
  POC:
- **Department of Transportation (DOT)**
  POC:
- **Environmental Protection Agency (EPA)**
  POC:

A Status Report on American Education and Hispanic Students

Educational Context

- *Hispanic children are the fastest growing racial/ethnic group in the public schools.* The proportion of public school students who are Hispanic rose to 14 percent in 1997 from 12 percent in 1990.[i] By 2050, Hispanic Americans are expected to comprise 25 percent of the total school-age population.[ii]

- *Most Hispanic students attend schools where a majority of students are from minority groups.* In 1996-97, nearly three-fourths of Hispanic students attended predominantly minority schools, and more than one-third attended schools where 90 to 100 percent of students were minorities.[iii]

- *The percent of Hispanic children living in poverty decreased by 4 percentage points from 1985 to 1997.* In 1997, about 36 percent of Hispanic children lived with families whose incomes were below the poverty line, compared with 40 percent in 1985.[iv]

- *Hispanic children's parents attend meetings with teachers at about the same rate as other parents.* In 1999, 72 percent of Hispanic children had parents who reported that they met with a teacher at their child's school, which is about the same rate as for all children. About the same percent of Hispanic children's parents reported attending such conferences in 1996.[v]

- *The percentage of teachers who are Hispanic stayed about the same while the percentage of students who are Hispanic increased by 5 percentage points from 1987-88 to 1993-94.* In 1993-94, 4 percent of teachers and 13 percent of students were Hispanic,[vi] compared with 3 percent of teachers and 9 percent of students in 1987-88.[vii]

Early Childhood

K

- In 1993, about 17 percent of 3- and 4-year-old Hispanic students were enrolled in prekindergarten programs, compared with about 38 percent of white children. In 1989, about 18 percent of Hispanic children attended prekindergarten, compared with about 38 percent of white children.[viii]

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- In 1998, of all children enrolled in Head Start, 26 percent were Hispanic, 36 percent were black, and 32 percent were white. In 1995, 25 percent of all Head Start students were Hispanic, 26 percent were black, and 33 percent were white.[ix]

- In 1999, 33 percent of Hispanic 3-to-5-year-olds were read to by a family member on a daily basis, compared with 59 percent of white children and 73 percent of black children.[x] In 1993, 37 percent of Hispanic children in the same age group were read to daily, compared with 59 percent of white children and 39 percent of black children.[xi]

Eliminating the Achievement Gap

Achievement Measures

- In 1998, 40 percent of Hispanic fourth-graders scored at or above the basic level on the reading portion of the NAEP, compared with 73 percent of white students and 36 percent of black students. In 1992, 44 percent of Hispanic fourth-graders scored at or above the basic level in reading, compared with 71 percent of white students and 33 percent of black students.[xii]

- In 1996, 58 percent of Hispanic eighth-graders scored at or above the "numerical operations and beginning problem solving" level on the NAEP mathematics assessment, compared with 57 percent in 1990. Hispanic students consistently scored lower than white students but sometimes higher than black students at ages 9,13, and 17.[xiii]

- In 1999, Hispanic students' average verbal SAT score was 463, compared with 466 in 1989, and their average SAT math score was 464, compared with 466 in 1989. White students' scores were higher and black students' scores were lower than Hispanic students' scores in both years.[xiv]

- The percent of all Advanced Placement examinations in 1999 taken by Hispanic students rose to 12 percent in 1999 from 6 percent in 1989. More white students than Hispanic students took the tests, and more Hispanic students than black students took them in both years.[xv]

State Achievement Measures

[Data about state achievement levels are forthcoming.]

Should President introduce a directive to measure English language proficiency

Learning English

- *The majority of limited English proficient (LEP) students are Hispanic.* In 1993, about 73 percent of LEP students were Hispanic.[xvi]

- *The number of LEP students is increasing.* In 1996-97, 3,452,073 LEP students were enrolled in schools in the United States, compared with 2,154,781 in 1989-90, a 38 percent increase.[xvii]

Eliminating the Gap in High School Completion

- *Hispanic students' high school completion rates have remained about the same.* The percentage of Hispanic 18-to-24-year-olds with either a high school diploma or a GED remained about the same from 1990 to 1998, at about 60 percent, compared with completion rates of about 90 percent for whites and 80 percent for blacks during those same years.[xviii]

- Nine percent of Hispanics ages 15-to-24 in grades 10 through 12 who were enrolled in high school the previous October were not enrolled and had not graduated in October of 1998, compared with 5 percent of blacks and 4 percent of whites. These rates were not significantly different in 1990.[xix]

Increasing Postsecondary Completion

- *More Hispanic students are completing four years of English and three years of mathematics, science, and social studies.* The percentage of Hispanic high school students who completed these course sequences rose to 40 percent in 1998 from 30 percent in 1990. The percentage of white students completing these requirements increased to 57 percent from 39 percent during those years.[xx]

- In 1999, 41,382 Hispanic college-bound seniors took the SAT,[xxi] compared with 25,957 in 1990.[xxii] In both years, more female Hispanic students took the test than did male students (23,923 females and 17,458 males in 1999).[xxiii]

- The percentage of Hispanic individuals ages 16-to-24 who had graduated from high school in the preceding 12 months and were enrolled in college was 48 percent in 1998, compared with 66 percent for white students. In 1990, 47 percent of Hispanic, compared with 62 percent of white students, were enrolled in college within a year after completing high school.[xxiv]

- In 1994, of students who graduated high school in 1992, Hispanic students enrolled in public two-year institutions at the highest rate (34 percent) and in four-year institutions at the lowest rate (31 percent) of all the racial/ethnic groups. Twenty-five percent of white students were enrolled in public two-year institutions and 47 percent were enrolled in four-year institutions.[xxv]

- In 1999, 11 percent of Hispanics ages 25 and over held bachelor's degrees or higher, compared with 28 percent of whites.[xxvi] In 1994, the rates were 9 percent for Hispanics and 24 percent for whites.[xxvii]

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[i] National Center for Education Statistics [NCES]. (1998). *The condition of education 1998: Issues in focus: The educational progress of Hispanic students*, figure 1. Washington, DC: U.S. Department of Education.

[ii] Bureau of the Census. (1993). *Hispanic Americans today*. Washington, DC: U.S. Department of Commerce.

[iii] Orfield, G. & Yun, J.T. (1999). *Resegregation in American schools*. Cambridge, MA: The Civil Rights Project, Harvard University.

[iv] Federal Interagency Forum on Child and Family Statistics. (1999). *America's children: Key national indicators of well-being*. Washington, DC: Author.

[v] NCES. (2000a). *The condition of education, 2000,* table 59.1. Washington, DC: U.S. Department of Education.

[vi] NCES. (1999). *Digest of education statistics, 1999,* table 68. Washington, DC: U.S. Department of Education.

[vii] NCES. (1993). *America's teachers: Profile of a profession.* Washington, DC: U.S. Department of Education.

[viii] NCES. (1995). *Findings from the condition of education 1995: Issues in focus: The educational progress of Hispanic students*. Washington, DC: U.S. Department of Education.

[ix] NCES. (2000b). *Digest of education statistics, 1999*, table 378. Washington, DC: U.S. Department of Education.

[x] We are waiting for Val Plisko to contact us for this citation.

[xi] NCES. (1999). *Digest of education statistics, 1998*, table 143. Washington, DC: U.S. Department of Education.

[xii] NCES. (2000, 24 May). *NAEP Summary data table*. [Online]. http://www.nces.ed.gov/nationsreportcard/TABLES/SDTTOOL.HTM.

[xiii] NCES, (2000b), table 124.

[xiv] The College Board. (1999). *College-bound seniors 1999*. New York: Author.

[xv] The College Board. (2000, June 1). *From humble beginnings*. [Online]. http://www.collegeboard.org/ap/techman/chap1.

[xvi] Fleischman, H.L., & Hopstock, P.J. (1993). *Descriptive study of services to limited English proficient students*. Arlington, VA: Development Associates.

