

DHHS INPUT
EARLY CHILDHOOD EDUCATION ISSUE GROUP
WHITE HOUSE STRATEGY SESSION ON HISPANIC EDUCATION

The Department of Health and Human Services feels that the Early Childhood Education goal for the White House Strategy Session on Hispanic Education presents a significant opportunity to highlight the President's Child Care initiative (particularly the \$817 million increase in funding for the CCDF and the Early Learning Fund) and the President's proposal to expand Head Start by \$1 billion.

As requested, we have included some suggestions of individuals or groups to consult, specific goals with indicators and strategies, research on the importance of participation in quality programs and parent involvement, initiative to highlight, charges to the community, and descriptions of the early childhood services offered by the Administration for Children and Families and the Substance Abuse and Mental Health Services Administration.

I. SUGGESTED GROUPS TO CONSULT

Advocates/Programs

- **Sarah Greene**
Chief Executive Officer
National Head Start Association (NHSA)
1615 Prince Street
Alexandria, VA 22314
(703) 739-0875

Ms. Greene has been involved with Head Start in various capacities since 1969, having served as the President of NHSA, President of the Florida Head Start Directors Association, and Director of a Head Start program.

- **Rebeca M. Barrera**
Executive Director
National Latino Children's Institute
1412 West Sixth Street
Austin, TX 78703-5139
512-472-9971
fax: 512-472-5845

NCLI focuses on issues concerning Latino children, youth and families by raising awareness, building capacity in the field, and building public and private partnerships.

- **National Association of Child Care Resource and Referral Agencies**
1319 F St. NW, Suite 810
Washington, DC 20004-1106
(202) 393-5501

- **Joan Lombardi**
1941 Shiver Drive
Alexandria, VA 22307
703-660-6711

Dr. Lombardi is a child and family expert and former Deputy Assistant Secretary, ACF/DHHS).

- **Mark Ginsberg**
National Association for the Education of Young Children
1509 16th Street, N.W.
Washington, DC 20036-1426
(202) 232-8777
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- **Richard Gonzales**
Assistant Deputy Commissioner
Administration for Children's Services – Head Start
30 Main Street
Sweeney Building, 10th Floor
Brooklyn, NY 11201
(718) 260-7083

Mr. Gonzales oversees one of the Head Start "supergrantees" with 73 delegate agencies through New York City, serving 19,000 pre-school children and their families. He has over 24 years of experience in the early childhood field.

- **Blanca Enriquez**
Head Start Executive Director
11670 Chito Samaniego
El Paso, TX 79936
(915) 790-4609

Not only does Ms. Enriquez bring the Head Start perspective, but she is also familiar with the specific issues of the border region.

- **Jesus Garcia**
Research Services Coordinator
Kern County Superintendent of Schools Office
1300 17th Street
Bakersfield, CA 93301
Phone: 661-636-4648

Mr. Garcia has done significant work in helping communities understand shifting demographics and explore the accessibility of early childhood services to Hispanic families.

- **Elba Montalvo**
Executive Director
National Council of Latino Executives
Committee for Hispanic Children and Families

140 W 22nd Street, Suite 301
New York, NY 10011
Phone: 212-206-1090

As an advisory group to the Child Welfare League of America, the National Council of Latino Executives (CLE) is a key resource on matters of Latino child welfare.

- **Dr. Sylvia Sanchez**
Associate Professor, ESL Bilingual Education
George Mason University
4400 University Drive
Fairfax, VA 22030
- **Jarrett T. Barrios**
Representative
Commonwealth of Massachusetts House of Representatives
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Key Researchers

- **Delia Pompa**
Director
National Association on Bilingual Education (NABE)
1220 L. street, NW, Suite 605
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In addition to being the current director of NABE, Dr. Pompa is also the past Director of the Office of Bilingual Education and Minority

- **Luis Hernandez**
Early Childhood Education Specialist
Region 4 Head Start Quality Improvement Center
Western Kentucky University
(305) 444-4779

Dr. Hernandez has a strong background in training and technical assistance, as well as research, around bilingual and multicultural issues for early childhood providers.

- **Edward De Avila**
Linguametrics
5866 Harbord Drive
Oakland, CA 94611
(510) 547-8328

Dr. De Avila developed a key preschool language assessment scale, and is a leader in the field of language development. He is an excellent speaker and can help make complicated issues about language development and assessment clear.

- **Catherine Snow**

Henry Lee Shattuck Professor of Education
Harvard Graduate School of Education
Larsen 3
Cambridge, MA 02138
(617) 495-3563

Dr. Snow "wrote the book" on language development and preventing reading difficulties. She is very highly regarded in the field.

- **Kathy Escamilla**

University of Colorado, Boulder
School of Education – Campus Box 249
Boulder, CO 80309-0249

Dr. Escamilla is an expert in language development and assessment of bilingual children.

- **Sylvia Pena**

Dean, School of Education
University of Texas, Brownsville
80 Fort Brown
Brownsville, TX 78520
(956) 983-7219

Dr. Pena does work on literacy, early childhood and bilingual background.

- **Elena Izquierdo**

Associate Professor
College of Education
University of Texas, El Paso
El Paso, TX 79968

Dr. Izquierdo is an expert in teacher education and training.

- **Kenji Hakuta**

Professor
Stanford University
School of Education
CERAS 2075
Stanford, CA 94305
650-725-7545

Dr. Hakuta has done a great deal of work on educating minority children. He serves on the Board for OERI in the Department of Education.

- **Georgia Earnest Garcia**

Associate Professor and Associate Head
University of Illinois at Urbana-Champaign
Department of Curriculum and Instruction
1310 South 6th Street, Room 311
Champaign, IL 61820
217-333-7048

Ms. Garcia recently wrote a review of the bilingual research on children's reading.

II. SPECIFIC GOALS WITH INDICATORS & STRATEGIES

1) Increase Participation of Hispanic Children in Quality Early Childhood Programs

- a) Head Start will serve 294,000 Hispanic children by 2001, an increase of 62,000 from 1999, and will serve Hispanics at a level that is at least comparable to the percentage eligible in the population within the next 10 years.

Strategies:

- Expansion: \$1 Billion increase; goal of 1 million kids by 2002
[See language in 3/10 White House draft document]
- To ensure that this expansion reaches Hispanic children and families, the Head Start Bureau has been taking action and will continue to:
 - Give greater priority to underserved groups in the expansion process by making increasingly specific the importance of and increasing by 50% the number of points awarded for reaching underserved populations in the expansion announcements.
 - Increase funding for the children of migrant and seasonal farmworkers.
 - Provide information, training, and technical assistance to promote the recruitment of children and families from under-represented populations, help reach out to Hispanic families to overcome any cultural gaps around enrolling young children in center-based programs, and identify local organizations to help ensure that services are culturally appropriate.
 - Reinforce monitoring to ensure that grantees serve new and under-represented populations.

[Note: An update to the Head Start Hispanic Action Plan is currently underway and will be finalized shortly.]

- b) In the federally subsidized child care system, establish a baseline for Hispanic participation and serve Hispanics at a level that is at least comparable to the percentage eligible in the population within the next 10 years.

Strategies:

- *Set baseline:* The Child Care Bureau has already put in place the data element in the State child care reports to the federal government requiring information on who is being served by race/ethnicity. However, States must then change how they are collecting information from child care providers, which may take time. It is expected

that we will begin getting reliable data in 2002 or shortly thereafter with which we can develop a baseline.

- *Address affordability issues:* CCDBG \$817 M and CDCTC Refundable proposal [See language in 3/10 White House draft document]
- *Address access/cultural-appropriateness of care:* The Child Care Bureau and States should work in partnership with Hispanic advocates and communities to build local capacity for culturally-appropriate quality care settings

c) [Pre-Kindergarten participation goal – TBD by Education]

2) *Ensure the Quality of Services for Young Hispanic Children*

- \$ Hispanic population*
- a) Double the number of early childhood care/education providers who obtain nationally recognized credentials (e.g. CDA, AA, BA).

Strategies:

- Establish a baseline for the early childhood field.
- The Head Start Bureau is working with higher education institutions to ensure that their coursework and training helps improve classroom quality and allows the program to meet the statutory requirement that half of all Head Start teachers have either an AA or a BA by 2003. Head Start has invested \$120 million in this effort over the last two years, and is planning to invest a minimum of \$80 million per year going forward. In addition, the Bureau will provide at least \$1 million per year specifically to Hispanic-serving institutions of higher education for at least the next 3 years.
- ELF [See language in 3/10 White House draft document]

- b) By 2010, the majority of early childhood programs will have set child-to-staff ratios at the levels recommended by the National Association of Education for Young Children (NAEYC) or Head Start.

Strategies:

- ELF [See language in 3/10 White House draft document]
- Child Care and Development Block Grant – increased funding (\$817 M) [See language in 3/10 White House draft document]

- c) By 2010, every early childhood program that serves Hispanic children and families will have (or have access to) someone with a bicultural background and bilingual ability.

Strategies:

- ELF [See language in 3/10 White House draft document]
- This is currently a Head Start standard. Head Start is also conducting a Training and Technical Assistance effort to help programs respond appropriately to changing demographics.

- d) [If an outcome measure is desired on language and literacy or math skills, the best measures/sources would be the data that is collected for kindergarten children by the Department of Education through the ECLS study or the National Assessment of

Elementary Progress. Therefore, HHS will defer to ED on the specifics of this goal, if we choose to have one.]

3) *Promote Parent Involvement in Early Childhood Development*

- a) [If an outcome measure is desired on parents reading to or telling stories to their children, the best measures/sources would be the data that is collected for kindergarten children by the Department of Education. For instance, the ECLS study gathered this information for one national cohort in 1998 and will collect it for another cohort in 2006. Therefore, HHS will defer to ED on the specifics of this goal, if we choose to have one.]

III. RESEARCH ON THE IMPORTANCE OF PARTICIPATION IN QUALITY PROGRAMS AND PARENT INVOLVEMENT

Importance of Quality Programming

- The Family and Child Experiences Survey (FACES), new longitudinal study of a nationally-representative set of 40 Head Start programs, found that classroom quality is good, parent involvement and satisfaction are high, and program quality is significantly related to children's outcomes and success in the early school years.
- The Cost, Quality and Child Outcomes study of more than 800 preschool children shows that young children receiving poor quality child care were less prepared for school than students who received high quality care in their preschool years. Further, they found that children who have traditionally been at risk for not doing well in school are affected more by the quality of child care experiences than other children.
- Research by David Yaden of the University of Southern California on emergent literacy in a bilingual low-income, pre-kindergarten program in downtown Los Angeles, *Para Los Ninos*, shows that enhancements of literacy activities in the classroom as well as a strong parent literacy component, yield clear gains in children's literacy skills and abilities over time.
- The NICHD Study of Early Child Care (1999) found that quality child care was related to children displaying greater social competence and less problem behavior at 2 and 3 years of age. Also, more experiences in groups with other children predicted more cooperation with other children.
- A recent major longitudinal study has shown that the influence of good, early education lasts into adulthood, affecting things like reading and mathematics skills and even the timing of childbearing! In the Abecedarian Project in Chapel Hill, North Carolina, half of the children were randomly assigned to high-quality child care from infancy to age 5, while others received only nutritional supplements and family support. The study found that children in the intensive early educational program were more successful than their peers on virtually every measure. [Note: this study focused exclusively on African American children.]

Importance of Parent Involvement

- Kevin Cole, a Senior Researcher at the Washington Research Institute in Seattle, Washington recently completed a study on emergent literacy in a bilingual Head Start program in Seattle. His literacy intervention is based on a very cost-effective parent training model and his research has demonstrated both immediate effects on improving children's language and literacy skills, as well as maintenance of gains at a 1-year follow-up.
- In the FACES study (above), researchers found that parents who read to their children had children with higher vocabulary scores, even after accounting for differences in parent education. They also found that parents who were involved in their children's classrooms in meaningful ways were more likely to engage their children in developmental activities at home.

Importance of Cultural Appropriateness

- David Dickinson at EDC in Newton, MA has done work examining the administration of literacy measures in both English *and* Spanish in longitudinal studies of bilingual Head Start children to assess differential growth trajectories. His research has demonstrated that Spanish speaking children demonstrated increases in an important area of language development — phonemic awareness — in both Spanish and English, and that there is evidence of the transfer of such abilities from one language to the next. These findings suggest that children's acquisition of English may improve even when their home language, Spanish, is maintained during part of their daily early childhood program experience. Thus, their overall English acquisition may be enhanced when efforts are made to build upon their basic Spanish language skills. (Dr. Dickinson is involved in Head Start both through one of the Head Start Quality Research Centers as well through one of the Training and Technical Assistance Quality Improvement Center).

IV. ANNOUNCEMENTS/INITIATIVES TO HIGHLIGHT

Presidential Proposals

- **Highlight President's proposals on Child Care and Head Start**
 - The primary items that we want to be sure will be highlighted are the President's proposals on Child Care (the \$817 million, the Early Learning Fund, etc.) and on Head Start (\$1 billion increase to stay on track to reach 1 million kids in 2002). [See language in 3/10 White House draft document]
 - It would be good to bring in the Congressional Hispanic Caucus in some way; for instance, the CHC could announce their endorsement of these proposals the day of the strategy session.
- Note the President's proposal on extending health coverage, since healthy children come to school better prepared to succeed.

Successful Early Childhood Initiatives

- Many Head Start programs in Hispanic areas (e.g. Miami/Dade County) have been providing quality, culturally-appropriate services for years. However, one of the challenges has been for Head Start programs that have not traditionally had many Hispanics in their service areas

to adjust to changing demographics. One example of a program that has done a particularly good job responding to emerging Hispanic populations is listed below. We also know of an excellent example in Fairfax County, VA if a nearby example would be useful.

- **The Family Resource Agency of Northern Georgia**
1217 Lafayette Road
Rossville, Georgia 30741
[Contact: Flo Abel at 706-861-0105]

This program is located in an area of Georgia where there is a large carpet making industry. While at one time there were hardly any Hispanics in the area, starting in 1995, there was an influx of Central American Hispanic families immigrating to the area. In the last year alone, the Hispanic population has risen from 40% to 50-60%. The Family Resources Head Start program took note of the changing demographics and worked to proactively hire bilingual teachers, staff and other coordinators, and to provide more home visits for families that were not immediately comfortable with coming to the center.

- **Avancé Family Support Education Program**
San Antonio, Texas

Avancé Family Support Education Program, which began in 1973, was one of the first comprehensive family support and education programs in the United States. The program's approach is centered on providing comprehensive, community-based family support for at-risk and Latino populations. The core of their services is the Parent-Child Education Program, teaching parents skills to enhance the development of their children and to provide an academically and emotionally secure environment in which to raise their children.

The Parent-Child Education Program provides a nine-month intensive parent education course that includes instruction in toy making, community resource awareness, home visits and home teaching, early childhood education, and transportation. The Parent-Child Education Program provides educational child care to children ages 0 to 2 while their parents attend 3-hour classes for the first year of the program. Other educational programs include a comprehensive child development program, fatherhood and couples classes, Even Start and Project First, adult literacy and higher education programs.

- **Betances Family Resource Center of La Casa de Puerto Rico**
Hartford, Connecticut

The Betances Family Resource Center of La Casa de Puerto Rico is founded on the belief that healthy development and good education begin with access to quality child care and support services from birth. It is a system of child care and family support that takes advantage of the physical accessibility of the school. Its mission is to prevent an array of childhood and adolescent problems by strengthening effective family management practices and establishing a continuum of child care and support services that children and parents need.

- **Circulo de la Vida Familiar**
Lafayette, Colorado

Circulo de la Vida Familiar (Circulo), which began in 1992, is a comprehensive family-oriented, home-visiting program for monolingual, monocultural Latino families. The program offers primary prevention and intervention for pregnant women and families with

children zero to three. The program seeks to prevent negative outcomes and to promote health and well-being of the infants through close work with their families. Circulo is a mini-team of the Community Infant Project, which is a collaborative program of the Boulder County Health Department, Boulder County Department of Social Services, and the Mental Health Center of Boulder County, Inc.

- **Cuidando Nuestros Niños**

New York, New York

Cuidando Nuestros Niños (CNN) is the only Latino Child Care Resource and Referral (CCR&R) service in New York City. CNN has been providing child care referrals and informational workshops to Latino families throughout the 5 boroughs of New York City for 5 years. CNN has three goals, including: providing child care resource and referral to parents; educating parents on child care issues; and increasing the number of group and family day care providers. CNN is a project of the Committee for Hispanic Children and Families, Inc.

- **El Comienzo**

California (Statewide)

El Comienzo is a California-based project that has been working since 1990 to expand the supply of high-quality child care options for Latino families and children, by recruiting and training Spanish-speaking family child care providers. El Comienzo grew from the California Child Care Initiative Project, a public/private partnership which was begun in 1985, through community-based child care resource and referral agencies, to recruit and train family child care providers throughout the state. The Initiative chose to focus on family child care, and was developed by the California Child Care Resource and Referral Network.

- **Isabel S. Narano Migrant Child Development Center**

Courtland, California

The Isabel S. Narano Migrant Child Development Center is a Montessori preschool program for low income and migrant agricultural working families since 1980. The Narano Center's goal is to provide the appropriate curriculum so that children will surpass the minimum educational requirements throughout their lives. The Narano Center incorporates culture at many levels, including Latino art and music, and tasks that center on Mexican culture.

- **Family Focus Nuestra Familia**

Chicago, Illinois

Family Focus Nuestra Familia serves a primarily Latino population since 1982. The programs focus on reforming the education process by approaching educational preparation through the family, and specifically the parents, instead of working solely with the child. Family Focus Nuestra Familia has worked together with Mexican and Puerto Rican families in the development of programs and family services. Their programs include Our Children, health and nutrition classes, Latino family cultural arts, Play 'n' Learn, parent workshops, and sewing and dressmaking. Family Focus also familiarizes low income immigrant parents with the school system and offers English classes in order for parents to be better prepared to help their children.

- **Florida First**

Florida (Statewide)

Florida First Start began in 1991 as a state-wide program for children ages zero to four years and their families. The program's main objective is to enhance parents' role as their

children's first teacher and to give children the best possible start in life, particularly those with handicaps and those who are at risk of future school failure. The program emphasizes offering early, high-quality education and support services that will help families enhance their children's intellectual, language, physical, and social development.

- **Project Early**

Kansas City, Missouri

Project Early was initiated by the Ewing Marion Kauffman Foundation in 1989 and focuses on serving infants and their families through a series of partnerships in the community.

Project Early works with families to reach self-sufficiency as defined by the families themselves. Arrangements with other community agencies also assure that Project Early meets the range of needs families have. Project Early's program services include home visits, community-based social services, and ESL and GED classes.

V. CHARGES TO COMMUNITIES/PRIVATE SECTOR

- *Hispanic Advocates and Community Members:* Develop community leadership and ownership of efforts to recruit child care providers, build local capacity and articulate what is needed from state and federal partners in terms of funding and technical assistance. The government can never know what is most locally and culturally appropriate in the way that a member of the community can; therefore, there needs to be local control of reshaping early childhood services for Hispanic families.
- *Research Community:* Initiate research on the impact of program quality and cultural relevance on the early childhood development of Hispanic children.
- *Higher Education Community:* Ensure that early childhood education curricula include multicultural perspectives and components on working with children and families with home languages other than English. Encourage students to pursue early childhood training and obtain appropriate credentials. Ensure that these programs meet the needs of Hispanic students training to become care givers or teachers.
- *Private Sector:* Recognizing that child care is a major concern for employees and unstable care arrangements can be the cause of missed work time, employers should be encouraged to provide quality child care or partner with local early care/education programs to promote stable, quality care for the children of employees or of the community at-large.
- *Early Childhood Community:* Build partnerships to ensure that care is culturally- and linguistically-appropriate. Also use partnerships to promote the health of the children in care and their families, and to provide stable, quality care that meets the needs of parents who work full days or non-standard hours.
- *Health Community (public and private):* Build partnerships with early childhood care and education programs, as well as with school systems, to ensure that children have access to available health insurance, a medical home, and needed health services.

VI. FEDERAL PROGRAMS CURRENTLY AVAILABLE IN EARLY CHILD CARE AND EDUCATION (DHHS)

Administration for Children, Youth and Families

Head Start:

PROGRAM:

Head Start is a national program providing comprehensive developmental services to low-income preschool children and their families. To help children achieve their full potential, Head Start provides comprehensive health, nutritional, educational, social and other services. Operating within a set of federal performance standards, Head Start programs are locally designed and provide services through a variety of program options, such as center-based and home-based services, adapted to the needs of the children and families enrolled in the program. Begun in 1965 as part of the War on Poverty, Head Start has served almost 18 million children over the past 34 years.

Since its inception, Head Start has served millions of Hispanic children across the nation. In FY 1999, 230,500 of the more than 829,000 children funded by Head Start were Hispanic. This equals 27.8 percent of Head Start enrollment. The Head Start program has made steady progress over time to extend greater access to Head Start services to Hispanic families. Since 1992, Hispanic enrollment has increased 62%.

Despite these increases, Hispanic children remain underrepresented in Head Start. In 1998 young, low-income Hispanic children represented 31.3 percent of all low-income preschoolers in the U.S. (excluding Puerto Rico and the U.S. territories), compared to 25 percent in Head Start (again, excluding Puerto Rico and the territories). ACF is committed to identifying and resolving barriers to fully equitable access and service for Hispanic children in Head Start.

In communities with traditionally large Hispanic populations, Head Start programs already report substantial percentages of Hispanic enrollees. For example, in Houston and Miami, Hispanics comprise almost 40% of children served, in New York and San Diego, 50%, and in San Antonio and Los Angeles the figure is as high as 75%. Head Start has also demonstrated flexibility in adapting services to the needs of migrant farmworker families, 95% of whom are Hispanic.

Hispanics appear to be most underrepresented in Head Start communities where Hispanic populations have developed more recently. While some programs have adapted more quickly, other grantees have been slow to change their recruitment strategies, hiring patterns and services to meet the needs of the new and growing Hispanic populations in their service areas.

RESEARCH

To determine both the community needs and the program effectiveness in this area, ACF recently conducted *The Descriptive Study of Head Start's Bilingual and Multicultural Program Services*. The study, not yet released, determined that 140 languages were spoken within the currently enrolled Head Start population, and that the most common language, after English, is Spanish.

A recently completed *Study of the Characteristics of Families Served by Head Start Migrant Programs*, found that Head Start has been successful in developing unique approaches to meeting the needs of migrant families. Migrant Head Start families are very poor, with larger families

often earning no more than 50 percent of federal poverty guidelines. Less than a third of families speak or read English well and almost half did not complete elementary school. Migrant Head Start centers are generally staffed with bilingual/bicultural workers with backgrounds similar to those of migrant families. The study found that staff are responsive to families needs and parents report that they are generally very please with the care their children are receiving. The study estimated that 28 percent of eligible Migrant children are currently being served.

The *Family and Child Experiences Survey (FACES)* is currently piloting methods of assessing children's language and literacy development, both in one-on-one assessments and in the classroom context. FACES assesses children's vocabulary, book knowledge, pre-writing, numeracy, and letter recognition at entry into the program, at the end of the program (either one or two years) and again after a year of kindergarten. Children whose primary language was Spanish were assessed in Spanish at baseline; if they continued in a Spanish-speaking program they were assessed in Spanish again in the follow up assessment. If the program language was primarily English, they were assessed in English in the follow up. Cognitive assessments were combined with assessments of social-emotional development, both by observation and by parent and teacher report, since such factors also play a role in the child's school readiness.

In order to capture the experiences of all families involved in Head Start, FACES researchers offered families the opportunity to be interviewed in their home language. Out of individual parent interviews with approximately 3200 families (a nationally representative sample that included Puerto Rico), 16.9% of the families chose to be interviewed in Spanish. This study made the encouraging finding that parent participation in the program did not vary by primary language; participation (ie: volunteering in centers, participating in classroom activities) was equal across English speaking and non-English speaking families.

On February 17, 2000, ACYF, NICHD and the Department of Education joined with the National Association on Bilingual Education (NABE) to put on a *Bilingual Education Research Conference* on research based, language and literacy-focused efforts with preschool- and kindergarten-age second language learners. The conference, held in San Antonio Texas, was focused on stimulating communication and collaboration among researchers conducting work in this important area. It was also designed to promote the dissemination of research findings to the program and policy communities and to encourage increased exchange and partnerships between researchers and practitioners on issues pertaining to language and literacy activities with young Second Language Learners.

Child Care Bureau:

PROGRAM

The Child Care Bureau (CCB) operates the Child Care and Development Fund (CCDF), which is a block grant to states to provide subsidized child care to low-income working families. CCB administers these funds to the states and provides policy leadership and technical assistance to states, tribes and territories. The Child Care Bureau also provides technical assistance to the state lead agencies for child care. TA comes in the form of information and practical approaches to issues of program, policy, design and delivery. CCB also supports the National Child Care Information Center, which maintains in its database information on local and state model efforts to meet the needs of Hispanic families for culturally competent child care services, keeps lists of materials in Spanish and translates materials that would be of value to Hispanic parents and providers. There are full time bi-lingual staff to respond to questions/requests.

RESEARCH

For the first time the Child Care Bureau is collecting, demographic information on the race and ethnicity of the children served by CCDF. The Bureau will also be funding field-initiated and research scholar projects specific to child care. The needs of underserved and non-English speaking families will be identified as priority areas for study.

Substance Abuse and Mental Health Services Administration

The Substance Abuse and Mental Health Services Administration (SAMHSA) launched a major Hispanic/Latino initiative, *Hablemos en Confianza*. This initiative focuses on improving the delivery of substance abuse prevention services to Latino children. This campaign incorporated culturally relevant best practices materials, a process for providing technical assistance to consumers, organizations and communities, the use of new knowledge to facilitate communication between Hispanic parents, their children and their care providers. The campaign was carried out in five major Hispanic markets: Miami, Houston, Los Angeles, Chicago and New York.

Starting Early, Starting Smart:

PROGRAM/ RESEARCH

Starting Early, Starting Smart (SESS) is an early childhood collaborative initiative that delivers integrated behavioral health services (substance abuse prevention, treatment and mental health services) to children and families within early childhood settings (child care, Head Start, primary care clinics). Each site has tailored interventions for their unique population. Sites in Albuquerque, Arkansas, Boston, Las Vegas, Miami and Montgomery County, MD all serve Hispanic populations.

Albuquerque:

The population at this site is primarily from Mexico, Central America, and South America, though most are American citizens. The immigrant population has great difficulty getting primary care due to immigration status. Since this is a bicultural and bilingual city, many of the barriers experienced in other sites do not exist here. Spanish is spoken by most and participating schools have adapted to serving the needs of students with limited English proficiency.

Arkansas:

This site has experienced a recent influx of populations from Mexico to Northwest Arkansas. Although they have enrolled only a small number of Spanish speaking children, interpreters are at all intakes, follow-ups, and program services. Two interpreters are available in the program. This is a rural site so service providers travel extensively from site to site. There is great difficulty with resources available to these families, but SESS has had materials related to SESS translated into Spanish. As much as possible, they use representatives from the local community to reach these families. Western Arkansas Counseling and Guidance has bilingual staff and assists the SESS sites. They are actively seeking Spanish speaking professionals. Currently, the local Migrant Head Start program offers assistance with language and culture when needed. Language development is difficult to assess with Spanish speaking children due to lack of

standardized measures. The Preschool Language Scale does have a Spanish version, but required too much time and increased respondent burden.

Boston:

Staff reflect the population served. Many of the staff have gone through immigration themselves and understand the issues first hand. They work closely with local agencies that provide special services for Latino families. The Boston SESS site has links to the Latino Health Institute and multi-service centers. They advertise in the local Latino newspapers to recruit staff and families. The site has strong community resources for Latino families.

Las Vegas:

The population in this site is predominantly from Mexico, Central America, and South America. Staff serving children and families are Spanish speaking. One setting is Hispanic and the other one is both Hispanic and African-American. Four counselors work as a team; the Spanish-speaking staff works with those families needing translation. It is clear that the concern in this community is in the bi-cultural site where the Hispanic numbers are small and the resources few. It is harder to serve smaller population numbers. Local measures are translated into Spanish. Language tests are done in English with all children, which has been problematic for Spanish speaking children. Classroom activities conducted as are part of Head Start so the resources are there for classroom support. This SESS program has a videotape study, and every attempt to make the tasks relevant to the population has been made.

Miami:

The populations served in this SESS site are from Cuba, Nicaragua, and other Central American populations. Staff reflect the population served and are generally bi-lingual. All materials and information sheets about parenting, child care, substance abuse and services within mental health are in Spanish. All local measures are translated into Spanish. Community resources for this site are fairly well established and they do not have the barriers that other sites encounter. This site serves infants and their families. Since the children are born in this country they are eligible for primary care, and parent and family services are provided by local Hispanic community organizations.

Technical Assistance:

Technical assistance is provided to all sites through a contract with Cosmos and the Georgetown Child Development Center. Cultural diversity is such a significant part of this study, that this contract was chosen based on the strength of its contacts with training/trainers that reach many cultures. They have conducted on-site training to ensure cultural sensitivity with the research plan, and now are looking at the interventions.

Center for Mental Health Services (CMHS):

The Center's programs target children birth through 21. Programs offered through CMHS include the Hispanic Initiative of the Community Action Grants Program and Comprehensive Community Mental Health Services to Children and Families. The purpose of the action grants is to assist state and community groups in adopting exemplary practices in mental health services by building consensus, aiding in decision-support and adaptation of service models. The following programs are part of the Hispanic Initiative of the Community Action Grants Program:

- Child System of Care:

The Family Service Association of Greater Tampa, the Hispanic Needs and Services Council and the Department of Child and Family Studies of the Louis de la Parte Florida Mental Health Institute have collaborated to implement consensus building among the community, family members, and the mental health system in order to implement an exemplary practice for Hispanic clients.

- Mental Health & Anti-Addiction Administration

This program in San Juan, Puerto Rico proposes consensus building for the program known as the System of Care for Children and Adolescents with Severe Emotional Disturbance. This project focuses on Puerto Rico's medically indigent population, including children with SED and persons with co-occurring conditions.

- Escondido Youth Encounter (EYE)

This program in Escondido, CA is a private, non-profit counseling and crisis service agency with 30 years experience; half of this agency's clients are Latino. This site proposes to build consensus to develop a wrap-around service for families.