[xvii] Macías, R.F. (1998). *How has the limited English proficient students population changed in recent years?* Washington, DC: National Clearinghouse for Bilingual Education.

[xviii] NCES. (2000c). *Dropout rates in the United States: 1998*. Washington, DC: U.S. Department of Education.

[xix] NCES, 2000c.

[xx] NCES, 2000b, table 142.

[xxi] The College Board, 1999.

[xxii] The College Board. (1990). *College-bound seniors 1990*. New York: Author.

[xxiii] The College Board, 1999.

[xxiv] NCES, 2000a, table 32.1.

[xxv] Berkner, L., & Chavez, L. (1997). *Access to postsecondary education for the 1992 high school graduates*. Washington, DC: U.S. Department of Education.

[xxvi] Bureau of the Census. (2000). *The Hispanic population in the United States: March 1999*. Washington, DC: U.S. Department of Commerce.

[xxvii] Bureau of the Census. (1994). *The Hispanic population in the United States: March 1994*. Washington, DC: U.S. Department of Commerce.

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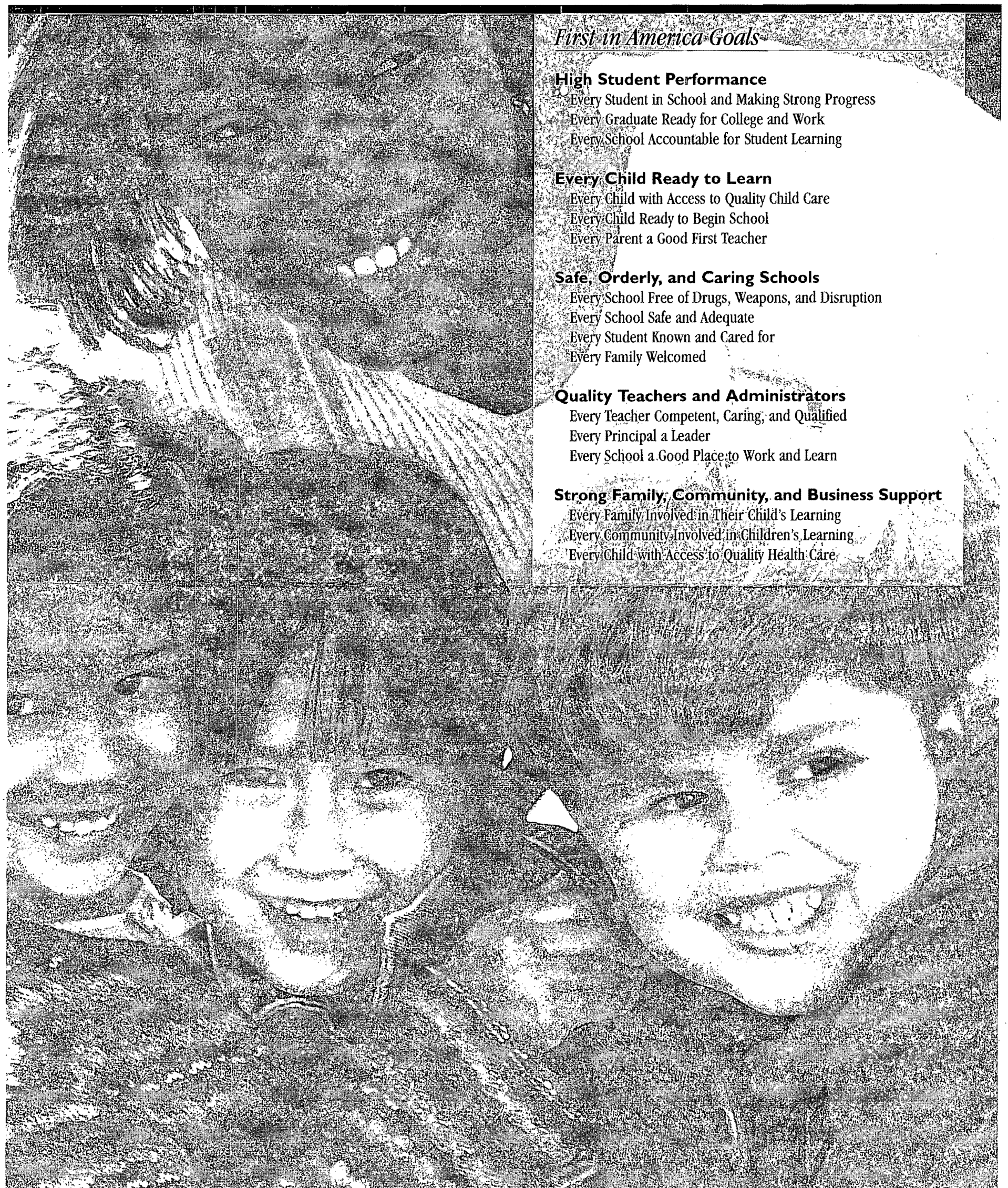
NC SCHOOLS FIRST IN AMERICA 2010

A Goal for North Carolina's Schools Data Report



First in America Goals

High Student Performance
- Every Student in School and Making Strong Progress
- Every Graduate Ready for College and Work
- Every School Accountable for Student Learning

Every Child Ready to Learn
- Every Child with Access to Quality Child Care
- Every Child Ready to Begin School
- Every Parent a Good First Teacher

Safe, Orderly, and Caring Schools
- Every School Free of Drugs, Weapons, and Disruption
- Every School Safe and Adequate
- Every Student Known and Cared for
- Every Family Welcomed

Quality Teachers and Administrators
- Every Teacher Competent, Caring, and Qualified
- Every Principal a Leader
- Every School a Good Place to Work and Learn

Strong Family, Community, and Business Support
- Every Family Involved in Their Child's Learning
- Every Community Involved in Children's Learning
- Every Child with Access to Quality Health Care

"Let's commit ourselves to this ambitious goal:
By the year 2010, North Carolina will build the best system of public schools of any state in America.
By the end of the first decade of the 21st Century, we will be the first in education."

GOVERNOR JAMES B. HUNT JR.
STATE OF THE STATE ADDRESS, FEBRUARY 1, 1999

HIGH STUDENT PERFORMANCE

TARGETS | INDICATORS | SCORES, CHANGE, AND RANK

Changes: ⬆ North Carolina's score was significantly better. / ⬇ North Carolina's score was significantly worse. / ⬌ Interpret North Carolina's score with caution — change was not significant. / * On this indicator, a lower score is better, a higher score is worse.

EVERY STUDENT IN SCHOOL AND MAKING STRONG PROGRESS

• NC will be one of the top 10 states on NAEP examinations.

Percentage of students scoring proficient or higher on National Assessment of Educational Progress (NAEP) examinations

GRADE 4 READING:

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 10 SCORE:	FIRST:
28%	30%	⬌	Tied for 23rd	31%	34%	46%(CT)

GRADE 4 MATH:

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 10 SCORE:	FIRST:
21%	13%	⬆	Tied for 18th	21%	24%	31%(CT)

GRADE 8 READING:

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 10 SCORE:	FIRST:
31%	N/A	N/A	Tied for 12th	31%	33%	42%(CT,ME)

GRADE 8 WRITING:

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 10 SCORE:	FIRST:
27%	N/A	N/A	Tied for 6th	27%	25%	44%(CT)

GRADE 8 MATH:

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 10 SCORE:	FIRST:
20%	12%	⬆	Tied for 24th	24%	28%	34%(MN)

GRADE 8 SCIENCE:

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 10 SCORE:	FIRST:
24%	N/A	N/A	24th	29%	34%	41%(ME,MT,ND)

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• NC will eliminate the minority achievement gap.

Student scores on NAEP and NC End-of-Grade (EOG) and End-of-Course (EOC) exams by race

Composite indicators to be computed.

• Nine out of 10 NC students will score at or above grade level on End-of-Grade and End-of-Course examinations.