Two additional projects under the Hispanic Initiative of the Community Action Grants Program focus solely on adolescents.

The Comprehensive Community Mental Health Services for Child and Families (CCMHSCF) program is a service grant initiative to develop community based, family-focused, culturally-competent systems of care for children and adolescents with serious emotional disturbances and their families. Two of the grants serve communities with populations that are over 60% Latino:

- The Mott Haven Friends Initiative

This grant was funded in 1994 for the Mott Haven community in South Bronx, New York. Sixty-seven percent of the children and adolescents receiving services are Latino, primarily of Puerto Rican and Dominican descent.

- The Las Cruces Olympia Program

This grant was funded in 1994 for the city of Las Cruces, New Mexico, near the Mexican border. 70% of the child population receiving services are Latino.

In addition to these programs, CMHS is involved in an International Symposium on Children's Mental Health, which includes representatives from ten Pan-American countries.

The Center for Mental Health Services also offers several technical assistance resources:

National Technical Assistance Center for Children's Mental Health

These resources are intended for states, counties, communities, tribal organizations, and territories. The center provides technical assistance on systems of care by providing information through conference calls, institutes, workshops, publications, seminars and consultation. The train the trainer institute on cultural competence, academy for providers of color, and the urban initiative are other ways this center provides information.

Technical Assistance Center for the Comprehensive Community Mental Health Services

These resources are intended for the 43 current grant sites of CMHS's Comprehensive Community Mental Health Services for Children and their Families Program. The Center

provides technical assistance to sites of the CMHS programs, cultural competency training on infrastructure development of systems of care, quality assurance of systems of care, and family involvement.

The Federation of Families for Children's Mental Health

These resources are intended for the 41 current grant sites of CCMHSCF. It provides technical assistance on family participation on systems of care in grant programs as advocates, evaluators, and service providers.

The Macro International

These resources are intended for the 65 current grant sites of the CCMHSCF Program. It provides technical assistance to the *Mott Haven Friends Initiative* and the *Las Cruces Olympia* program to implement the national evaluation.

RESEARCH

Macro International is conducting a National Evaluation for CMHS. They receive and analyze data from comprehensive outcomes and process evaluations of the 31 grant sites of the CCMHSCF. Data includes several sites, which service a large percent of Hispanic children.

The National Institutes of Health, National Institute of Child Health and Human Development (NICHD)

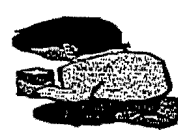
RESEARCH

NICHD, in conjunction with the Office of Educational Research and Improvement, launched a research initiative entitled: "Development of English Literacy in Spanish-Speaking Children." The goal of this initiative is to stimulate research that will increase the understanding of the cognitive and socio-cultural factors that promote or impede English reading and writing abilities for Spanish-speaking children.



U. S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

National Institute On Early Childhood Development and Education
555 New Jersey Avenue, NW Room 606
Washington, DC 20208



FAX COVER SHEET

Pages (including this one) 3

Date: 03/16/00

To: Ruby Shamir
202

Fax Number: 456-2878 phone Number: _____

From: Naomi Karp

Fax Number: 202-273-4768 Phone Number: 202-219-1935

Comments: As promised



National Center for Early Development & Learning



CQO children go to school

Spotlight No. 11 June 1999

Following are excerpts from "The Children of the Cost, Quality, and Outcomes Study Go To School," Executive Summary, June, 1999, by the Cost, Quality, Outcomes Study Team. Begun in 1993, the CQO study examined the influence of typical center-based child care on children's development during their preschool years and then subsequently as they moved into elementary school. The executive summary is available online at <www.ncedl.org>.

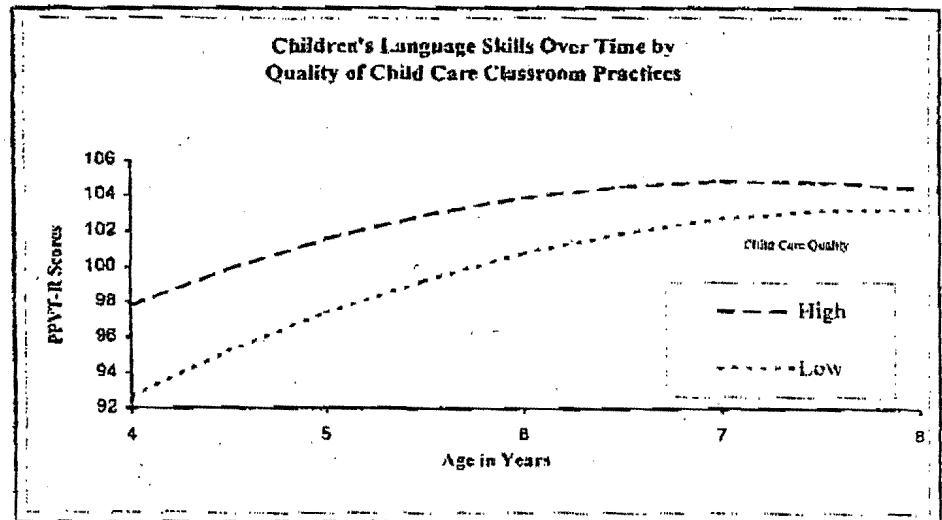
Benefits of quality child care persist into elementary grades

In recent years there has been increasing interest in the effects of preschool experiences—especially child care—on children's later performance in school. A substantial majority of preschoolers now participate in some form of child care before coming to school. In the CQO study, researchers in four states examined child care quality during children's next-to-last year in child care and continued to follow children for four more years, through the end of second grade. Here are summaries of the overall findings:

High quality child care is an important element in achieving the national goal of having all children ready for school. Children who attended higher quality child care centers scored higher on measures of both cognitive and social skills in child care and through the transition into school. Further, this influence of child care quality was important for children from a wide range of family backgrounds.

High quality child care continues to positively predict children's performance well into their school careers. The quality of child care experienced by these children before they entered school continued to affect their development at least through kindergarten and in many cases through the end of second grade. Child care quality was related to cognitive skills (language and math) and social skills, both of which are important factors in children's ability to take advantage of the opportunities available in school.

Children who have traditionally been at risk of not doing well in school are affected more by the quality of child care experiences than other children. For some outcomes (math skills and



problem behaviors), children whose mothers had lower levels of education benefited even more from high quality child care. Moreover, these influences of child care quality for children at risk were sustained through second grade.

The quality of child care classroom practices was related to children's cognitive development, while the closeness of the child care teacher-child relationship influenced children's social development through the early school years. Children who attended child care with higher quality classroom practices had better cognitive development through early elementary school, while children who had closer relationships with their child care teachers had better classroom behavior and social skills over this time period. High quality child care experiences, in terms of both classroom practices and teacher-child relationships, enhance children's abilities to take advantage of the educational opportunities in school.

(Continued on reverse)

Implications for practice and policy

There is one overarching implication from the study: If America wants all its children to be ready for school, it must improve the quality of child care experiences available in this country. The first phase of this study indicated that a majority of children in child care did not have access to high quality care. The current phase of research shows that this lack of quality care has negative effects on children's school readiness and development during the early school years. Below are a number of suggested ways of working toward the goal of high quality child care.

Fiscal strategies:

- The quality set-aside in the federal and state funds for child care is a wise investment and should be extended.
- Subsidy systems can be reconfigured to tie subsidy payments to higher program standards and to provide higher compensation for teachers.
- Tax incentives should be redesigned to encourage use of higher quality care and education.

System and program change strategies:

- Recent comprehensive attempts by states to provide preschool care and education experiences for children are well founded and should be greatly expanded.
- Programs which are accredited by national accrediting agencies tend to have higher quality. Efforts to expand use of such accrediting could prove useful in overall efforts to raise the quality of child care.
- Improvements and expansion of the teacher preparation systems will be needed.
- States should focus on improving licensing standards as a means of raising quality.

Professional preparation and compensation approaches:

- States should require higher minimum levels of training for teachers than are currently in place. Formal training is a key element for teacher preparation and should be required such as through some form of credentialing comparable to the K-12 system.
- Teacher preparation programs should include a greater focus on helping teachers develop skills in relationship building with young children.
- Inservice training is also important in building a high quality early childhood system.
- Teacher compensation issues are important to address so that these training initiatives will produce long-term improvements in child care quality.

If you want to know more:

- Bredekamp, S. & Copple, C. (Eds.). (1997). Developmentally appropriate practice in early childhood programs, revised edition. Washington, DC: National Association for the Education of Young Children.
- CQO Study Team. (1995). Cost, Quality, and Outcomes in Child Care Centers, Public report. University of Colorado at Denver.
- Peisner-Feinberg, E. S., Burchinal, M. R., Clifford, R. M., Culkin, M. L., Howes, C., Kagan, S. L., Yazejian, N., Byler, P., Rustici, J., and Zelazo, J. (1999). The children of the Cost, Quality, and Outcomes Study go to school: Technical report. Chapel Hill: University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Center.
- West, J., Wright, D., & Hausken, E. G. (1995). Child care and early education program participation of infants, toddlers, and pre-schoolers. Washington, DC: U.S. Department of Education, National Center for Education Statistics.

The authors of *The Children of the Cost, Quality, and Outcomes Study Go To School, Executive Summary*, include Ellen Peisner-Feinberg, Margaret Burchinal, Richard Clifford, and Noreen Yazejian, all at UNC-CH; Carollee Howes and Patricia Byler at UCLA; Mary Culkin and Janice Zelazo at the University of Colorado Health Sciences Center; and Sharon Lynn Kagan and Jean Rustici at Yale University. NCEEL is administratively housed at UNC-CH. This project is supported in part under the Education Research and Development Centers Program, PR/award number R307A60004, as administered by the Office of Educational Research and Improvement, U.S. Department of Education. Other funders of this research include the Carnegie Corporation of New York, the William T. Grant Foundation, the JFM Foundation, the A. L. Mailman Family Foundation, the David and Lucile Packard Foundation, the Pew Charitable Trusts, the USWEST Foundation, and the Smith Richardson Foundation. Opinions in these reports do not necessarily represent the positions or policies of the National Institute on Early Childhood Development and Education <www.ed.gov/offices/OERI/ECI/>, the Office of Educational Research and Improvement, the U.S. Department of Education, or any other sponsoring organization. Permission is granted to reprint this Spotlight; we ask that you acknowledge the authors of the paper on which this Spotlight is based and the National Center for Early Development & Learning.



"Wilhelm, Susan" <Susan_Wilhelm@ed.gov>

03/22/2000 04:44:18 PM

Record Type: Record

To: Ruby Shamir/OPD/EOP

cc: "Karp, Naomi" <Naomi_Karp@ed.gov>, "Agee, Eve" <Eve_Agee@ed.gov>

Subject: RE: Hispanic Early Childhood Education

Ruby, in term of other things that are going on in the Department of Ed re Hispanic early childhood are the following:

The Reading Compact for parents of children K-3 (which I am trying to find out exactly what this is) has been translated into Spanish and will soon be available. Also -- we will do our training materials for the Even Start Parenting Guide in Spanish

I will forward you a separate e-mail with the additional feedback that I got in response to the questions raised at our last meeting. Susan

> -----Original Message-----

> From: Ruby_Shamir@opd.eop.gov [SMTP:Ruby_Shamir@opd.eop.gov]

> Sent: Wednesday, March 22, 2000 4:20 PM

> To: Naomi_Karp@ed.gov; Heidi_ramirez@ed.gov; susan_wilhelm@ed.gov;

> jbosland@acf.dhhs.gov; Eparker@acf.dhhs.gov; pmontoya@acf.dhhs.gov;

> Eve_Agee@ed.gov; deborah_santiago@ed.gov; Quirina_J._Orozco@omb.eop.gov;

> Bethany_Little@opd.eop.gov

> Cc: Ann_O'Leary@opd.eop.gov

> Subject: Hispanic Early Childhood Education

>

> We would like to have a follow-up meeting tomorrow (Thursday, 3/23) at 4pm

> in room 100 OEOB on Hispanic Early Childhood Education, but we have not

> yet

> received any new memos from you all. Please try to send us your memos by

> the end of the day today, or latest by noon tomorrow, so that we can

> incorporate your ideas into a new document that we will discuss tomorrow.

> Thanks.

>

>



"Wilhelm, Susan" <Susan_Wilhelm@ed.gov>
03/22/2000 05:01:13 PM

Record Type: Record

To: Ruby Shamir/OPD/EOP

cc: "Karp, Naomi" <Naomi_Karp@ed.gov>, "Agee, Eve" <Eve_Agee@ed.gov>

Subject: more Hispanic early childhood

The following was provided by our office of Migrant Education and may be useful.

Additional Department of Education early childhood activity:

Bilingual family literacy projects which support native language literacy (directly funded by the Department) include Migrant Education Even Start programs in Newaygo, MI/Grandview, WA/McAllen, TX; San Antonio, TX; New Oxford, PA; Salem-Keizer, OR; Laredo, TX; Montana/Illinois/Eagle Pass, TX; La Grange, Kentucky; and Geneseo Migrant Center, New York. (Programs separated by / are single projects with multiple sites; the lead agency is listed first.) California and Kansas operate state-funded family literacy initiatives for migrant students which are institutionalized from MEES grants in 1990-91.

Research findings:

- * Even Start evaluations show that second-language families achieve greater gains than English-only families.
- * The evaluation of Even Start projects in Kansas indicates that projects serving migrant families show greater gains than State Part B projects serving English-only families. Anecdotally, these families and the projects that serve them express a more urgent sense of needing to acquire English, prepare their children for school, and establish families economic self-sufficiency in the communities where they migrate.

Suggestions for challenges for the private sector:

Employers:

- * Consider supporting child care centers (early childhood and beyond) that meet the needs of shift-working parents. This may mean creating facilities that operate 24 hours/day.
- * Provide incentives that place BOOKS in the hands of parents and young children. Low income Latino families own few books and are not

library users. In Lexington, NE, the local employer provided "BEEF BUCKS" to families who participated in a CATV public awareness campaign on reading, using the library, helping with homework, and talking to teachers. In addition to distributing hundreds of books paid for by the BEEF BUCKS, library use rose over 200% with new users.

- * Partner with CBOs, LEAs and advocacy groups to leverage Federal funding that supports early childhood education and family services. These grants may be available from a variety of agencies including HUD, HHS, Agriculture, and Labor. Not all education programs are funded through this Department.

- * Become an advocate for your employees. Programs and services that support them influence your profit margin and employee retention rates. Providing administrative or liberal leave to Release employees for teacher conferences and school activities is such an initiative.

- * Consider inviting communities (such as the Siouxland, NE/IA/SD area) where employer/education partnerships have created family learning centers and partnerships with minimal Federal support to share their strategies

Community Services

- * When 5,000 new immigrants arrive in your community, please consider that it may be easier to adjust your internal operations (that affect several dozen individuals) rather than attempt to force your Standard operating procedures on the thousand or more families that seek your service

- * Build capacity to communicate with new populations

- * Recruit liaisons from the target community as ombudsmen, translators, and advocates for new clients

- * Form a diversity task force (such as Emporia, KS) to lead change among community leaders in business, health, municipal services, and education

Businesses

- * Newspapers and media: Create programs and supplements that provide information to Spanish language parents on child development, inoculations, safety, school enrollment policies, and which acknowledge holidays and celebrations for that community.