Percentage of students scoring at or above grade level on NC's End-of-Grade (EOG) and End-of-Course (EOC) examinations

NC EOG: % OF STUDENTS IN GRADES 3-8 SCORING AT OR ABOVE LEVEL III / CHANGE (PRIOR NC SCORE IN PARENTHESES)

Reading	Mathematics	Both
75% (73%) ⬆	79% (76%) ⬆	69% (66%) ⬆

NC EOC: % SCORING AT OR ABOVE LEVEL III / CHANGE (PRIOR NC SCORE IN PARENTHESES)

Algebra I:	Algebra II:	Geometry:	Physical Science:	Biology:
65% (62%) ⬆	59% (N/A)	58% (N/A)	56% (N/A)	58% (59%) ⬇
Chemistry:	Physics:	ELP	English I:	US History:
60% (N/A)	72% (N/A)	67% (67%) ⬌	65% (61%) ⬆	51% (50%) ⬆

• NC will be 1st in the nation in the % of students taking advanced courses.

Percentage of students taking advanced courses in math and science

% OF 8TH GRADERS TAKING ALGEBRA:

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP TEN SCORE:	FIRST:
27%	30%	⬇	Tied for 4th	18%	19%	54%(UT)

% OF HIGH SCHOOL STUDENTS TAKING UPPER LEVEL MATH COURSES:

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP TEN SCORE:	FIRST:
59%	59%	⬌	Tied for 2nd	45%	49%	61%(NE)

% OF HIGH SCHOOL STUDENTS TAKING UPPER LEVEL SCIENCE COURSES:

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP TEN SCORE:	FIRST:
31%	30%	⬆	Tied for 10th	26%	31%	41%(MS)

• 95 percent of NC's students will finish high school.

Percentage of students completing high school or GED

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 10 SCORE:	FIRST:
85%	87%	⬌	Tied for 36th	85%	91%	95%(MD,ND)

• NC will be one of the top ten states in program completion rates for exceptional students.

Percentage of exceptional students age 14 or older who successfully complete their special education program

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 10 SCORE:	FIRST:
48%	26%	⬆	Tied for 21st	47%	55%	81%(TX)

• NC will be among the 10 states with the lowest high school dropout rate.

Percentage of teens age 16 to 19 who are high school dropouts *

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 10 SCORE:	FIRST:
12%	13%	⬆	Tied for 38th	10%	7%	4%(WI)

EVERY GRADUATE READY FOR COLLEGE AND WORK

• Nine out of 10 NC students will pass a tough high school exit exam.

Percentage of students passing an exit examination

Available Spring 2003.

• NC will be one of the top 10 states in SAT scores.

Average SAT scores and adjusted SAT scores for NC students

AVERAGE SAT SCORES:

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 10 SCORE:	FIRST:
986	982	⬆	48th	1016	1138	1199(ND)

SAT SCORES ADJUSTED FOR PARTICIPATION RATES:

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 10 SCORE:	FIRST:
Adjusted scores to be computed.						

• NC will lead the nation in the number of Advanced Placement (AP) exams scored at or above Level 3.

Number of Advanced Placement (AP) exams per 1000 scored at or above Level 3

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 10 SCORE:	FIRST:
104	99	⬆	12th	97	116	244(DC)

• NC will be one of the top 10 states in the % of students attending college.

Percentage of students enrolled in two- and four-year programs of higher education

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 10 SCORE:	FIRST:
54%	49%	⬆	Tied for 33rd	N/A	62%	73%(MA)

• Nine out of 10 NC students who complete a vocational course of study will be highly rated by their employer.

Ratings of vocational graduates by employers

% OF VOCATIONAL GRADUATES RANKED ABOVE AVERAGE WHEN COMPARED TO OTHER NEW EMPLOYEES: (PRIOR NC SCORE IN PARENTHESES)

OCCUPATIONAL PROGRAM AREAS 72% (71%) ⬆ NON-OCCUPATIONAL PROGRAM AREAS 67% (68%) ⬇

EVERY SCHOOL ACCOUNTABLE FOR STUDENT LEARNING

• NC's system of standards, assessment, and accountability will be consistently ranked among the best in the nation.

External evaluations of standards, assessment, and accountability system

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 10 SCORE:	FIRST:
A / 95%	B+/ 89%	⬆	4th	N/A	A-/ 90%	A / 100%(NM)

(*Education Week* evaluates standards, assessments, and accountability systems.)

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 10 SCORE:	FIRST:
B- / 2.8GPA	C / 2.0GPA	⬆	Tied for 5th	C- /1.72GPA	C+ / 2.4 GPA	A-/3.6GPA(CA)

(Fordham Foundation ratings are based on an assessment of state standards.)

• Nine of 10 NC schools will be recognized as Schools of Excellence or Schools of Distinction by the ABCs program.

Number and percentage of schools receiving each ABCs designation

ABCs RESULTS FOR K-12 SCHOOLS:

	SCHOOLS OF EXCELLENCE	SCHOOLS OF DISTINCTION	LOW PERFORMING SCHOOLS
1998-99:	47 (2% of schools)	411 (21% of schools)	13 (.7% of schools)

DATA SOURCES

Information for the *First in America* Report Card was derived from multiple international, national, and state sources. The complete list of *Sources and Technical Notes* is available on the *First in America* website — http://www.firstinamerica.governor.state.nc.us

A copy of the *First in America Report Card: Technical Notes and Sources* may also be obtained by calling 1-800-662-7952 or writing:

Governor James B. Hunt Jr.
Office of the Governor
20301 Mail Service Center
Raleigh, NC 27699-0301

LEGEND

* *On this indicator a lower score is better, a higher score is worse.*

Latest NC Score: *This is the average score for North Carolina taken from the most recent data collection available. Most recent data collection dates range from 1990 to 1999.*

Prior NC Score: *This is the average score for North Carolina taken from the preceding data collection.*

Change: *Change arrows show North Carolina's progress from the last data collection to the most recent data collection.*

⬆ *North Carolina's score is significantly better.*
⬇ *North Carolina's score is significantly worse.*
⬌ *Interpret North Carolina's score with caution — change is not significant.*

NC Rank: *North Carolina's rank among states for which data are available. States are ranked from best to worst.*

U.S. Average: *This is the average score for the United States taken from the most recent data collection available.*

Top 10 Score: *The top ten score is the score necessary to be one of the top ten states in the nation.*

First: *The score and state abbreviation is listed for the state receiving the best reported score.*

EVERY CHILD READY TO LEARN

TARGETS — INDICATORS — SCORES, CHANGE, AND RANK

Changes: ⬆ North Carolina's score was significantly better. / ⬇ North Carolina's score was significantly worse. / ⬌ Interpret North Carolina's score with caution — change was not significant. / * On this indicator, a lower score is better; a higher score is worse.

EVERY CHILD WITH ACCESS TO QUALITY CHILD CARE

- NC will provide high quality child care, encourage family support for children's learning, and facilitate access to health resources for all children.

Smart Start Indicators (12 Pioneer Counties)

Child Care Improvements

INCREASE IN THE % OF AA CHILD CARE CENTERS (TOP RATING):
LATEST NC SCORE: 49% PRIOR NC SCORE: 38% CHANGE: ⬆

CHILD CARE TEACHERS WITH SOME COLLEGE OR COMMUNITY COLLEGE COURSEWORK:
LATEST NC SCORE: 59% PRIOR NC SCORE: 48% CHANGE: ⬆

Family Support for Children's Learning

% OF FAMILIES WHO ENGAGED IN EDUCATIONALLY IMPORTANT ACTIVITIES WITH THEIR CHILD:

	NC SCORE:	US AVERAGE:
Read to a child	91%	90%
Told a story	79%	75%
Taught letters, words, numbers	82%	88%

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Health Resources Provided

% OF CHILD CARE CENTERS PROVIDING HEALTH SCREENINGS:
LATEST NC SCORE: 59% PRIOR NC SCORE: 49% CHANGE: ⬆

Child Care Worker Average Salary

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 10 SCORE:	FIRST:
$6.77/hr	$6.69/hr	⬆	Tied for 26th	$7.13/hr	$7.55/hr	$9.95 (DC)

Ratings of Day Care Programs in NC

% OF LICENSED DAY CARE CENTERS RECEIVING EACH STAR RATING:
☆ ☆☆ ☆☆☆ ☆☆☆☆ ☆☆☆☆☆

Ratings will be available in Fall 2000.

EVERY CHILD READY TO BEGIN SCHOOL

- Nine out of 10 NC students will arrive ready for school.

Percentage of kindergartners deemed ready to begin school

Information will be available in Fall 2000.

EVERY PARENT A GOOD FIRST TEACHER

- NC will be one of the nation's top 10 states in adult literacy and home support for literacy.

Adult literacy rate and home environment support for literacy

ADULT LITERACY RATE:

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 10 SCORE:	FIRST:
50%	N/A	N/A	Tied for 39th	56%	68%	76% (AK)

HOME SUPPORT FOR LITERACY:

% OF 4TH GRADERS REPORTING PRESENCE OF LITERACY MATERIALS AT HOME:
LATEST NC SCORE: PRIOR NC SCORE: CHANGE: NC RANK: US AVERAGE: TOP 10 SCORE: FIRST:
Composite indicator to be computed.

% OF 8TH GRADERS REPORTING PRESENCE OF LITERACY MATERIALS AT HOME:
LATEST NC SCORE: PRIOR NC SCORE: CHANGE: NC RANK: US AVERAGE: TOP 10 SCORE: FIRST:
Composite indicator to be computed.

% OF 4TH GRADERS SPENDING 5 OR MORE HOURS WATCHING TV DAILY:*

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 10 SCORE:	FIRST:
28%	29%	⬌	Tied for 30th	15%	19%	13% (WY)

% OF 8TH GRADERS SPENDING 5 OR MORE HOURS WATCHING TV DAILY:*

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 10 SCORE:	FIRST:
24%	29%	⬆	Tied for 24th	23%	17%	8% (UT)

SAFE, ORDERLY, AND CARING SCHOOLS

TARGETS — INDICATORS — SCORES, CHANGE, AND RANK

Changes: ⬆ North Carolina's score was significantly better. / ⬇ North Carolina's score was significantly worse. / ⬌ Interpret North Carolina's score with caution — change was not significant. / * On this indicator, a lower score is better; a higher score is worse.

EVERY SCHOOL FREE OF DRUGS, WEAPONS, AND DISRUPTION

- NC will be among the top five states in freedom from drugs, weapons, violence, and teacher victimization by students.

Incidents of drugs, weapons, and violence in NC's schools

FYI: The NC Center for the Prevention of School Violence monitors the safety of North Carolina's schools and takes steps to lessen crime in schools. The Center reports the following results for the 1998-99 school year:

# OF INCIDENTS:	CURRENT YEAR	PRIOR YEAR	CHANGES
Possession of a controlled substance on school property *	2,389	2,620	⬆
Possession of a firearm *	144	160	⬆
Possession of a weapon other than a firearm*	2,923	2,723	⬇
Assault with a weapon*	146	126	⬇
Assault on school personnel*	1,381	1,161	⬇
Assault with serious injury*	325	288	⬇

% OF STUDENTS OFFERED, SOLD, OR GIVEN AN ILLEGAL DRUG ON SCHOOL PROPERTY DURING THE LAST YEAR:*

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 5 SCORE:	FIRST:
30%	29%	⬌	Tied for 9th	32%	27%	20% (MS)

% OF STUDENTS CARRYING A WEAPON ON SCHOOL PROPERTY DURING THE LAST 30 DAYS:*

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 5 SCORE:	FIRST:
9%	14%	⬆	Tied for 2nd	9%	9%	8% (HI,MS)

% OF STUDENTS THREATENED OR INJURED AT SCHOOL DURING THE LAST YEAR:*

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 5 SCORE:	FIRST:
8%	10%	⬌	Tied for 11th	7%	6%	5% (HI)

% OF STUDENTS INVOLVED IN A PHYSICAL FIGHT ON SCHOOL PROPERTY DURING THE LAST YEAR:*

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 5 SCORE:	FIRST:
12%	15%	⬌	Tied for 1st	15%	14%	12% (NC,ND)

% OF TEACHERS WHO REPORT BEING THREATENED OR ATTACKED IN THEIR SCHOOL:*

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 5 SCORE:	FIRST:
19%	N/A	N/A	Tied for 45th	15%	9%	8% (ND, SD)

EVERY SCHOOL SAFE AND ADEQUATE

- Nine of 10 NC teachers report that facilities, equipment and materials are adequate for instructional purposes.

Percentage of teachers reporting that facilities, equipment and materials are adequate for instructional purposes

New survey to be conducted, available September 2000.

- NC schools will rank among the top 10 states in adequacy of facilities, and access to technology.

Percentage of schools reporting at least one inadequate structure or facility*

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 10 SCORE:	FIRST:
36%	N/A	N/A	34th	33%	23%	19% (IA,NJ)

Students per Internet-connected computer*

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 10 SCORE:	FIRST:
25	N/A	N/A	Tied for 48th	14	10	6 (AK, DE)

Percentage of schools where at least half of teachers use a computer daily for planning and or teaching

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 10 SCORE:	FIRST:
72%	N/A	N/A	Tied for 22nd	69%	77%	92% (AK)

EVERY STUDENT KNOWN AND CARED FOR

- NC will be among the top 10 states in reducing class size and chronic absenteeism.

Percentage of 4th and 8th graders in classes of 25 or fewer

GRADE 4:

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 10 SCORE:	FIRST:
63%	59%	⬆	26th	64%	84%	98% (ME)

GRADE 8:

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 10 SCORE:	FIRST:
60%	52%	⬆	20th	57%	72%	92% (ME)

Percentage of 8th graders missing 3 or more days of school during the last month*

LATEST NC SCORE:	PRIOR NC SCORE:	CHANGE:	NC RANK:	US AVERAGE:	TOP 10 SCORE:	FIRST:
22%	N/A	N/A	Tied for 9th	22%	22%	19% (AL,TX,WI)

- Nine of 10 parents will say that their child is known and cared about as an individual in school.

Percentage of parents who report that their child is known and cared about as an individual by his/her teachers and principal

New survey to be conducted, available September 2000.

EVERY FAMILY WELCOMED

- Nine of 10 families will say they feel welcomed and encouraged to participate in their children's schools.

Percentage of families who feel welcome and encouraged to participate in their child's school

New survey to be conducted, available September 2000.

QUALITY TEACHERS AND ADMINISTRATORS

TARGETS | INDICATORS | SCORES, CHANGE AND RANK

Changes: ⬆ North Carolina's score was significantly better. / ⬇ North Carolina's score was significantly worse. / ⬌ Interpret North Carolina's score with caution — change was not significant. / * On this indicator a lower score is better, a higher score is worse.