- * Develop partnerships and resources with early childhood education providers and colleges/universities that train ECE and Bilingual educators. Provide programs and services that use your publication to support skill building with parents and young children

Employers

- * Provide incentives that place BOOKS in the hands of parents and young children. Low income Latino families own few books and are not

library users. In Lexington, NE, the local employer provided "BEEF BUCKS" to families who participated in a CATV public awareness campaign on reading, using the library, helping with homework, and talking to teachers. In addition to distributing hundreds of books paid for by the BEEF BUCKS, library use rose over 200% with new users.

* Regarding employee retention policies: Provide administrative or liberal leave to Release employees for teacher conferences and school activities.

Non-Government Resource recommended by Beatriz Ceja

Raising Nuestros Ninos by Gloria G. Rodriguez, Ph.D. combines child and skill development information with engaging parent/child activities. Using songs, stories, games, meals, and popular media, Dr. Rodriguez encourages parents and children to enjoy multicultural experiences that celebrate their Latino and U.S. heritage. Dr. Rodriguez was with the White House Council on Hispanic Education.

Latinos in Early Childhood Education

Early childhood education, or preschool, encompasses education programs for children up to 5 years of age, and may provide related services to meet children's psychological and health needs. Preschool prepares children for a solid education by teaching learning and socialization skills. Given the importance of these efforts and services, both the federal government and the states make significant investments in early childhood programs, totaling about \$10 billion annually.

Population

The Hispanic population in the United States is very young. Today, 10% of Hispanics are under age 5 and make up over 15% of their age group in the U.S. population. By the year 2030, they will make up 25% of the total school-age population. The projected increase in the number of Hispanic children in preschool brings with it critical strengths and challenges to the nation's educational system. [Bureau of the Census, CPS Report, No. P25-1130, 1996]

Enrollment

Hispanic children under age 5 are less likely to be enrolled in early childhood education programs. In 1998, only 20% of Hispanic 3-year-olds were enrolled in early childhood programs, compared to 42% of whites and 44% of blacks. Of 4-year-olds, less than 60% of Hispanics were enrolled in early childhood programs, compared to 67% of whites and 73% of blacks. [Bureau of the Census, CPS Report, No. P20-521, Table-2]

In 1998, differences in the enrollment of 5-year-olds largely disappeared between Hispanics (90%), whites (94%) and blacks (95%). However, while the enrollment gap closes at kindergarten, Latino children still remain less prepared for school because of lower enrollment rates at the younger ages. [Bureau of the Census, CPS Report, No. P20-521, Table-2]

In 1998, the early childhood education enrollment rate for Hispanics was similar in both urban (48%) and suburban (42%) locations. By comparison, the enrollment rate for blacks was higher in urban areas (55%) than in suburban areas (32%), while the rate for whites was much higher in suburban areas (62%) than in urban areas (19%). [Bureau of the Census, CPS Report, No. P20-521, Table-5]

As parents' educational attainment increases, so does the early childhood enrollment rate of their children. However, in 1997, fewer Hispanics age 25 and older had completed high school than their black and white counterparts—55% of Hispanics, 75% of blacks, and 86% of whites had completed high school. [NCES, Digest of Education Statistics, 1998, Table 8]

Income and Enrollment

In 1998, the median family income for Hispanics was about \$28,000 while the overall median income was \$39,000. Research shows that families with higher incomes are more likely to enroll their 3- and 4-year-olds in early childhood education than those with lower incomes. [NCES, The Condition of Education, 1999, Indicator 44] [Bureau of the Census, CPS Report, No. P60-206, 1998]

While Latinos children are over-represented in families living in poverty, they are under-represented in Head Start programs designed to remedy the effect of poverty on educational achievement. In 1998 the child poverty rate for children under 6 years of age was 36% for Hispanics, 40% for blacks, and 15% for whites. In Fiscal Year 1998, Head Start served 822,316 children. Of these, 36% were black; 32% white; 26% Hispanic; and 3% American Indian and Asian. [1999 Head Start Fact Sheet, Administration for Children, Youth and Families]

School Readiness

Hispanics are more likely to tell their child a story than read to them. Three to 5-year-olds may start school better prepared to learn if they are read to or told a story once a week. In 1996, of 3- to 5-year olds, 80% of Hispanics were told a story--consistent with blacks (77%) and whites (84%). Hispanic children were less likely to be read to--65% of Hispanics were read to in the last week, compared to about 75% of blacks and nearly 90% of whites. [NCES, The Condition of Education, 1999, Indicator 34]

Approximately 70% of teachers said they felt only moderately, somewhat, or not at all prepared to address the needs of students with limited English proficiency or from diverse cultural backgrounds. This lack of

preparation has profound implications for the large population of Hispanic students in early childhood today.
[NCES, The Condition of Education, 1999, Indicator 23]



"Santiago, Deborah" <Deborah_Santiago@ed.gov>
03/16/2000 05:20:12 PM

Record Type: Record

To: Ruby Shamir/OPD/EOP

cc:

Subject: RE: CHANGE - Hispanic Early Childhood

Attached is one-page fact sheet on Latinos in early childhood education I thought might be helpful to you as you're putting the goal together. It is intended to be a primer (part of a 6-part series I completed) for those who know very little about the condition of Latinos in education. I also have one-pagers on elementary (K-8), secondary (9-12), undergraduate and graduate education. I am trying to use these as a base of knowledge and build from them to do issue briefs on a number of topics in education focussed on Latinos.

Hope this is helpful. (By the way, we've laid them out in a "sexy" design for public consumption and will have them back from GPO by March 31).
<<ech.doc>>

> -----Original Message-----

> From: Ruby_Shamir@opd.eop.gov [SMTP:Ruby_Shamir@opd.eop.gov]

> Sent: Thursday, March 16, 2000 9:01 AM

> To: Santiago, Deborah

> Subject: RE: CHANGE - Hispanic Early Childhood

>

> As you know it is a draft - not anywhere near final. We will hand it out

> at

> the mtg to use as a basis for our conversation:

> (See attached file: early childhood.doc) << File: Lotus Manuscript 1.0 >>



- ech.doc

EARLY CHILDHOOD EDUCATION AND HISPANICS

Background

Demographic Trends

- The Hispanic population is among the fastest growing segments of American society and is very young. Today, 10% of Hispanics are under age 5 and make up over 15% of their age group in the U.S. population.
- By the year 2030, they will make up 25% of the total school-age population. The projected increase in the number of Hispanic children in preschool brings with it critical strengths and challenges to the nation's educational system. [Bureau of the Census, CPS Report, No. P25-1130, 1996]

Economic Indicators

- Since President Clinton and Vice President Gore took office, Hispanic poverty has dropped from 30.6 percent to 25.6 percent, the lowest level since 1979. The Hispanic child poverty rate has fallen 15.9 percent since 1993. While this marks significant progress, President Clinton will continue to fight for policies that help to raise incomes and reduce poverty. [WH Press paper 3/00]
- In 1998, the median family income for Hispanics was about \$28,000 while the overall median income was \$39,000. Research shows that families with higher incomes are more likely to enroll their 3- and 4-year-olds in early childhood education than those with lower incomes. [NCES, The Condition of Education, 1999, Indicator 44] [Bureau of the Census, CPS Report, No. P60-206, 1998]

Early Childhood Enrollment Facts

- Hispanic children under age 5 are less likely to be enrolled in early childhood education programs. In 1998, only 20% of Hispanic 3-year-olds were enrolled in early childhood programs, compared to 42% of whites and 44% of blacks. Of 4-year-olds, less than 60% of Hispanics were enrolled in early childhood programs, compared to 67% of whites and 73% of blacks. [Bureau of the Census, CPS Report, No. P20-521, Table-2]
- In 1998, differences in the enrollment of 5-year-olds largely disappeared between Hispanics (90%), whites (94%) and blacks (95%). [Bureau of the Census, CPS Report, No. P20-521, Table-2]
- As parents' educational attainment increases, so does the early childhood enrollment rate of their children. However, in 1997, fewer Hispanics age 25 and older had completed high school than their black and white counterparts—55% of Hispanics, 75% of blacks, and 86% of whites had completed high school. [NCES, Digest of Education Statistics, 1998, Table 8]
- Hispanic Head Start enrollment has increased by nearly 60,000 [58,700] during the Clinton Administration, with the program now reaching approximately 230,000 [229,700] Hispanic children. Despite these increases, however, Hispanic children remain under-represented, comprising less than 25 [24.9] percent of Head Start enrollment (excluding Puerto Rico) compared to 29.8 percent of all low income, pre-school children in the nation. [OMB, 2/2000]

School Readiness

- Approximately 70% of teachers said they felt only moderately, somewhat, or not at all prepared to address the needs of students with limited English proficiency or from diverse cultural backgrounds. This lack of preparation has profound implications for the large

population of Hispanic students in early childhood today. [NCES, The Condition of Education, 1999, Indicator 23]

- Hispanics are more likely to tell their child a story than read to them. Three to 5-year-olds may start school better prepared to learn if they are read to or told a story once a week. In 1996, of 3- to 5-year olds, 80% of Hispanics were told a story--consistent with blacks (77%) and whites (84%). Hispanic children were less likely to be read to--65% of Hispanics were read to in the last week, compared to about 75% of blacks and nearly 90% of whites. [NCES, The Condition of Education, 1999, Indicator 34]

Overall Goal

The primary goal the Administration has set out to accomplish is to increase access to and participation in high quality early childhood education and development programs, and make sure that all kids enter school prepared to succeed.

Strategy #1: Access and Participation

Improving Access:

- Target CCDBG to Hispanic Families
- Reach Out to Hispanics to Take Advantage of Child Care Tax Breaks

Encouraging Participation:

- Model after Head Start efforts to engage and enroll more Hispanic children in Head Start [efforts announced at FL Hispanic Convening]
- Reach out to stay at home families – to encourage participation and reading at home to supplement school activity. Target Early Head Start and Even Start – to further work on outreach to Hispanics through home visits.
- Use other programs to encourage participation [WIC, Food Stamps for low-income]
- Find ways to use faith-based and community organizations to encourage participation.

Strategy #2: Ensuring High Quality

Improving Professional Training

Encouraging Parental Involvement

Building Language and Literacy Skills

Early Child education

March 16, 2000

Policy forum in June:

Naomi:

Enrollment + access are measurable

but "prepared to succeed" (broadly ready to learn) is hard

these are part in the process
(2) goals at community

Riley Summit: team who are state leaders in E.C. use Nat Acad of Sciences pedagogy report as a guide
what do kids need b/w ages 2-5 to learn
how do we measure

- goal of training
- outreach to parents
- in home providers

→ FACES Study Julie
- track out in H.S.

→ Naomi on goal research

→ ECLS Study

Sub goals:
① Access + participation
② quality (include: building language + literacy)

parental involvement
these strategies

- Other 4 goals
- Close Gap in the Completion Rate
 - " " on achievement State efforts by entering learning
 - respecting the value of multilingualism + diversity - all children should have decent competence in English by end of HS
 - college completion (incl. access to college)
 - Hispanic ~~state~~ completion

10 yr timeline w/ benchmarks along the way

- ① how to measure
- ② resources to support large studies
- ③ Fed programs
- ④ challenges / work in art sector

Who to research
to

→ NCES report
Kempster

EARLY CHILDHOOD EDUCATION AND HISPANICS

BACKGROUND

Demographic Trends

- The Hispanic population is among the fastest growing segments of American society and is very young. Today, 10% of Hispanics are under age 5 and make up over 15% of their age group in the U.S. population.
- By the year 2030, they will make up 25% of the total school-age population. The projected increase in the number of Hispanic children in preschool brings with it critical strengths and challenges to the nation's educational system. [Bureau of the Census, CPS Report, No. P25-1130, 1996]

Economic Indicators

- Since President Clinton and Vice President Gore took office, Hispanic poverty has dropped from 30.6 percent to 25.6 percent, the lowest level since 1979. The Hispanic child poverty rate has fallen 15.9 percent since 1993. While this marks significant progress, President Clinton will continue to fight for policies that help to raise incomes and reduce poverty. [WH Press paper 3/00]
- In 1998, the median family income for Hispanics was about \$28,000 while the overall median income was \$39,000. Research shows that families with higher incomes are more likely to enroll their 3- and 4-year-olds in early childhood education than those with lower incomes. [NCES, The Condition of Education, 1999, Indicator 44] [Bureau of the Census, CPS Report, No. P60-206, 1998]

Early Childhood Enrollment Facts

- Hispanic children under age 5 are less likely to be enrolled in early childhood education programs. In 1998, only 20% of Hispanic 3-year-olds were enrolled in early childhood programs, compared to 42% of whites and 44% of blacks. Of 4-year-olds, less than 60% of Hispanics were enrolled in early childhood programs, compared to 67% of whites and 73% of blacks. [Bureau of the Census, CPS Report, No. P20-521, Table-2]
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- As parents' educational attainment increases, so does the early childhood enrollment rate of their children. However, in 1997, fewer Hispanics age 25 and older had completed high school than their black and white counterparts—55% of Hispanics, 75% of blacks, and 86% of whites had completed high school. [NCES, Digest of Education Statistics, 1998, Table 8]
- Hispanic Head Start enrollment has increased by nearly 60,000 [58,700] during the Clinton Administration, with the program now reaching approximately 230,000 [229,700] Hispanic children. Despite these increases, however, Hispanic children remain under-represented, comprising less than 25 [24.9] percent of Head Start enrollment (excluding Puerto Rico) compared to 29.8 percent of all low income; pre-school children in the nation. [OMB, 2/2000]

School Readiness

- Approximately 70% of teachers said they felt only moderately, somewhat, or not at all prepared to address the needs of students with limited English proficiency or from diverse cultural backgrounds. This lack of preparation has profound implications for the large

population of Hispanic students in early childhood today. [NCES, The Condition of Education, 1999, Indicator 23]

- Hispanics are more likely to tell their child a story than read to them. Three to 5-year-olds may start school better prepared to learn if they are read to or told a story once a week. In 1996, of 3- to 5-year olds, 80% of Hispanics were told a story--consistent with blacks (77%) and whites (84%). Hispanic children were less likely to be read to--65% of Hispanics were read to in the last week, compared to about 75% of blacks and nearly 90% of whites. [NCES, The Condition of Education, 1999, Indicator 34]

OVERALL GOAL

The primary goal the Administration has set out to accomplish is to increase access to and participation in high quality early childhood education and development programs, and make sure that all kids enter school prepared to succeed.

Strategy #1: Access and Participation

Improving Access:

- Target CCDBG to Hispanic Families
- Reach Out to Hispanics to Take Advantage of Child Care Tax Breaks

Encouraging Participation:

- Model after Head Start efforts to engage and enroll more Hispanic children in Head Start [efforts announced at FL Hispanic Convening]
- Reach out to stay at home families – to encourage participation and reading at home to supplement school activity. Target Early Head Start and Even Start – to further work on outreach to Hispanics through home visits.
- Use other programs to encourage participation [WIC, Food Stamps for low-income]
- Find ways to use faith-based and community organizations to encourage participation.