EVERY TEACHER COMPETENT, CARING, AND QUALIFIED

Targets	Indicators	Scores, Change and Rank
• NC teachers will score above the national average on teacher examinations.	Average examination scores of NC teachers	PRAXIS PRINCIPLES OF LEARNING AND TEACHING EXAMINATION: GRADES K-6 — LATEST NC SCORE: 174 — PRIOR NC SCORE: 171 — CHANGE: ⬆ — US AVERAGE: 173 GRADES 5-9 — LATEST NC SCORE: 172 — PRIOR NC SCORE: 174 — CHANGE: ⬇ — US AVERAGE: 172 GRADES 7-12 — LATEST NC SCORE: 175 — PRIOR NC SCORE: 174 — CHANGE: ⬆ — US AVERAGE: 174
• NC will be among the top 10 states in the percentage of teachers who are fully licensed.	Percentage of teachers meeting licensure requirements	LATEST NC SCORE: 93% — PRIOR NC SCORE: 79% — CHANGE: ⬆ — NC RANK: Tied for 26th — US AVERAGE: 92% — TOP 10 SCORE: 96% — FIRST: 99% (KS,WY)
• NC will be one of the top 10 states in the percentage of teachers teaching in their field.	Percentage of secondary teachers teaching in the field in which they are licensed	LATEST NC SCORE: 66% — PRIOR NC SCORE: 68% — CHANGE: ⬌ — NC RANK: Tied for 22nd — US AVERAGE: 63% — TOP 10 SCORE: 72% — FIRST: 81% (MN)
• Nine of 10 NC teachers will engage in high quality professional development.	Percentage of teachers who report that they have participated in high quality professional development	*New survey to be conducted, available September 2000.*
• NC will continue to lead the nation in the number of National Board Certified Teachers.	Number of teachers attaining National Board Certification	LATEST NC SCORE: 1267 — PRIOR NC SCORE: 536 — CHANGE: ⬆ — NC RANK: 1st — US AVERAGE: N/A — TOP 10 SCORE: 87 — FIRST: 1267 (NC)
• NC will be one of the top 10 states in the percentage of teachers with master's degrees.	Percentage of teachers with master's degrees	LATEST NC SCORE: 36% — PRIOR NC SCORE: 37% — CHANGE: ⬌ — NC RANK: 40th — US AVERAGE: 47% — TOP 10 SCORE: 56% — FIRST: 80% (CT)
• 95% of NC teachers will remain in the teaching profession from one year to the next.	Percentage of teachers who remain in the teaching profession	LATEST NC SCORE: 93% — US AVERAGE: 93%

EVERY PRINCIPAL A LEADER

Targets	Indicators	Scores, Change and Rank
• NC principals will score above the national average on principal examinations.	Average examination scores of NC principals	SCHOOL LEADERS LICENSURE ASSESSMENT: LATEST NC SCORE: 177 — PRIOR NC SCORE: 156 — CHANGE: ⬆ — US AVERAGE: 173
• Nine of 10 teachers and parents will agree that their principal demonstrates characteristics of effective leadership.	Teacher and parent perceptions of their principal's leadership	*New survey to be conducted, available September 2000.*

EVERY SCHOOL A GOOD PLACE TO WORK AND LEARN

Targets	Indicators	Scores, Change and Rank
• Nine of 10 teachers and administrators will say that their school is a good place to work and learn.	Teacher and administrator perceptions of work environment	*New survey to be conducted, available September 2000.*
• NC schools will rank among the top 10 states in the percentage of the annual education expenditures allocated to instruction.	Percentage of annual education expenditures allocated to instruction	LATEST NC SCORE: 62% — PRIOR NC SCORE: 62% — CHANGE: ⬌ — NC RANK: Tied for 17th — US AVERAGE: 62% — TOP 10 SCORE: 64% — FIRST: 68% (ME,NY)
• NC will rank in the top ten states in teacher compensation.	Average salaries of NC's teachers	LATEST NC SCORE: $36,098 — PRIOR NC SCORE: $33,129 — CHANGE: ⬆ — NC RANK: 29th — US AVERAGE: $40,582 — TOP 10 SCORE: $45,400 — FIRST: $51,584 (CT)

STRONG FAMILY, COMMUNITY, AND BUSINESS SUPPORT

TARGETS | INDICATORS | SCORES, CHANGE AND RANK

Changes: ⬆ North Carolina's score was significantly better. / ⬇ North Carolina's score was significantly worse. / ⬌ Interpret North Carolina's score with caution — change was not significant. / * On this indicator a lower score is better, a higher score is worse.

EVERY FAMILY INVOLVED IN THEIR CHILD'S LEARNING

Targets	Indicators	Scores, Change and Rank
• Nine of 10 NC teachers will engage in activities that promote parental involvement.	Percentage of teachers reporting that they make significant efforts promote parental involvement	*New survey to be conducted, available September 2000.*
• Nine of 10 parents will take steps to support their child's learning.	Percentage of parents who report that they are involved in their child's school and provide support for their child's learning at home	*New survey to be conducted, available September 2000.*
• NC will be one of the nation's top states in family support for homework.	Percentage of students who discuss their studies at home daily	% OF 4TH GRADERS REPORTING THEY DISCUSSED STUDIES AT HOME DAILY: LATEST NC SCORE: 56% — PRIOR NC SCORE: 59% — CHANGE: ⬌ — NC RANK: Tied for 12th — US AVERAGE: 54% — TOP 10 SCORE: 57% — FIRST: 65% (DC) % OF 8TH GRADERS REPORTING THEY DISCUSSED STUDIES AT HOME DAILY: LATEST NC SCORE: 40% — PRIOR NC SCORE: N/A — CHANGE: N/A — NC RANK: Tied for 2nd — US AVERAGE: 34% — TOP 10 SCORE: 39% — FIRST: 46% (DC)

EVERY COMMUNITY INVOLVED IN CHILDREN'S LEARNING

Targets	Indicators	Scores, Change and Rank
• Nine out of 10 parents will report that their employers offer, and they take advantage of, opportunities for school involvement.	Percentage of parents who report that their employer offers opportunities for school involvement	*New survey to be conducted, available September 2000.*
	Percentage of parents who have taken advantage of opportunities for school involvement offered by their employers	*New survey to be conducted, available September 2000.*
• 40,000 mentors will be supporting children's learning in NC.	Number of people serving as mentors	21,500 registered as of December, 1999.

EVERY CHILD WITH ACCESS TO QUALITY HEALTH CARE

Targets	Indicators	Scores, Change and Rank
• NC will be one of the top 10 states in child health and well-being.	Child Health Indicators	% OF INFANTS AT RISK FOR POOR HEALTH:* LATEST NC SCORE: 36% — PRIOR NC SCORE: 38% — CHANGE: ⬆ — NC RANK: Tied for 26th — US AVERAGE: 33% — TOP 10 SCORE: 31% — FIRST: 24% (CT) % OF 2-YEAR OLD CHILDREN WITH IMMUNIZATIONS: LATEST NC SCORE: 81% — PRIOR NC SCORE: 84% — CHANGE: ⬌ — NC RANK: Tied for 13th — US AVERAGE: 78% — TOP 10 SCORE: 82% — FIRST: 87% (CT,MA,ME) % OF CHILDREN WITH HEALTH INSURANCE: LATEST NC SCORE: 85% — PRIOR NC SCORE: 86% — CHANGE: ⬌ — NC RANK: Tied for 36th — US AVERAGE: 86% — TOP 10 SCORE: 91% — FIRST: 94% (WI) % OF STUDENTS HAVING 5 OR MORE ALCOHOLIC DRINKS IN A ROW DURING THE LAST 30 DAYS:* LATEST NC SCORE: 23% — PRIOR NC SCORE: 23% — CHANGE: ⬌ — NC RANK: 2ND — US AVERAGE: 33% — TOP 10 SCORE: 31% — FIRST: 15% (UT) % OF STUDENTS USING MARIJUANA IN THE LAST 30 DAYS:* LATEST NC SCORE: 22% — PRIOR NC SCORE: 15% — CHANGE: ⬇ — NC RANK: Tied for 8th — US AVERAGE: 26% — TOP 10 SCORE: 22% — FIRST: 12% (SD,UT) % OF CHILDREN AGE 14-17 WHO CURRENTLY USE TOBACCO:* LATEST NC SCORE: 31% — PRIOR NC SCORE: 29% — CHANGE: ⬇ — NC RANK: Tied for 2nd — US AVERAGE: 35% — TOP 10 SCORE: 36% — FIRST: 17% (UT) FREE AND REDUCED MEAL PARTICIPATION: NC STUDENTS ELIGIBLE: 489,027 — % OF ELIGIBLE NC STUDENTS SERVED: 99% (482,000) SUMMER FOOD PROGRAM PARTICIPATION: NC STUDENTS ELIGIBLE: 489,027 — % OF ELIGIBLE NC STUDENTS SERVED: 16% (76,213)

FYI: Since October of 1998, 72% (60,056 of 71,343) of eligible children without health insurance were enrolled in North Carolina's new Children's Health Insurance Program.

CLINTON LIBRARY PHOTOCOPY

TO: Maria Echaveste

FROM: Julie Anderson (OPL), Jackie Lain (IGA)

RE: **UPDATE #4: Deliverables for the White House Conference on Hispanic Education**

DATE: June 2, 2000

Attached is an action list of resources to tap for "commitments" or deliverables from the public and private sectors for the White House Conference on Hispanic Education on June 15. These commitments will include new initiatives, programs, publications or research for each goal that can be used to improve the state of education for Hispanic students. **This will be updated with new resources and contacts on a daily basis**. If you have any questions or require additional information, please contact Julie (63771) or Jackie (65084).

1. Ensure that all 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. Julie Anderson of OPL is taking the lead on securing commitments from the organizations listed below.

COMMITMENTS:

- **American Library Association (ALA)**: Emily Sheketoff of the American Library Association has made the following commitments on behalf of her organization:
  (a) Offer model programs on how to provide excellent service to the Hispanic community;
  (b) Establish an award which promotes excellence in children's literature that reflects the Latino culture, and by 2010, elevate the award's prestige to the level of the Newberry or Caldecott awards; and
  (c) ALA members will appear and speak at other organization's meetings and conferences to demonstrate how to create similar programs in their organizations.
- **NEW! Scholastic, Inc., a global children's publishing and media company and a supporter of the Department of Education's America Reads Challenge program, is launching a new literacy campaign targeting Hispanic parents and their children**. Bibb Hubbard, chief of staff to Scholastic's president, will provide more details about this campaign and a deliverable for the conference by the early next week.
- **NEW! National PTA**: Andy, Bethany and Julie spoke with National PTA President Ginny Markell this week regarding a deliverable that targets Hispanic parents. We should have more information regarding this commitment by early next week.

- **The White House will announce a major outreach effort to Hispanic Families to provide information on the importance of early childhood education and to provide information on resources that they can access.** This effort will be a public-private effort with the following components:
  (a) **Outreach Strategy through Public Housing**: Under the leadership of the Department of Health and Human Services (HHS), the Early Childhood Working Group of the White House Initiative on Educational Excellence for Hispanic Americans will launch a collaborative effort with the Department of Housing and Urban Development (HUD) and the Department of Education (DoEd) to disseminate bilingual information on early childhood (early brain development/parents as first teachers, child care, Head Start, etc.) through HUD community networks. This will be accomplished through one-day events to draw attention to the available resources, bring in speakers and offer services like immunizations. HHS is planning to pilot this in approximately 5 communities in early summer.
  (b) **Outreach Strategy through Hospitals/Pediatricians**: Reach Out and Read, a non-profit organization dedicated to providing parents with information on the importance of language development and literacy during routine well-baby check-ups, will be launching an effort to focus on reaching Latino families. They have hired a pediatrician to focus on Hispanic issues and, in 2000, will be doing major outreach to migrant families.
  (c) **Outreach Strategy to Local Pre-K and Early Childhood Education Leaders**: DoEd will begin a major outreach effort to provide more and higher quality services to very young Hispanic children through Title I pre-school programs. The Department will send out a letter encouraging local school districts to use Title I funds for preschool, urging schools to reach out to Hispanic families, and explaining the flexibility in Title I schoolwide programs in selecting participants and in providing services to Hispanic children and their parents. In addition, the Department will prepare policy guidance on the use of Title I funds for preschools with examples of high quality programs serving large numbers of Hispanic preschoolers.

- **In addition, as part of an access deliverable, the White House will announce that both HHS and DoEd will monitor and set a base-line of Hispanic participation in their key early childhood programs**:
  (a) **Improve quality of services for Head Start programs serving Hispanic children and their families**. Announce $1 million in new funding available in FY 2000 for approximately 7 grant awards of up to $150,000 per year for four years through the Head Start-Higher Education Hispanic Service Partnerships (HS-HEHSP) grant program to improve Head Start services to Hispanic children and families. This grant program will support efforts to improve the quality and long-term effectiveness of Head Start and Early Head Start programs by developing models of academic training and forming partnerships between the Higher Education Institutions and local Head Start and Early Head Start programs. Eligible applicants will be institutions of higher education, in partnership with 1 or more local Head Start or Early Head Start grantees.

FEDERAL RESOURCES:

- **Department of Education's America Reads Challenge (literacy initiative)**: 40,000 Read*Write*Now! posters are available in Spanish. The poster includes a colorful illustration on the front and a set of fun reading activities for children in grades K-6 on the back. A flyer with instructions on how to order this year's version of the poster will also be available for distribution. (Julie Anderson)
- **Department of Education's Partnership for Family Involvement in Education (PFIE) initiative**: PFIE's publication *Questions Parents Ask About Schools* is available in Spanish. This publication highlights teachers' expectations and student workload at each grade level, as well as how parents can help their children succeed in the classroom and prepare for college. (Julie Anderson)
- **Department of Education's publications *Building Your Baby's Brain* (available in Spanish) and *New Teachers for a New Century: The Future of Early Childhood Professional Preparation*.** (Julie Anderson)
- **HHS, DoEd, and HUD** have established a partnership to reach out to communities in five target areas centering around HUD's Neighborhood Network Community Technology Centers. (Julie Anderson)

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. Jackie Lain will take the lead on working with unions.

COMMITMENTS:

- **Contact major unions to discuss potential partnerships with businesses in order to provide ESL classes for parents and their children.** (Maria Echaveste will contact AFL-CIO.) Other ideas for partnerships include: UAW with GM, CWA with AT&T and / or U.S. West. Jackie Lain will work with unions on potential partnerships.
- **NEW! Ford Motor Company is circulating information to their Hispanic Network Group**

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.

COMMITMENTS:

- **NEW! American Association of Museums (AAM)**: Barry Szczesny of AAM is interested in providing a deliverable that highlights the unique ability of museums as educational institutions to address the needs of schools and communities, targeting areas with high Hispanic populations. Barry is still working on the specifics of this deliverable and will finalize the commitment within the next few days.

- **Lightspan** is interested in partnering with HUD's Neighborhood Networks. This initiative creates opportunities for education and training to low-income residents, and we could highlight a Neighborhood Network in a predominantly Latino housing project. Jackie Lain is meeting with Lightspan and HUD on Friday to talk about their commitment.
- **NEW! International Telementoring Center is trying to find a partner for a deliverable announcement**
- **Contact Henry Cisneros about his ideas on bridging the digital divide.** (Maria Echaveste will contact Henry Cisneros.)

FEDERAL RESOURCES:

- **Department of Education's America Counts Challenge (math and science initiative)**: The publications *Improving Mathematics Achievement: What Parents and Families Can Do, Figure This!* and *Helping Your Child Learn Math* will be translated into Spanish and printed for distribution by June 15. (Julie Anderson)
- **Department of Education's Office of Educational Technology** is hosting a meeting with faith and community leaders on June 12 to address digital divide issues. LULAC and La Raza are invited to participate. The meeting will conclude with a list of commitments to education and bridging the digital divide. Some of these commitments may be used for our June 15 conference. (Julie Anderson)
- **Department of Education's publications *Latinos in Education*; *Testing Hispanic Students in the United States: Technical and Policy Issues*; and *What Works for Latino Youth* (Second Edition).** (Deborah Santiago)

4. Increase the high school completion rate for Hispanic students to 90 percent by 2010. Jackie Lain is taking to lead on contacting the organizations listed below.

COMMITMENTS:

- **NEW! Jackie is talking to Discovery Channel on Friday about possibility of donating PSAs about staying in school on their Discovery Espanol Network and possibly on their regular Cable in the Classroom Network.**
- **NEW! Sears is exploring the possibility of a high school internship program.**

5. Double the percentage of Hispanic Americans who earn Associate's and Bachelor's degrees by 2010.

COMMITMENTS:

- **HACU will hold their announcement of their new corporate internship program for Hispanic students. Three companies, Target, St. Paul Companies, and State Farm have agreed to hire Hispanic interns (through HACU's national database) and to expand their Hispanic internship program nationally by next year.**
- **Contact Sarah Martinez Tucker**, president of the National Hispanic Scholarship Fund, regarding foundations/private sector contacts that we can tap for additional resources in order to facilitate NHSF's plan to set up satellite offices throughout the country. (Maria Echaveste will contact Sarah Martinez Tucker.)