Strategy #2: Ensuring High Quality

Improving Professional Training

Building Language and Literacy Skills

Strategy #3: Encouraging Parental Involvement

EARLY CHILDHOOD EDUCATION AND HISPANICS

BACKGROUND

The Hispanic population is among the fastest growing segments of American society and it is also one of the youngest, with one out of every three Hispanics aged 15 years or younger. In fact, the young Hispanic population is expected to demonstrate a 54 percent growth rate between 2000 and 2020, compared to an 18 percent growth rate of that age group in the general population during the same years. [Dr. Hector Cordero-Guzman, New School, 8/99]

Since President Clinton and Vice President Gore took office, Hispanic poverty has dropped from 30.6 percent to 25.6 percent, the lowest level since 1979. The Hispanic child poverty rate has fallen 15.9 percent since 1993. While this marks significant progress, President Clinton will continue to fight for policies that help to raise incomes and reduce poverty. [WH Press paper 3/00]

The following indicators frame the status of many young Hispanic children:

- Among three-year-olds, 40% of whites and 41% of blacks were enrolled in pre-primary programs, compared to 21% of Hispanics. Among four year olds, over 60% of whites, 68.2% of blacks and 49% of Latinos were enrolled in pre-primary programs. At the Kindergarten age, the gap closes. Some reasons include that Hispanics may prefer family-based care, or may not be able to afford the high cost of private day care. [NCLR, 7/98]
- Hispanic Head Start enrollment has increased by nearly 60,000 [58,700] during the Clinton Administration, with the program now reaching approximately 230,000 [229,700] Hispanic children. Despite these increases, however, Hispanic children remain under-represented, comprising less than 25 [24.9] percent of Head Start enrollment (excluding Puerto Rico) compared to 29.8 percent of all low income, pre-school children in the nation.
- Approximately 41 percent of Hispanic children under age 15 are living at or below the poverty level. Another roughly 20 percent live near the poverty line.
- Hispanic children lack health insurance at a rate of 27.7%, which is more than twice the percentage of white children.
- Hispanic children are more likely than black or white children to be in fair or poor health (7.8 percent Hispanic children compared to 4.2 percent of black children and 2.9 percent of white children).
- 27.8 percent of Hispanic mothers don't receive prenatal care, compared to 18.1 percent of mothers in the total population.

GOALS

The primary goal the Administration has set out to accomplish is to increase access to high quality early childhood education and development programs, and make sure that all kids enter school ready to learn.

Goal #1: Access

Despite increased Hispanic participation during the Clinton Administration in early childhood programs such as Head Start, this population of young people is still underserved by the programs.

Making the Child and Dependent Care Tax Credit (CDCTC) Refundable for Nearly Two Million Working Parents. In his FY 2001 budget, the President proposed to make the CDCTC refundable. Under current law, a typical family of four with an income under \$25,000 has no tax liability and therefore is ineligible for relief from their often significant child care costs. Many such families earn too little to claim the credit but too much to get the full benefit of child care subsidies. To help these families, the President proposes to make the CDCTC refundable for the first time -- so that families with no tax liability can receive up to \$2,400 to help offset the cost of child care. For example, a single mother who has one child, earns an annual salary of \$15,000, and spends about \$2,400 per year on child care, will receive a tax credit of \$1,200, an increase of \$817 over current law. This proposal will assist nearly two million families. We can develop an outreach campaign to help Hispanic families take advantage of this tax break.

Child Care and Development Block Grant: The President's budget boosts the Child Care and Development Block Grant by \$817 million in FY 2001, enabling the program to provide child care subsidies to nearly 150,000 more children next year. These new funds, combined with the child care funds provided in welfare reform, will enable the program to serve over 2.2 million children in 2001, an increase of nearly one million since 1997. The block grant is part of the Child Care and Development Fund, the primary federal subsidy program that helps families pay for child care, thereby enabling low-income parents to work. Today, millions of families who are eligible for assistance with their child care costs do not receive any help; in 1998, only about 10 percent of the 15 million low-income children eligible for assistance under federal law received subsidies. We are exploring options to provide information to states on how to reach out to Hispanic families to help them take advantage of CCDBG.

Head Start: The President's budget boosts funding for Head Start by \$1 billion -- the largest funding increase ever proposed for the program -- to provide Head Start and Early Head Start slots to approximately 950,000 children, nearing the President's goal of serving one million children in 2002. Head Start is our nation's premier early childhood development program preparing low-income children for a lifetime of learning and development by providing early, continuous and comprehensive child development and family support services. Early Head Start, created by the Clinton-Gore Administration in 1994, brings Head Start's successful comprehensive services to families with children ages zero to three and to pregnant women, and works to enhance children's overall development and enable parents to be better caregivers of and teachers to their children. Since 1993, this Administration has already boosted funding for Head Start by 90 percent.

- The Administration intends to continue efforts to increase participation by underrepresented groups in specifically targeted areas with recent influxes of immigrants and limited English proficient children, including seasonal farmworkers.
- increasing by 50% the number of points awarded to expansion grant applicants who emphasize outreach to under-served populations, such as seasonal farm workers, recent immigrant families and non-English speaking groups;
- increasing the number of grant application reviewers that have expertise in serving language minority children;
- working with and monitoring programs to ensure full utilization of community assessments to better target outreach, recruitment and enrollment of under-served populations;

- providing specialized technical assistance to ten communities where changing local demographics have resulted in significant under-served populations.

Engaging the Private Sector: We need to improve outreach and funds for government programs in this area, and we also need to further engage the private and non-profit sectors to focus on this issue. During the First Lady's convening on Hispanic Children and Youth, the Administration secured a pledge by the Charles Stewart Mott Foundation, as part of its ongoing partnership with the Department of Education, to make a new commitment of more than \$300,000 commitment to improve Latino participation in after-school programs. This effort builds on the Foundation's \$83 million commitment in 1997 to support after-school activities in coordination with the 21st Century Community Learning Centers program. [We are following up with Mott to see what their progress has been, and will try to report on it.]

Goal #2: Improving Quality

Early Learning Fund: The Administration's child care proposal for FY 2001 includes a number of proposals to improve the quality of early childhood education. To ensure that children have access to early childhood programs that promote their cognitive development, the President's budget includes \$3 billion over five years for the Early Learning Fund to help improve child care quality and early childhood education for children under five years old. The Early Learning Fund will provide community grants for activities that foster cognitive development, improve child care quality and promote readiness for school. Resources could be used to help child care providers get training or certification, facilitate licensing or accreditation of child care centers, and reduce child-to-staff ratios -- factors associated with positive developmental outcomes for young children.

Stay At Home?

Goal #3: Improving Language and Literacy Skills

TBD -- after Tuesday meeting.

Hispanic Education National Meeting

Draft Goals as of 03/15/00

NOT FOR DISTRIBUTION

DRAFT-DRAFT-DRAFT-DRAFT-DRAFT-DRAFT-DRAFT-DRAFT-DRAFT-DRAFT
National Goals for Educational Excellence for Hispanic Americans

This draft is an attempt to articulate what the national goals may look like at this point, and elicit areas of confusion or disagreement. This is in no way a final product, and will not necessarily represent everyone's understanding of where we are with the goals. Following the goals are some possible strategies. We have not discussed how strategies will be addressed at the session, therefore the lists are not intended to be exhaustive or articulate. Instead, they are included to provide context for the goals and serve as a point of departure for discussion.

- 1) Increase Hispanic American children's access to and participation in high quality early childhood education and development programs, and ~~make sure all children enter school prepared to succeed by 2010~~. (Alternative option: Ensure that all Hispanic American children have access to high quality early childhood education and development programs, and eliminate the gap between the Hispanic participation rate and the national participation rate in high quality programs by 2010.)
Strategies to increase access and participation
 - Community outreach *→ target Latino parents*
 - Inclusion of parents and family in early childhood programs
 - Make early childhood education affordableStrategies to ensure high quality early childhood education programs
 - Teacher training and teacher/child ratio
 - Ensure providers are skilled in building language and literacy skills*goal + measurable outcome*
- 2) Respecting the value of multilingualism, different learning styles, and different instructional approaches, by 2010 states and school districts will ensure that all students graduate from high school having demonstrated competence (or "are literate" or "are competent") in English.
Strategies to...
- 3) Hispanic American students will receive a high quality education with the resources and systems that help students succeed, and the achievement gap between Hispanic Americans and other students as measured by state assessments will be eliminated by 2010.
Strategies to improve education of Hispanic American students
 - Examine distribution of resources, including technology
 - Help teachers be culturally sensitive and have high expectations for all students
 - Prepare all teachers with techniques for teaching LEP students
 - Ensure Hispanic Americans are included in valid state assessments
 - Involve parents in students' learning
- 4) Recognizing that education is the key to opportunity, the gap in the high school completion rate between Hispanic students and the national average will be eliminated by 2010.
Strategies to keep kids in school
 - Offer tutoring and mentoring
 - Encourage high expectations
 - Help students access counseling and social services
- 5) Make progress towards eliminating the gap between the average rate of college completion for Hispanic Americans and the national average by 2010 by at least doubling the percentage of Hispanic Americans who graduate from college (receive their Bachelor's degree?).
Strategies to increase college access
 - Counsel children early about their options
 - Encourage students to begin by pursuing 2 year degrees or technical training if they are not prepared for collegeStrategies to increase college completion
 - Offer more financial aid and scholarships
 - Increase support for HSIs

EARLY CHILDHOOD EDUCATION AND HISPANICS

BACKGROUND

Demographic Trends

- The Hispanic population is among the fastest growing segments of American society and is very young. Today, 10% of Hispanics are under age 5 and make up over 15% of their age group in the U.S. population.
- By the year 2030, they will make up 25% of the total school-age population. The projected increase in the number of Hispanic children in preschool brings with it critical strengths and challenges to the nation's educational system. [Bureau of the Census, CPS Report, No. P25-1130, 1996]

Economic Indicators

- Since President Clinton and Vice President Gore took office, Hispanic poverty has dropped from 30.6 percent to 25.6 percent, the lowest level since 1979. The Hispanic child poverty rate has fallen 15.9 percent since 1993. While this marks significant progress, President Clinton will continue to fight for policies that help to raise incomes and reduce poverty. [WH Press paper 3/00]
- In 1998, the median family income for Hispanics was about \$28,000 while the overall median income was \$39,000. Research shows that families with higher incomes are more likely to enroll their 3- and 4-year-olds in early childhood education than those with lower incomes. [NCES, The Condition of Education, 1999, Indicator 44] [Bureau of the Census, CPS Report, No. P60-206, 1998]

Early Childhood Enrollment Facts

- Hispanic children under age 5 are less likely to be enrolled in early childhood education programs. In 1998, only 20% of Hispanic 3-year-olds were enrolled in early childhood programs, compared to 42% of whites and 44% of blacks. Of 4-year-olds, less than 60% of Hispanics were enrolled in early childhood programs, compared to 67% of whites and 73% of blacks. [Bureau of the Census, CPS Report, No. P20-521, Table-2]
- In 1998, differences in the enrollment of 5-year-olds largely disappeared between Hispanics (90%), whites (94%) and blacks (95%). [Bureau of the Census, CPS Report, No. P20-521, Table-2]
- As parents' educational attainment increases, so does the early childhood enrollment rate of their children. However, in 1997, fewer Hispanics age 25 and older had completed high school than their black and white counterparts—55% of Hispanics, 75% of blacks, and 86% of whites had completed high school. [NCES, Digest of Education Statistics, 1998, Table 8]
- Hispanic Head Start enrollment has increased by nearly 60,000 [58,700] during the Clinton Administration, with the program now reaching approximately 230,000 [229,700] Hispanic children. Despite these increases, however, Hispanic children remain under-represented, comprising less than 25 [24.9] percent of Head Start enrollment (excluding Puerto Rico) compared to 29.8 percent of all low income, pre-school children in the nation. [OMB, 2/2000]

School Readiness

- Approximately 70% of teachers said they felt only moderately, somewhat, or not at all prepared to address the needs of students with limited English proficiency or from diverse cultural backgrounds. This lack of preparation has profound implications for the large

population of Hispanic students in early childhood today. [NCES, The Condition of Education, 1999, Indicator 23]

- Hispanics are more likely to tell their child a story than read to them. Three to 5-year-olds may start school better prepared to learn if they are read to or told a story once a week. In 1996, of 3- to 5-year olds, 80% of Hispanics were told a story--consistent with blacks (77%) and whites (84%). Hispanic children were less likely to be read to--65% of Hispanics were read to in the last week, compared to about 75% of blacks and nearly 90% of whites. [NCES, The Condition of Education, 1999, Indicator 34]

OVERALL GOAL

The primary goal the Administration has set out to accomplish is to increase access to and participation in high quality early childhood education and development programs, and make sure that all kids enter school prepared to succeed.

Strategy #1: Access and Participation

Improving Access:

- Target CCDBG to Hispanic Families
- Reach Out to Hispanics to Take Advantage of Child Care Tax Breaks

Encouraging Participation:

- Model after Head Start efforts to engage and enroll more Hispanic children in Head Start [efforts announced at FL Hispanic Convening]
- Reach out to stay at home families – to encourage participation and reading at home to supplement school activity. Target Early Head Start and Even Start – to further work on outreach to Hispanics through home visits.
- Use other programs to encourage participation [WIC, Food Stamps for low-income]
- Find ways to use faith-based and community organizations to encourage participation.

Strategy #2: Ensuring High Quality

Improving Professional Training

Building Language and Literacy Skills

Strategy #3: Encouraging Parental Involvement

Hispanic Education National Meeting

Friday, March 17, 2000

OEOB Rm. 180

11:00 a.m.

Agenda

- I. Developments Since Last Meeting:
 - A. Efforts of stakeholders -- *Initiative*
 - B. Outreach plan/efforts – *Brian*
 - C. White House Operations involvement – *Rey*
 - D. Language proficiency/acquisition goal meeting
 - E. Secretary Riley's March 15, 2000 address at local high school
- II. Next Steps and Action Items
 - A. Status of Goals --
 - Pre-K Goal – Ann O'Leary, Ruby Shamir
 - Reducing Dropout Rate – J.B. Buxton
 - Eliminating the Achievement Gap – Andy Rotherham/Bethany Little
 - English Language Competency – Andy Rotherham/Bethany Little
 - Higher Education – Brian Kennedy, J.B. Buxton
 - B. Structure and format of event --
 - participation of White House Social Office
 - break-out session facilitators
 - C. Event date
 - D. Commitments and Deliverables
 - E. Status of participant's list (both invitees and presenters) – need for separate meeting
 - F. Department of Education "report card" (suggestion from NCLR)

Hispanic Education National Meeting

Preliminary Structure and Format

As of 3/17/00

I. Invitees

- Estimated 180 participants
 - Commissioners
 - Congressional Hispanic Caucus
 - Stakeholders

II. Location

- Building which contains capacity to seat 150-170
- Building which contains capacity to host five 30-person breakout sessions
- Possibly Reagan Bldg.