FEDERAL RESOURCES:

- **Department of Education's "Think College Early" flyer *Charting a Course for College* is available in Spanish**. This flyer provides financial aid information for students and their parents. The Department's publication *Getting Ready for College Early* is also available in Spanish. (Julie Anderson)
- **NEW! The Department of Commerce has just signed MOUs with 6 HSIs for an employee exchange program** (government employees would take sabbaticals to teach at HSIs and HSI professors would spend a semester at the Department). The Department will wait on this announcement for the conference. (Jackie Lain)
- **NEW! The Department of Commerce has quadrupled the size of its college internship program through HACU**. (Jackie Lain)

TO: Maria Echaveste

FROM: Julie Anderson (OPL), Jackie Lain (IGA), Irma Martinez (Cabinet Affairs)

RE: **UPDATE #2: Deliverables for the White House Conference on Hispanic Education**

DATE: May 26, 2000

Attached is an action list of resources to tap for "commitments" or deliverables from the public and private sectors for the White House Conference on Hispanic Education on June 15. These commitments will include new initiatives, programs, publications or research for each goal that can be used to improve the state of education for Hispanic students. **This will be updated with new resources and contacts on a daily basis**. If you have any questions or require additional information, please contact Julie (63771), Jackie (65084) or Irma (67025).

1. Ensure that all Hispanic American children have access to high quality early childhood education and development programs and enter school prepared to succeed by eliminating the gap between the Hispanic participation rate and the national participation rate in high quality programs by 2010. Julie Anderson of OPL is taking the lead on securing commitments from the organizations listed below.

COMMITMENTS:

- **American Library Association (ALA)**: Emily Sheketoff of the American Library Association has made the following commitments on behalf of her organization:
  (a) Offer model programs on how to provide excellent service to the Hispanic community;
  (b) Establish an award which promotes excellence in children's literature that reflects the Latino culture, and by 2010, elevate the award's prestige to the level of the Newberry or Caldecott awards; and
  (c) ALA members will appear and speak at other organization's meetings and conferences to demonstrate how to create similar programs in their organizations.

Pending - may be another goal

- **American Association of Museums (AAM)**: Jason Hall of AAM is interested in providing a deliverable for the conference by partnering schools with large Hispanic populations with representatives from local museums. Hold for Barry Szczesny to finalize specifics of commitment on May 29.
- **NEW! National PTA**: Maribeth Oakes of the National PTA is concerned that her organization will not be represented at this conference. She is working with National PTA President Ginny Markell to secure a deliverable that targets Hispanic parents in Florida, California and Texas. Two PTA publications are available in Spanish: *Parent Involvement Quality Indicators* and *Ten Ways Parents Can Be Involved.*

probably another goal

→ HUD/HHS/Education together to make Hispanic families aware of access to federal services (CHIP, EITC

→ Prescription to Read program working w/ young Latino families on literacy

- **NEW! Scholastic, Inc., a global children's publishing and media company and a supporter of the Department of Education's America Reads Challenge program, is launching a new literacy campaign targeting Hispanic parents and their children**. Julie left a message with Bibb Hubbard, chief of staff to the president, and will provide more details about this campaign and a possible deliverable next week.

FEDERAL RESOURCES:

- **Department of Education's America Reads Challenge (literacy initiative)**: 40,000 Read*Write*Now! posters are available in Spanish. The poster includes a colorful illustration on the front and a set of fun reading activities for children in grades K-6 on the back. A flyer with instructions on how to order this year's version of the poster will also be available for distribution. (Julie Anderson)
- **Department of Education's Partnership for Family Involvement in Education (PFIE) initiative**: PFIE's publication *Questions Parents Ask About Schools* is available in Spanish. This publication highlights teachers' expectations and student workload at each grade level, as well as how parents can help their children succeed in the classroom and prepare for college. (Julie Anderson)

2. Respecting the importance of multilingualism age-specific learning needs, and different research-based instructional approaches, and the variety of developmental levels at which limited English proficient (LEP) children enter school, by 2010 states and school districts will provide appropriate language instruction to ensure that all students graduate from high school having demonstrated proficiency in English. Jackie Lain will take the lead on working with unions.

Teacher training & bilingual

- **Contact major unions to discuss potential partnerships with businesses in order to provide ESL classes for parents and their children.** (Maria Echaveste will contact AFL-CIO.) Other ideas for partnerships include: UAW with GM, CWA with AT&T and / or U.S. West. Jackie Lain will work with unions on potential partnerships.

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.

COMMITMENTS:

- **Lightspan** is interested in partnering with HUD's Neighborhood Networks. This initiative creates opportunities for education and training to low-income residents, and we could highlight a Neighborhood Network in a predominantly Latino housing project. NOTE: Brian Barreto and Irma had an initial meeting with Eileen Rosenthal of Lightspan. The company is eager to be part of the June 15 conference as its founder is already heavily invested in helping the Latino community. They are researching other possible deliverables. (Brian Barreto)

- **Contact Henry Cisneros about his ideas on bridging the digital divide**. On two occasions, during the New Economy conference and during the President's visit to East Palo Alto on the New Markets tour, Mr. Cisneros has expressed concern that the federal government must partner with the private sector to provide internet content relevant to the Latino community. Mr. Cisneros has issued the challenge to us and we should speak to him about what Univision can do to fulfill these goals. (Maria Echaveste will contact Henry Cisneros.)

FEDERAL RESOURCES:

- **Department of Education's America Counts Challenge (math and science initiative)**: The publications *Improving Mathematics Achievement: What Parents and Families Can Do, Figure This!* and *Helping Your Child Learn Math* will be translated into Spanish and printed for distribution by June 15. (Julie Anderson)
- **Department of Education's Office of Educational Technology** is hosting a meeting with faith and community leaders on June 12 to address digital divide issues. LULAC and La Raza are invited to participate. The meeting will conclude with a list of commitments to education and bridging the digital divide. Some of these commitments may be used for our June 15 conference. Still pending. (Julie Anderson)
- **The Departments of Health and Human Services (HHS), Education (DoEd), and Urban Development (HUD)** have established a partnership to reach out to communities in five target areas centering around HUD's Neighborhood Network Community Technology Centers. (Julie Anderson)

4. Increase the high school completion rate for Hispanic students to the national average by 2010. Jackie Lain will take the lead on the organizations listed below.

COMMITMENTS:

- **NEW! HACU will hold their announcement of their new corporate internship program for Hispanic students. Three companies, Target, St. Paul Companies, and State Farm, have agreed to hire Hispanic interns (through HACU's national database) and to expand their Hispanic internship program nationally by next year.**

5. Double the annual percentage of Hispanic Americans who earn Associate's and Bachelor's degrees by 2010.

COMMITMENTS:

- **Contact Sarah Martinez Tucker**, president of the National Hispanic Scholarship Fund, regarding foundations/private sector contacts that we can tap for additional resources in order to facilitate NHSF's plan to set up satellite offices throughout the country. (Maria Echaveste will contact Sarah Martinez Tucker.)

FEDERAL RESOURCES:

- **Department of Education's "Think College Early" flyer *Charting a Course for College* is available in Spanish**. This flyer provides financial aid information for students and their parents. The Department's publication *Getting Ready for College Early* is also available in Spanish. (Julie Anderson)

TO: Maria Echaveste

FROM: Julie Anderson (OPL), Jackie Lain (IGA)

RE: **UPDATE #1: Deliverables for the White House Conference on Hispanic Education**

DATE: May 23, 2000

Attached is an action list of resources to tap for "commitments" or deliverables from the public and private sectors for the White House Conference on Hispanic Education on June 15. These commitments will include new initiatives, programs, publications or research for each goal that can be used to improve the state of education for Hispanic students. **This will be updated with new resources and contacts on a daily basis.** If you have any questions or require additional information, please contact Julie (63771) or Jackie (65084).