III. Outline of Event

9:00 – 9:30 Sign-in

9:30 – 9:45 Welcome & Possible Department of Education “Report Card”

9:45 – 11:30 Breakout sessions to strategize on each of 5 goals

11:30 – 11:45 Break

11:45 – 1:00 Lunch (possible keynote from Vice President or Secretary Riley)

1:00 – 2:00 Travel to and Re-Convene at White House East Room

2:00 – 3:30 Goals Presented, Commitments and Deliverables Outlined

- Role of President, Vice President and First Lady -- TBD
- Role, if any, of Commissioners -- TBD
- Role, if any, of Congressional Hispanic Caucus -- TBD
- Role, if any, of Stakeholders -- TBD

3:30 Conclusion of Program with Understanding that Stakeholders Will Meet Again in June

EARLY CHILDHOOD EDUCATION AND HISPANICS

BACKGROUND

Wants to fight poverty

The Hispanic population is among the fastest growing segments of American society and it is also one of the youngest, with one out of every three Hispanics aged 15 years or younger. Between 1993 and 2000, the Hispanic population aged 0-24 is expected to experience a 19.1 percent growth – more than twice the rate of growth of the total under 24 U.S. population. By the year 2000, the number of Hispanics 24 years or younger is expected to reach 15 million (or 15 percent) of a total youth population of 98 million. Unfortunately, Latino youth are among the most disadvantaged with close to 42 percent of children living below the poverty level (compared to 16.3% for white children and 43.4% for African Americans). Population growth projections beyond are even more pronounced -- with an expected 54 percent growth rate between 2000 and 2020 for the young Hispanic population, compared to an 18 percent growth rate of that age group in the general population during the same years. [Corder-Guzman, New School,]

Since President Clinton and Vice President Gore took office, Hispanic poverty has dropped from 30.6 percent to 25.6 percent, the lowest level since 1979. The Hispanic child poverty rate has fallen 15.9 percent since 1993. While this marks significant progress, President Clinton will continue to fight for policies that help to raise incomes and reduce poverty.

Key Indicators

- Among three year olds, 40% of whites and 41% of blacks are enrolled in pre-primary programs, compared to 21% of Hispanics. Among four year olds, over 60% of whites, 68.2% of blacks and 49% of Latinos were enrolled in pre-primary programs. At the Kindergarten age, the gap closes. Some reasons include that Hispanics may prefer family-based care, and may not be able to afford the high cost of private day care. [NCLR, 7/98]
- Hispanic Head Start enrollment has increased by nearly 60,000 [58,700] during the Clinton Administration, with the program now reaching approximately 230,000 [229,700] Hispanic children. Despite these increases, however, Hispanic children remain under-represented, comprising less than 25 [24.9] percent of Head Start enrollment (excluding Puerto Rico) compared to 29.8 percent of all low income, pre-school children in the nation.
- Approximately 41 percent of Hispanic children under age 15 are living at or below the poverty level. Another roughly 20 percent live near the poverty line.
- Hispanic children lack health insurance at a rate of 27.7%, which is more than twice the percentage of white children.
- Hispanic children are more likely than black or white children to be in fair or poor health (7.8 percent Hispanic children compared to 4.2 percent of black children and 2.9 percent of white children).
- 27.8 percent of Hispanic mothers don't receive prenatal care, compared to 18.1 percent of mothers in the total population.

GOALS

The primary goal the Administration has set out to accomplish is to increase access to high quality early childhood education and development programs.

Goal #1: Access

The President's budget boosts the Child Care and Development Block Grant by \$817 million in FY 2001, enabling the program to provide child care subsidies to nearly 150,000 more children next year. These new funds, combined with the child care funds provided in welfare reform, will enable the program to serve over 2.2 million children in 2001, an increase of nearly one million since 1997. The block grant is part of the Child Care and Development Fund, the primary federal subsidy program that helps families pay for child care, thereby enabling low-income parents to work. Today, millions of families who are eligible for assistance with their child care costs do not receive any help; in 1999, only about 12 percent of the 15 million low-income children eligible for assistance under federal law received subsidies.

Despite increased Hispanic participation during the Clinton Administration in early childhood programs such as Head Start, this population of young people is still underserved by the programs. We need to improve outreach and funds for government programs in this area, and we also need to further engage the private and non-profit sectors to focus on this issue. During the First Lady's convening on Hispanic Children and Youth, the Administration acquired a pledge by the Charles Stewart Mott Foundation, as part of its ongoing partnership with the Department of Education, to make a new commitment of more than \$300,000 commitment to improve Latino participation in after-school programs. This effort builds on the Foundation's \$83 million commitment in 1997 to support after-school activities in coordination with the 21st Century Community Learning Centers program. [We are following up with Mott to see what their progress has been, and will try to report on it.]

Head Start [We need to figure out where we are with these goals from Convening]

The President's budget boosts funding for Head Start by \$1 billion – the largest funding increase ever proposed for the program -- to provide Head Start and Early Head Start slots to approximately 950,000 children, nearing the President's goal of serving one million children in 2002. Head Start is our nation's premier early childhood development program preparing low-income children for a lifetime of learning and development by providing early, continuous and comprehensive child development and family support services. Early Head Start, created by the Clinton-Gore Administration in 1994, brings Head Start's successful comprehensive services to families with children ages zero to three and to pregnant women, and works to enhance children's overall development and enable parents to be better caregivers of and teachers to their children. Since 1993, this Administration has already boosted funding for Head Start by 90 percent.

- The Administration intends to continue efforts to increase participation by underrepresented groups in specifically targeted areas with recent influxes of immigrants and limited English proficient children, including seasonal farmworkers.
- increasing by 50% the number of points awarded to expansion grant applicants who emphasize outreach to under-served populations, such as seasonal farm workers, recent immigrant families and non-English speaking groups;
- increasing the number of grant application reviewers that have expertise in serving language minority children;
- working with and monitoring programs to ensure full utilization of community assessments to better target outreach, recruitment and enrollment of under-served populations;

- providing specialized technical assistance to ten communities where changing local demographics have resulted in significant under-served populations.

Goal #2: Improving Quality

Early Learning Fund: The Administration's child care proposal for FY 2001 includes a number of proposals to improve the quality of early childhood education. To ensure that children have access to early childhood programs that promote their cognitive development, the President's budget includes \$3 billion over five years for the Early Learning Fund to help improve child care quality and early childhood education for children under five years old. The Early Learning Fund will provide community grants for activities that foster cognitive development, improve child care quality and promote readiness for school. Resources could be used to help child care providers get training or certification, facilitate licensing or accreditation of child care centers, and reduce child-to-staff ratios -- factors associated with positive developmental outcomes for young children.

Stay At Home: Hispanic home-based care: do we want to have an initiative for this.

Goal #3: Improving Language and Literacy Skills

Hispanic Hispanic Education National Meeting -- Structure and Format

Monday, March 13, 2000

4:00 p.m..

Agenda

*Sign in
registration
lunch - keynote
with exit*

I. Structure and format of event

A. Event date -- *Rey*

B. Two program concept

- White House event in April *(after Apr 15)*
- "Stakeholders" event in June *19-20 or 20-21*

C. Providing for the three principals -- President, Vice President, First Lady

D. Forum for Announcement of Five Goals

E. Providing for the Commission/Commissioner's participation

F. Providing for Congressional Hispanic Caucus participation

G. Commitments and Deliverables

H. Participant's list (both invitees and presenters) *edu, business, ed govt*

I. Department of Education "report card" (suggestion from NCLR)

II. Next Steps

Hispanic Education National Meeting

Friday, March 10, 2000

11:00 a.m.

Agenda

I. Developments Since Last Meeting:

A. Efforts of stakeholders -- *Initiative*

B. Outreach plan/efforts -- *Brian*

- Meeting with Commissioners -- *Rey, Andy*

C. White House Operations involvement -- *Rey*

D. Language proficiency/acquisition goal meeting set for March 14, 2000 at 3:00 p.m.

E. Secretary Riley's March 15, 2000 address at local high school -- *Rey*

II. Next Steps and Action Items

A. Status of Goals -- target date for distribution, Tuesday, March 13, 2000

- Pre-K Goal -- Ann O'Leary, Ruby Shamir
- Reducing Dropout Rate -- J.B. Buxton
- Eliminating the Achievement Gap -- Andy Rotherham/Bethany Little
- English Language Proficiency -- Andy Rotherham/Bethany Little
- Higher Education -- Brian Kennedy, J.B. Buxton

B. Structure and format of event

C. Event date

D. Commitments and Deliverables

E. Status of participant's list (both invitees and presenters) -- *Brian B.*

F. Department of Education "report card" (suggestion from NCLR)

mtgs w/
- business
- Phil & Andy
- LGT
[add commissioner]

Rey & Andy
releas product
releas
add transcript
our next
put in

Chow
add parents
involvement

Andy
J.B.
Brian

Can we include
lifelong learning in
English Lang. prog.

(13) the term "State", unless otherwise provided, means each of the 50 States, the District of Columbia, the Commonwealth of Puerto Rico, and each of the outlying areas.

(b) TITLES IV, V, VI, VII, VIII, AND IX.—For the purpose of titles IV, V, VI, VII, VIII, and IX—

(1) except as provided in paragraph (3) and unless otherwise provided, the terms used in such titles have the same meanings given such terms in section 14101 of the Elementary and Secondary Education Act of 1965;

(2) the term "Bureau", unless otherwise provided, means the Bureau of Indian Affairs; and

(3) the term "Secretary", unless otherwise provided, means the Secretary of Education.

TITLE I—NATIONAL EDUCATION GOALS

SEC. 101. [20 U.S.C. 5811] PURPOSE.

The purpose of this title is to establish National Education Goals.

SEC. 102. [20 U.S.C. 5812] NATIONAL EDUCATION GOALS.

The Congress declares that the National Education Goals are the following:

(1) SCHOOL READINESS.—(A) By the year 2000, all children in America will start school ready to learn.

(B) The objectives for this goal are that—

(i) all children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school;

(ii) every parent in the United States will be a child's first teacher and devote time each day to helping such parent's preschool child learn, and parents will have access to the training and support parents need; and

(iii) children will receive the nutrition, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

(2) SCHOOL COMPLETION.—(A) By the year 2000, the high school graduation rate will increase to at least 90 percent.

(B) The objectives for this goal are that—

(i) the Nation must dramatically reduce its school dropout rate, and 75 percent of the students who do drop out will successfully complete a high school degree or its equivalent; and

(ii) the gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

(3) STUDENT ACHIEVEMENT AND CITIZENSHIP.—(A) By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and

every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.

(B) The objectives for this goal are that—

(i) the academic performance of all students at the elementary and secondary level will increase significantly in every quartile, and the distribution of minority students in each quartile will more closely reflect the student population as a whole;

(ii) the percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially;

(iii) all students will be involved in activities that promote and demonstrate good citizenship, good health, community service, and personal responsibility;

(iv) all students will have access to physical education and health education to ensure they are healthy and fit;

(v) the percentage of all students who are competent in more than one language will substantially increase; and

(vi) all students will be knowledgeable about the diverse cultural heritage of this Nation and about the world community.

(4) TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT.—

(A) By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

(B) The objectives for this goal are that—

(i) all teachers will have access to preservice teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs;

(ii) all teachers will have continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter and to use emerging new methods, forms of assessment, and technologies;

(iii) States and school districts will create integrated strategies to attract, recruit, prepare, retrain, and support the continued professional development of teachers, administrators, and other educators, so that there is a highly talented work force of professional educators to teach challenging subject matter; and

(iv) partnerships will be established, whenever possible, among local educational agencies, institutions of higher education, parents, and local labor, business, and professional associations to provide and support programs for the professional development of educators.

(5) **MATHEMATICS AND SCIENCE.**—(A) By the year 2000, United States students will be first in the world in mathematics and science achievement.

(B) The objectives for this goal are that—

(i) mathematics and science education, including the metric system of measurement, will be strengthened throughout the system, especially in the early grades;

(ii) the number of teachers with a substantive background in mathematics and science, including the metric system of measurement, will increase by 50 percent; and

(iii) the number of United States undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

(6) **ADULT LITERACY AND LIFELONG LEARNING.**—(A) By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

(B) The objectives for this goal are that—

(i) every major American business will be involved in strengthening the connection between education and work;

(ii) all workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs;

(iii) the number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and midcareer students will increase substantially;

(iv) the proportion of the qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs will increase substantially;

(v) the proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially; and

(vi) schools, in implementing comprehensive parent involvement programs, will offer more adult literacy, parent training and life-long learning opportunities to improve the ties between home and school, and enhance parents' work and home lives.

(7) **SAFE, DISCIPLINED, AND ALCOHOL- AND DRUG-FREE SCHOOLS.**—

(A) By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

(B) The objectives for this goal are that—

(i) every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol;

(ii) parents, businesses, governmental and community organizations will work together to ensure the rights of students to study in a safe and secure environment that is free of drugs and crime, and that schools provide a healthy environment and are a safe haven for all children;

(iii) every local educational agency will develop and implement a policy to ensure that all schools are free of violence and the unauthorized presence of weapons;

(iv) every local educational agency will develop a sequential, comprehensive kindergarten through twelfth grade drug and alcohol prevention education program;

(v) drug and alcohol curriculum should be taught as an integral part of sequential, comprehensive health education;

(vi) community-based teams should be organized to provide students and teachers with needed support; and

(vii) every school should work to eliminate sexual harassment.

(8) **PARENTAL PARTICIPATION.**—

(A) By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

(B) The objectives for this Goal are that—

(i) every State will develop policies to assist local schools and local educational agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities;

(ii) every school will actively engage parents and families in a partnership which supports the academic work of children at home and shared educational decisionmaking at school; and

(iii) parents and families will help to ensure that schools are adequately supported and will hold schools and teachers to high standards of accountability.

EARLY CHILDHOOD EDUCATION AND HISPANICS

BACKGROUND

The Hispanic population is among the fastest growing segments of American society and it is also one of the youngest, with one out of every three Hispanics aged 15 years or younger. In fact, the young Hispanic population is expected to demonstrate a 54 percent growth rate between 2000 and 2020, compared to an 18 percent growth rate of that age group in the general population during the same years. [Dr. Hector Cordero-Guzman, New School, 8/99]

Since President Clinton and Vice President Gore took office, Hispanic poverty has dropped from 30.6 percent to 25.6 percent, the lowest level since 1979. The Hispanic child poverty rate has fallen 15.9 percent since 1993. While this marks significant progress, President Clinton will continue to fight for policies that help to raise incomes and reduce poverty. [WH Press paper 3/00]

The following indicators frame the status of many young Hispanic children:

- Among three-year-olds, 40% of whites and 41% of blacks were enrolled in pre-primary programs, compared to 21% of Hispanics. Among four year olds, over 60% of whites, 68.2% of blacks and 49% of Latinos were enrolled in pre-primary programs. At the Kindergarten age, the gap closes. Some reasons include that Hispanics may prefer family-based care, or may not be able to afford the high cost of private day care. [NCLR, 7/98]
- Hispanic Head Start enrollment has increased by nearly 60,000 [58,700] during the Clinton Administration, with the program now reaching approximately 230,000 [229,700] Hispanic children. Despite these increases, however, Hispanic children remain under-represented, comprising less than 25 [24.9] percent of Head Start enrollment (excluding Puerto Rico) compared to 29.8 percent of all low income, pre-school children in the nation.
- Approximately 41 percent of Hispanic children under age 15 are living at or below the poverty level. Another roughly 20 percent live near the poverty line.
- Hispanic children lack health insurance at a rate of 27.7%, which is more than twice the percentage of white children.
- Hispanic children are more likely than black or white children to be in fair or poor health (7.8 percent Hispanic children compared to 4.2 percent of black children and 2.9 percent of white children).
- 27.8 percent of Hispanic mothers don't receive prenatal care, compared to 18.1 percent of mothers in the total population.

GOALS

The primary goal the Administration has set out to accomplish is to increase access to high quality early childhood education and development programs, and make sure that all kids enter school ready to learn.

Goal #1: Access

Despite increased Hispanic participation during the Clinton Administration in early childhood programs such as Head Start, this population of young people is still underserved by the programs.

Making the Child and Dependent Care Tax Credit (CDCTC) Refundable for Nearly Two Million Working Parents. In his FY 2001 budget, the President proposed to make the CDCTC refundable. Under current law, a typical family of four with an income under \$25,000 has no tax liability and therefore is ineligible for relief from their often significant child care costs. Many such families earn too little to claim the credit but too much to get the full benefit of child care subsidies. To help these families, the President proposes to make the CDCTC refundable for the first time -- so that families with no tax liability can receive up to \$2,400 to help offset the cost of child care. For example, a single mother who has one child, earns an annual salary of \$15,000, and spends about \$2,400 per year on child care, will receive a tax credit of \$1,200, an increase of \$817 over current law. This proposal will assist nearly two million families. We can develop an outreach campaign to help Hispanic families take advantage of this tax break.

Child Care and Development Block Grant: The President's budget boosts the Child Care and Development Block Grant by \$817 million in FY 2001, enabling the program to provide child care subsidies to nearly 150,000 more children next year. These new funds, combined with the child care funds provided in welfare reform, will enable the program to serve over 2.2 million children in 2001, an increase of nearly one million since 1997. The block grant is part of the Child Care and Development Fund, the primary federal subsidy program that helps families pay for child care, thereby enabling low-income parents to work. Today, millions of families who are eligible for assistance with their child care costs do not receive any help; in 1998, only about 10 percent of the 15 million low-income children eligible for assistance under federal law received subsidies. We are exploring options to provide information to states on how to reach out to Hispanic families to help them take advantage of CCDBG.

Head Start: The President's budget boosts funding for Head Start by \$1 billion -- the largest funding increase ever proposed for the program -- to provide Head Start and Early Head Start slots to approximately 950,000 children, nearing the President's goal of serving one million children in 2002. Head Start is our nation's premier early childhood development program preparing low-income children for a lifetime of learning and development by providing early, continuous and comprehensive child development and family support services. Early Head Start, created by the Clinton-Gore Administration in 1994, brings Head Start's successful comprehensive services to families with children ages zero to three and to pregnant women, and works to enhance children's overall development and enable parents to be better caregivers of and teachers to their children. Since 1993, this Administration has already boosted funding for Head Start by 90 percent.

- The Administration intends to continue efforts to increase participation by underrepresented groups in specifically targeted areas with recent influxes of immigrants and limited English proficient children, including seasonal farmworkers.
- increasing by 50% the number of points awarded to expansion grant applicants who emphasize outreach to under-served populations, such as seasonal farm workers, recent immigrant families and non-English speaking groups;
- increasing the number of grant application reviewers that have expertise in serving language minority children;
- working with and monitoring programs to ensure full utilization of community assessments to better target outreach, recruitment and enrollment of under-served populations;

- providing specialized technical assistance to ten communities where changing local demographics have resulted in significant under-served populations.

Engaging the Private Sector: We need to improve outreach and funds for government programs in this area, and we also need to further engage the private and non-profit sectors to focus on this issue. During the First Lady's convening on Hispanic Children and Youth, the Administration secured a pledge by the Charles Stewart Mott Foundation, as part of its ongoing partnership with the Department of Education, to make a new commitment of more than \$300,000 commitment to improve Latino participation in after-school programs. This effort builds on the Foundation's \$83 million commitment in 1997 to support after-school activities in coordination with the 21st Century Community Learning Centers program. [We are following up with Mott to see what their progress has been, and will try to report on it.]

Goal #2: Improving Quality

Early Learning Fund: The Administration's child care proposal for FY 2001 includes a number of proposals to improve the quality of early childhood education. To ensure that children have access to early childhood programs that promote their cognitive development, the President's budget includes \$3 billion over five years for the Early Learning Fund to help improve child care quality and early childhood education for children under five years old. The Early Learning Fund will provide community grants for activities that foster cognitive development, improve child care quality and promote readiness for school. Resources could be used to help child care providers get training or certification, facilitate licensing or accreditation of child care centers, and reduce child-to-staff ratios -- factors associated with positive developmental outcomes for young children.

Stay At Home?

Goal #3: Improving Language and Literacy Skills

TBD -- after Tuesday meeting.

Hispanic Education National Meeting

GOALS

Two and one-half of five goals completed to date.
Please give comments/revisions to person responsible for goal.

- Pre-K Goal – Ann O’Leary (no draft) *completion rate*
- Reducing Dropout Rate – J.B. Buxton (complete draft) *Selection from*
- Eliminating the Achievement Gap – Andy Rotherham/Bethany Little (complete draft)
- English Language Proficiency – Andy Rotherham/Bethany Little (meeting on goal on March 14, 2000)
- Higher Education – Brian Kennedy (partial draft)

and lifelong learning: civics + literacy *GED completion*

more to English lang proficiency

based on student achievement

Buxton

DRAFT

Internal Working Paper on Eliminate the Achievement Gap for Hispanic Students

Background

On the National Assessment of Educational Progress, the SAT, and other standardized tests there is an achievement gap between Hispanic students and white, non-Hispanic students. For example on the 1996 NAEP mathematics test for 9-year-olds, non-Hispanic white students averaged 237 (6 points above the average of 231) while Hispanic students averaged 215, 16 points below the average and 22 points below their non-Hispanic white peers. 13-year-old non-Hispanic white students averaged 281, 7 points above the average while Hispanic students averaged 256, 25 points below their white peers and 18 points below average. 17-year-old non-Hispanic white students showed a similar disparity scoring 292, 15 points below average and 21 points below their white counterparts. The chart below illustrates the NAEP score disparity in more detail:

NAEP Test (1996)	Average Score	Non-Hispanic White Average	Hispanic Average	Hispanic v. Average Score	Non-Hispanic White v. Hispanic	Non-Hispanic White v. Average
9-year-old Reading	212.4	219.9	194.1	(18.3)	(25.8)	7.5
13-year-old Reading	259.1	267	239.9	(19.2)	(27.1)	7.9
17-year-old Reading	286.9	294	264.7	(22.2)	(29.3)	7.1
9-year-old Math	231	237	215	(16)	(22)	6
13-year-old Math	274	281	256	(18)	(25)	7
17-year-old Math	307	313	292	(15)	(21)	6
9-year-old Science	230	239	207	(23)	(32)	9
13-year-old Science	256	266	232	(24)	(34)	10
17-year-old Science	296	307	269	(27)	(38)	11
9-year-old	207	216	191	(16)	(25)	9

Writing						
13-year-old Writing	264	271	246	(18)	(25)	7
17-year-old Writing	283	289	269	(14)	(20)	6

While all the score gaps are serious, it is worth noting that the gap actually grows for students in reading and math as they progress through school.

On the SAT the score gap is equally problematic with an average verbal score for Hispanic students of 466 compared to 526 for non-Hispanic white students (60 points) and a gap of 486 to 526 (40 points) in math.¹ State assessments and other standardized tests indicate similar disparities.

One means of ensuring academic success for LEP students is to use appropriate and valid assessments aligned to state and local standards that take into account language acquisition. This is especially important in locations where "high-stakes" testing (i.e., testing for high school graduation and school accountability) is required by law. Standardized tests should be used as only one of many criteria to determine student competencies. The additional challenge of testing Hispanic Americans is that the test results must reflect an assessment of core content learning, and not reflect solely linguistic or cultural competencies.

In addition to results on assessments, data show that when compared to non-Hispanic students, Hispanic students are:

- less likely than black or white students to have access to a computer at home or in school,
- less likely than white or black students to be enrolled in college preparatory programs,
- less likely than white or black students to be enrolled in gifted and talented programs,
- more likely to be placed in remedial-general education tracks,
- more likely than white students to be enrolled in vocational programs, and
- more often incorrectly assessed as mentally retarded or learning disabled.

A 1998 teacher survey found that among teachers who teach students with limited English proficiency or from diverse cultural backgrounds, almost half felt unprepared to address the needs of these students.

The Secretary of Education's 1998 "Improving Opportunities" report found that:

- "Achievement gaps between Hispanics and whites remains high. At age 9, the gap in reading performance has not changed significantly since the initial assessment [1971-1996]. In math and science proficiency there has been little improvement in the gap between Hispanics and whites in the last 20 years. At age 13, the gap in math proficiency has closed by 10 points; however, the current gap of 25 points still remains. And in reading proficiency, there has been little change in the gap between Hispanics and whites over the past 20 years. At age 17,

the proficiency gaps for reading and math have closed by 11.6 and 12 points respectively; however significant gaps remain.

This achievement gap contributes to the disproportionately high Hispanic dropout rate, and disproportionately low rates of college attendance. The report "Nation on the Fault Line" cites a list of specific factors that affect the educational achievement of Hispanic Americans. The factors most relevant to these students' performance on assessments include:

- inequity in school financing,
- school segregation and poverty,
- underrepresentation of Hispanics among school personnel,
- multicultural training for school personnel,
- lack of bilingual and ESL programs,
- testing and assessment, and
- parental involvement.

Goal for Eliminating the Achievement Gap

This "achievement gap" can be measured in a variety of ways, from the national tests scores cited above (NAEP and SAT), to disaggregated scores on state assessments to a package of indicators like AP exams taken, access to technology, retention in grade, etc.

Option #1 Eliminate the achievement gap for Hispanic students on state assessments within the next decade.

Pros: This goal would continue an emphasis on aligning standards with curricula, using effective assessment practices, and including as many students as possible in state assessments. It is also the measure that will be the measure seen by parents and others on school and district report cards and used to assess the school's performance.

Cons: This would be incredibly difficult to monitor, or even define, and does not show the rate of progress among states. It might also create an incentive for states not to include all kids in assessments, and to use "valid" assessments that may expect different levels of accomplishment. Also, would you be looking at all subjects and all grades? Or just language arts and math at key transition points?

Option #2 Eliminate the achievement gap for Hispanic students on the National Assessment of Educational Progress within the next decade.

Pros: This goal would be easier to monitor, and ensures all kids are being assessed in the same way against the same standard.

Cons: The goal does not support the system of state standards and does not get at problems of curriculum and assessments. Also, NAEP is not given very frequently and actually tests far fewer kids.

*Monitored
by ESPEA
Committed
to standards*

Option #3 Eliminate the academic achievement gap for Hispanic Americans.

Pros: This has been expressed by some of the groups as a preferable goal. It also more clearly addresses the issues behind what the assessments illustrate, and not get hung up on problems with the assessments themselves.

Cons: Talk about a researcher's nightmare! Also, this is squishier and might be harder to out in terms of message.

Strategies for Eliminating the Achievement Gap

The federal government, state and local governments, the private sector, and community-based organizations all have a role to play in eliminating the achievement gap among Hispanic and other students. The federal government is committed to help build a foundation for school success by increasing access for Hispanic students to Head Start, Title I, and after-school programs. All of these programs have been shown to bolster literacy and academic achievement. The federal government's enforcement of Title I accountability may be its strongest leverage point on this issue – if the political will exists to do this. More of the Administration's strategies are described in detail below.

Questions to consider in developing our approach to this issue include:

- *What does "to the extent practicable" mean?*
- *How do we determine if an assessment is "valid"?*
- *How do you align classroom practices with assessments?*
- *What is the intersection between assessments and education? (i.e. even if assessments were done perfectly, it is still likely that there would be an achievement gap)*
- *How do we enforce our Title I provisions?*
- *What is the role of teacher training and expectations?*
- *How do access to technology, use of technology and equity of school finance(federal piece might involve more effective targeting) play into this?*

Other general strategies being undertaken by businesses, foundations and non-profit groups to help Hispanic students reach high academic standards include:

- parent involvement
- alignment of standards and curriculum
- teacher training in cultural sensitivity and a focus on expectations
- mentoring, tutoring and individualized instruction
- language mastery assistance

Deliverables by business, nonprofits and others for the conference (discussed below) should be aligned with those strategies that have proven most effective in improving academic achievement for Hispanic students.

Conference Approach

The approach is heavily dependent upon the overall conference length (and format). What follows are two possible approaches for addressing the goal of eliminating the achievement gap between Hispanic and other students.

Three-hour Strategy Meeting with No Breakouts

If the conference is a 3-hour national strategy meeting in the East Room, where attendees stay put, then the meeting can only lend itself to a panel or dialogue of some sorts.

The first option for a panel would be to have an academic- or foundation-type briefly lay out what is understood about why the achievement gap exists. The panel could also include a practitioner who is doing this well (and maybe one who is not), a business champion of standards (like Lou Gerstner), government and nonprofits or foundations (depending on the first speaker) to respond and talk about what has been done and what needs to be done, including the commitments needed to be made. We should allow time for Q&A with a group this small (scheduling request references 150 people).

The second option for a panel would be to focus more explicitly on what has been done, what has been done well and poorly and what needs to be done still. Rather than a group of respondents, we would invite three people to deliver prepared comments on three components of the problem/challenge (components to be developed). A moderator could then handle pose some additional questions and allow Q&A.

Six-hour Strategy Meeting with Breakout Sessions

If the format were expanded beyond the scope of the scheduling request, then we would have some time for a speaker or panel and breakout sessions on component issues. The panel for the whole group could be either option as described above. Breakout sessions would follow and would either be organized along the goals and best practices or the goals and strategy to move forward.

Potential Deliverables

In addition to the continued commitment of the Clinton Administration, commitments could be made by a variety of higher education, private sector and foundation entities. Among the commitments/deliverables we might pursue are the following.

Business could commit to:

- Donating technology and expertise to help close the digital divide
- Implementing policies and advocating for parents to be involved in their children's education
- Getting involved with state and local efforts to implement standards
- Committing employee time for tutoring

It might be interesting to highlight the Gates' recent donation to "reinventing" public schools by having him (an obvious longshot) or the head of his foundation appear on a panel.

Foundations could commit to:

- Funding research on what works to help Hispanic youth learn
- Funding research on effective assessment practices
- Supporting and replicating effective programs

Non-profit organizations could commit to:

- Getting involved with state and local efforts to implement standards
- Communicating with their communities about the importance of education and parental involvement
- A national effort to raise awareness...

Institutions of Higher Education could commit to:

- Educating teachers in cultural sensitivity and best practices for teaching LEP students
- Working with schools to identify best practices for teaching Hispanic students

Federal Government could commit to:

- Deliverable on effective assessment practices?
- If the tape mentioned below has not been sent out yet, it might be a good "deliverable" for the conference.

Administration Strategies

GOAL II: CLOSING THE ACHIEVEMENT GAP

Title I: (HEAP) Grants to local educational agencies provide supplemental education services for students who have fallen behind in school, particularly those in high poverty communities. About 32 percent, or 3.6 million of the students served by Title I are Latino.

FY 2000 Enacted level: \$7.9 billion

FY 2001 Request: \$8.36 billion

Department Objective: To strengthen the effectiveness of Title I services to help Latino students achieve to high academic standards.

Results to Date: Latino participation has increased by 72% (up from 1.9 million) since 1993-94. This increase appears to be attributable to the expanded number of schoolwide programs, funding increases, and clearer requirements that LEP students must be served under Title I.