1. Ensure that all Hispanic American children have access to high quality early childhood education and development programs and enter school prepared to succeed by eliminating the gap between the Hispanic participation rate and the national participation rate in high quality programs by 2010. Julie Anderson of OPL is taking the lead on securing commitments from the organizations listed below.

COMMITMENTS:

- **American Association of Museums (AAM)**: Jason Hall of AAM is interested in providing a deliverable for the conference by partnering schools with large Hispanic populations with representatives from local museums. Hold for Barry Szczesny to finalize specifics of commitment on May 29.
- **American Library Association (ALA)**: Emily Sheketoff of the American Library Association has made the following commitments on behalf of her organization:
  - (a) Offer model programs on how to provide excellent service to the Hispanic community;
  - (b) Establish an award which promotes excellence in children's literature that reflects the Latino culture, and by 2010, elevate the award's prestige to the level of the Newberry or Caldecott awards; and
  - (c) ALA members will appear and speak at other organization's meetings and conferences to demonstrate how to create similar programs in their organizations.

Training for libraries

- **National PTA**: Maribeth Oakes of the National PTA suggested two publications that are already in print and are available in Spanish—*Parent Involvement Quality Indicators* and the tip sheet *Ten Ways Parents Can Be Involved.*

RESOURCES:

- **Department of Education's America Reads Challenge (literacy initiative)**: 40,000 Read*Write*Now! posters are available in Spanish. The poster includes a colorful illustration on the front and a set of fun reading activities for children in grades K-6 on the back. A flyer with instructions on how to order this year's version of the poster will also be available for distribution.
- **Department of Education's Partnership for Family Involvement in Education (PFIE) initiative**: PFIE's publication *Questions Parents Ask About Schools* is available in Spanish. This publication highlights teachers' expectations and student workload at each grade level, as well as how parents can help their children succeed in the classroom and prepare for college.

2. Respecting the importance of multilingualism age-specific learning needs, and different research-based instructional approaches, and the variety of developmental levels at which limited English proficient (LEP) children enter school, by 2010 states and school districts will provide appropriate language instruction to ensure that all students graduate from high school having demonstrated proficiency in English. Jackie Lain will take the lead on working with unions.

- **Contact major unions to discuss potential partnerships with businesses in order to provide ESL classes for parents and their children.** (Maria Echaveste will contact AFL-CIO.) Other ideas for partnerships include: UAW with GM, CWA with AT&T and / or U.S. West. Jackie Lain will work with unions on potential partnerships.

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.

COMMITMENTS:

- **Department of Education's America Counts Challenge (math and science initiative)**: The publication *Improving Mathematics Achievement: What Parents and Families Can Do* will be translated into Spanish and printed for distribution by June 15. We could create a partnership with the Department of Agriculture's WIC program and Department of the Army for distribution of this publication. (Julie Anderson)
- **Lightspan** is interested in partnering with HUD's Neighborhood Networks. This initiative creates opportunities for education and training to low-income residents, and we could highlight a Neighborhood Network in a predominantly Latino housing project. NOTE: Brian Barreto and Irma had an initial meeting with Eileen Rosenthal of Lightspan. The company is eager to be part of the June 15 conference as its founder is already heavily invested in helping the Latino community. They are researching other possible deliverables. (Brian Barreto)

- **Contact Henry Cisneros about his ideas on bridging the digital divide**. On two occasions, during the New Economy conference and during the President's visit to East Palo Alto on the New Markets tour, Mr. Cisneros has expressed concern that the federal government must partner with the private sector to provide internet content relevant to the Latino community. Mr. Cisneros has issued the challenge to us and we should speak to him about what Univision can do to fulfill these goals. (Maria Echaveste will contact Henry Cisneros.)

RESOURCES:

- **Department of Education's Office of Educational Technology** is hosting a meeting with faith and community leaders on June 12 to address digital divide issues. LULAC and La Raza are invited to participate. The meeting will conclude with a list of commitments to education and bridging the digital divide. Some of these commitments may be used for our June 15 conference. Still pending. (Julie Anderson)

4. Increase the high school completion rate for Hispanic students to the national average by 2010. Jackie Lain will take the lead on the organizations listed below.

COMMITMENTS:

- **Establish a partnership between CCSSO's National and State Teacher of the Year program and the private sector (ASPIRA?) to focus on teacher quality issues.**
- **Contact American Association of Colleges for Teacher Education and National Council for Accreditation for Teacher Education to discuss possibility of creating a model teacher preparation curriculum for teaching LEP students.**
- **Contact Federal Agencies about developing federal internships for Hispanic college students.**
- **Contact U.S. Chamber of Commerce's Workforce Development Committee re: status of and ideas for new private sector internships for Hispanic college students.**

RESOURCES:

- **Department of Education's 21st Century Community Learning Center (after-school) program**: Still pending. (Julie Anderson)

5. Double the annual percentage of Hispanic Americans who earn Associate's and Bachelor's degrees by 2010.

COMMITMENTS:

- **Contact Sarah Martinez Tucker**, president of the National Hispanic Scholarship Fund, regarding her ideas of who within the foundations/private sector we can tap for additional resources in order to facilitate NHSF's plan to set up satellite offices through-out the country. In addition to rewarding scholarships, NHSF also plans to do more with local schools to prepare Latinos for college from an early age. (Maria Echaveste will contact Sarah Martinez Tucker.)

RESOURCES:

- **Department of Education's "Think College Early" flyer *Charting a Course for College* is available in Spanish**. This flyer provides financial aid information for students and their parents. The Department's publication *Getting Ready for College Early* is also available in Spanish. We could create a partnership with the Department of Agriculture's WIC program and Department of the Army for distribution of this publication. (Julie Anderson)

Goals 3

Bethany + JB

Att00003

Increasing High School Completion Rate

Cathleen

Attached you will find a very basic outline of the statewide Homework Hotline program offered to students in Colorado. This is an anonymous tutorial assistance service offered in the evenings to students in need of assistance with assigned homework. I think the anonymity and bilingual aspects of the program specifically support the needs of bilingual students, as the stigma of needing additional assistance to understand a problem or assignment is defrayed. Please forward this synopsis to the appropriate parties choosing delegates to the conference. Thanks. <<HH4 FACTS>>

For further information, I can be reached @

Christine Smith
Denver Public Schools
Community Partnerships
900 Grant Street
Denver, CO 80203
303.764.3580
303.764.3247 FAX
cksmith@dpsk12.org

ATTACHMENT # 4

Homework Hotline4
FACTS

In Colorado, the pursuit of excellence in all curriculum areas of education has been greatly assisted by the service offered throughout the state in all grade levels through Homework Hotline4, a bilingual telephone homework help service coordinated by the Denver Public Schools and utilized by students throughout Colorado. Certificated teachers field upwards of 600 calls per night from students of all grade levels who are unable to fully grasp math, science and language arts concepts in homework assignments. With great skill and patience, teachers guide students to the answers they seek.

Assistance is Offered in all Curriculum Areas
Assistance is Offered to all Grade Levels K-12
110,000+ students call Homework Hotline 4 annually
Teachers Utilize the Hotline as a Research Tool
Parents, Grandparents & Mentors Call for Assistance before sitting down to do homework at home with kids
Homework Hotline is used by students in the Inner City, Suburbs and Rural Communities of Colorado

Demographic Breakdown of Users:

58% Metro Denver & Suburbs including Boulder Valley
27% Southern Tier including Colorado Springs, Pueblo, Creede, etc.
15% Western Slope, primarily Vail, Aspen & Grand Junction
We also get calls from Wyoming, Utah, New Mexico & Arizona

HOMEWORK HOTLINE4 OPERATES FROM 5:00-9:30 P.M.
MONDAY - THURSDAYS DURING THE SCHOOL YEAR

LOCAL CALLS 322-PASS
OUTSIDE METRO AREA 800-825-PASS