The Department has issued final guidance on Title I standards, assessments, and accountability requirements as well as the guidance on the inclusion of LEP students ("in the native language to the extent practicable") in assessment and accountability systems.

The Department has also increased support for identifying and disseminating models of effective practices for helping Hispanic students learn to read and meet academic standards in other challenging academic subjects. For example, Southwest Educational Development Laboratory, in collaboration with the Comprehensive School Reform Demonstration Program Office, has organized a set of research-based school reform models, including locally developed approaches, with demonstrated effectiveness in serving LEP students. Information on these models is available on the web (<http://www.sedl.org/culture/adapting.html>) to support communities with high concentrations of LEP students in implementing whole school reform approaches.

The Department began production of a videotape for Spanish-speaking families and the schools and organizations that serve them – to provide some basic suggestions about helping children succeed in school. The areas that will be covered include parent involvement in education, ready-to-learn issues, reading and mathematics, and preparing for college. The videotape will be 15 minutes in length and be used as a tool for presentations to groups of Spanish-speaking families that might be provided by schools, colleges, community-based organizations, faith-based organizations, or others. The tape will be packaged with print materials as a kit to be marketed to schools and community-based organizations serving Hispanic Americans. The video package will be ready to distribute in early 2000.

The Department plans to:

- Provide technical assistance to grantees with attention given to communities with new and emerging populations;
- Conduct three workshops on Title I assessment requirements and best practices; and
- Release "Toolkit for Assessment of LEP Students" reports and handbook on large scale testing--in partnership w/ CCSO.

Strategy 1: Ensure that schools are held accountable for improving the academic performance of Latino students, by enforcing the Title I requirements for implementation of state standards, assessments and accountability systems by school year 2000 – 2001, and ensuring the inclusion of LEP students in those systems.

The Department plans to:

- Produce a report on state policies for including LEP students in assessments;
- Identify states w/ greatest difficulty in complying w/ requirements for the inclusion of LEP students in state assessment and accountability systems and provide appropriate technical assistance and encouragement; and
- Develop follow-up and technical assistance plan for states needing assistance in improving services to and assessment of LEP students as well as ensure appropriate consequences for states that fail to comply w/ Title I assessment requirements.

Strategy 2: Provide Title I schools and districts, particularly those with high and growing concentrations of Latino and LEP students, with high quality resources, including best practices (*Also in line with Goal III: English Language Acquisition*).

The Department plans to:

- Co-sponsor (with CAL) regional workshops on best practices in teaching reading to LEP students (IAS conferences) as well as produce and disseminate a variety of Spanish-language materials to support parent involvement in education and early reading. (Spanish language catalogue of materials, Even Start guide on helping the child's brain develop, etc. have been completed);
- Produce practical research summaries and related materials (including workshop videos) on teaching reading to LEP students and develop an "Idea book" on the education of Latino students (An initial report was developed by NCBE and released in January 1999); and
- Develop plan for ongoing technical assistance and outreach to school districts with large, fast growing, or emerging Latino student populations.

State Agency Migrant Program (HEAP) The Migrant Education program (MEP) provides financial assistance to state educational agencies to establish and improve educational programs for children of migratory workers to enable them to meet the same academic standards as all students. Approximately 85% of migrant children are Latino.

FY 2000 Enacted Level: \$355 million

FY 2001 Request \$380 million

Objective: To help improved academic achievement and school completion of migrant children.

Results to Date: 752,000 migrant children have been identified as being eligible for the migrant education program; 621,000 are currently being served.

In Reading, Elementary & Middle Grades: At least 60% of migrant students scored at or above basic in 6 of the 10 states providing usable data. In Math, Elementary Grade: At least 60% of migrant students scored at or above basic in 4 of the 10 states providing usable data. In Math, Middle Grade: At least 60% of migrant students scored at or above basic in 2 of the 10 states providing usable data.

Strategy 1: Ensure that migrant children are included in state assessments that are linked to high standards.

The Department plans to:

- Conduct a study on level of migrant student participation in state assessment systems;
- Disseminate a report describing state practices on assessing LEP students to State MEP Directors;
- Work with states in Summer Leadership Institute to examine the testing, reporting, and use of state assessment information for migrant students; and
- Provide technical assistance to states on the testing, reporting, and use of state assessment data with the migrant student population.

Strategy 2: Encourage the implementation of comprehensive school reforms (e.g., SWPs & CSRD) that effectively integrate MEP funds and services with other programs so that migrant children benefit more fully.

The Department plans to:

- Disseminate information to MEP State Directors on strategies for states and school districts to work with Title I, Part A, staff in comprehensive school reforms and school-wide programs;
- Monitor for evidence of support for building level attention to the unique needs of migrant children in schoolwide and CSRD programs via state integrated reviews; and
- Implement a revised research agenda for migrant education focusing on graduation rates, secondary school dropout risk factors & levels, student achievement on state standards, and school readiness.

Strategy 3: Ensure that states and local school districts provide education services outside the regular school term to help migrant students achieve high standards.

The Department plans to:

- Conduct workshops at the National Migrant Education Conference on student participation rates and high quality programs; and
- Provide funding incentives for multi-state consortia that will develop and use innovative materials and procedures to ensure education continuity for migrant students;

Strategy 4: Increase the efficiency and effectiveness of services to migrant children through more effective coordination.

The Department plans to:

- Pilot consolidated database to assist in the transfer of migrant student records and coordinate with Mexico's Department of Education on improving educational outcomes for bi-national children; and
- Continue support of incentive grants that promote partnerships with agribusiness and other local organizations to support education services and the work of migrant families and workers.

Other Department efforts to close the achievement gap:

- The OERI funded National Center for Education Statistics (NCES), in coordination with other agencies (Census Bureau and others), is collecting significant demographic information and general performance data via the National Assessment of Educational Progress (NAEP) and the National Assessment of Adult Literacy (NAAL) that describe the educational needs of Latino students;

- The Educational Resources Information Clearinghouse (ERIC) includes numerous studies, reports and analyses on Latino education. The ERIC National Clearinghouse on Reading disseminates a series of booklets in both English and Spanish to help parents provide academic support for their children.

GOAL III: ENGLISH LANGUAGE ACQUISITION

Bilingual Education: (HEAP) The Title VII, Bilingual Education program assists schools to build their capacity to operate high-quality programs designed to help limited-English proficient (LEP) students achieve to the same high academic standards as all students. Approximately 70% of LEP students are Latino. *(May also support Goal II: Closing the achievement gap).*

FY 2000 Enacted Level: \$248 million

FY 2001 Request: \$296 million

Objective: To improve the effectiveness of Title VII grantees in helping linguistically diverse children learn English and achieve to the same challenging academic standards required of all children.

Results to Date:

- In 1999, approximately 1.4 million Latino students were served by Title VII programs. Federal bilingual education projects continue to demonstrate effectiveness in teaching English.
- Recent evaluation reports indicated that for 91% of projects, at least two-thirds of LEP students made gains in oral English proficiency.
- The Department has supported the distribution of a variety of educational resources for teachers of linguistically and culturally diverse students, the majority of whom are Latino. For example, through the National Clearinghouse for Bilingual Education (NCBE), the Department created a series of guides on the preparation of teachers of English language learners (<http://www.ncbe.gwu.edu/ncbepubs/resource/ells>); a report and cases studies on *Transforming Education for Hispanic Youth: Exemplary Practices, Programs, and Schools* grounded in the work of Hispanic Drop-Out project (<http://www.ncbe.gwu.edu/ncbepubs/resource/hispanicyouth/index.htm>); and state-specific data on LEP student enrollments in US schools (<http://www.ncbe.gwu.edu/askncbe/faqs/01leps.htm>).

Strategy 1: Ensure effective project implementation through improved grants management, technical assistance, and identification and dissemination of promising practices.

Strategy 2: Launch an outreach and technical assistance campaign to solicit Professional Development grant proposals from IHE's and other eligible institutions located in and serving areas with a large unmet need for bilingual education and ESL instructors as well as in communities with emerging Latino populations.

The Department plans to:

- Identify and highlight promising practices (in coordination with NCBE and NABE) and work with OESE to improve implementation of all federal programs;
- Support intensive evaluation of programs and individual criteria by developing and providing technical assistance and guidance on and criteria for high quality evaluation;
- Increase outreach to parents and teachers of LEP students (e.g. Produce and disseminate a guide to parents on standards-based reform and the inclusion of LEP students in high quality instruction, assessment, and accountability systems); and
- Analyze its data collection and analysis efforts by developing a profile of data resources related to Latino and limited English proficient students. The Department-wide profile on assessing and improving data collection on Latino and LEP students is being developed through the Clearinghouse on Bilingual Education. The profiles will catalog data collection instruments for each program and principal office in the Department. The final report will describe the data being collected regarding both Latinos and LEP students, identify gaps in data collection, and make recommendations for future data collection and evaluation efforts.

Research Agenda on limited-English proficient (LEP) Students: (HEAP 2001 proposal)

This HEAP 2001 proposal will include joint research with the National Institutes of Health (NIH) on improving the literacy learning of Spanish-speaking students, a systematic program of research responding to the 1997 National Research Council report, *Improving Schooling for Language Minority Children: A Research Agenda* and targeted efforts to build capacity, especially among traditionally underrepresented groups to study these nationally significant issues.

FY 2000 Enacted: \$0

FY 2001 Request: \$10 million

Ensure that Hispanic Students Achieve English Language Proficiency

Lack of Bilingual and ESL Programs. One of the most controversial issues in the education of Hispanic children is language. The reason for this controversy is primarily political, rather than educational, and reflect a public misunderstanding that bilingual and English-as-a-Second-Language education methods are somehow a threat to American culture and values. In fact, the General Accounting Office (GAO) indicated in 1994 that "the bilingual method" is the most effective for non-English speaking children.

The fastest and most effective way for bilingual students to acquire both a command of English and a command of classroom subject matter is through well-designed and fully implemented bilingual programs. Unfortunately, many states and districts fail to provide full bilingual instruction

in academic subjects. In 1994, for example, the GAO found that many school districts with high concentrations of Limited English Proficient (LEP) students were not adequately providing bilingual services. In one district with 21,000 identified LEP students, only 3 percent of the LEP students were being served.⁵⁰

Today, two primary strategies for instructing LEP students are English as a Second Language (ESL) and bilingual education. ESL is a teaching method in which instruction is almost exclusively in English. In fact, it may be based upon a curriculum that incorporates little or no use of the native language, and is taught only in specific school periods, after which students are placed under regular instruction for the rest of the school day.⁶⁰

According to Professor Josué Gonzalez of Columbia University Teachers' College:

Bilingual education is the use of two languages, one of which is English, as a means of instruction. It is an educational tool primarily used with children of limited English proficiency to provide them both English language instruction and access to other content areas of the curriculum. . . . The native language of the child is used in bilingual programs to the extent necessary to teach basic skills and insure that children do not fall behind their peers in other subjects while they learn English.⁶¹

Bilingual education programs develop native-language proficiency in order to enable LEP students to make a transition to all-English instruction, while receiving academic subject instruction in their native language. These programs emphasize the development of English-language skills as well as grade promotion and graduation requirements.⁶²

In *Lau v. Nichols* (1974),⁴⁷ the Supreme Court ruled that students who are not fluent in English have a right to comprehensible instruction as a means of ensuring equal access to a public education. Failure to provide supplemental language instruction, then, violates Title VI of the Civil Rights Act. From 1984 to 1994, the number of limited English proficient (LEP) students increased by almost 70 percent, yet, the corresponding numbers of qualified bilingual teachers did not increase. Currently, more than 2.3 million LEP students, representing different linguistic and cultural backgrounds, attend public elementary and secondary schools — and three-fourths of them are Spanish speakers.

A panel of experts was convened in Washington, D.C., in November of 1995, to address the issues affecting bilingual education. (A list of panelists can be found in Appendix E.) They agreed that without effective bilingual education, a pattern of failure develops:

Students receiving no special language training inevitably fall behind in other subject matter while they struggle to learn English;
Students may, over time, become fluent in oral English, but are not promoted with their peers, because they have missed several years of instruction in content areas; and

Students are rarely able to overcome this and are, consequently, more likely to leave school before high school graduation. The National Education Goals Report 1992 found that LEP students have one of the highest dropout rates in the country.

Goal: TBD [Within 3 years of entering public school] or [before graduating from High School.] [We need to get a better feel for where the community is on this issue through Brian's outreach meetings before proceeding much further on this issue.] (Bethany Little/Andy Rotherham)

College Entrance Examination Board, *National Report on College Bound Seniors*, 1997.

Internal Working Paper on the Reducing the Hispanic Dropout Rate

Background

Since the 1970s, the United States has witnessed increasing completion rate and a reduction in the dropout rate for high school students across the country: In 1998, 85% of all the 18 through 24 year-olds had completed high schools, 11.8% of all 16 through 24 year-olds had dropped out of school, and 4.8% percent of 15 through 24 year-olds had dropped out during the 1997-98 school year. These reflects an improvement, albeit slight, over where we were thirty years ago.

Those improvements, however, belie the reality of the completion and dropout rates among Hispanic high school students. According to the Census Bureau, among 18 through 24 year-olds, 90.2% of non-Hispanic whites and 81.4% of non-Hispanic Blacks had completed high school in 1998. For Hispanic youth, the figure stands at only 62.8%. During the 1997-98 school year, Hispanic students aged 15 though 24 dropped out of school (the "event" dropout rate) at two and a half times the rate of non-Hispanic whites (3.9% v. 9.4%) and nearly twice the rate of non-Hispanic Blacks. Among 16 through 24 year-olds, while 7.7% of non-Hispanic Whites and 13.8% of non-Hispanic Blacks are not in school and have not earned a high school credential (the "status" dropout rate), the rate for Hispanic students is 29.5%.

There is an underlying complexity to the Hispanic dropout issue. Essentially, the dropout rate is told by two stories. The first story is that of US-born Hispanic youth. For Hispanic youth aged 16 through 24 with both parents also born in the US, the dropout rate is 15.8%. The figure rises to 20.5% for youth born in the US with at least one parent born outside the US. The other story is of Hispanic youth, aged 16 through 24, born outside the 50 states or the District of Columbia of whom 44.4% have dropped out. Data from 1995 shows that of the dropouts born outside the US, half never enrolled in a US school and 80% were reported as limited English proficient.

What these two stories reveal is that Hispanic dropout rate are partly attributable to the relatively higher dropout rates among Hispanic immigrants. That said, the lowest dropout rate for Hispanic youth (that of US born with US born parents) is still twice that of their non-Hispanic White peers and greater still than the rate for non-Hispanic Blacks.

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

Goal for Reducing the Hispanic Dropout Rate

The following represents four options for a goal for the National Strategy Meeting in April. The first three are concerned with the measure we use to count dropouts; the fourth suggests turning the goal on its head and establishing a goal for increasing high school completion rates rather than a goal of decreasing dropout rates.

OPTION #1 Eliminate the gap in the event dropout rate between Hispanics and the national average by 2010.

This measures the share of students aged 15 through 24 who drop out of grades 10-12 in any given year. The goal would be to reduce the Hispanic dropout rate to the national average. Alternatively, we could calculate a non-Hispanic average and attempt to reduce the rate to that figure. The event dropout rate in 1998 was 4.8% for the nation and 9.4% for Hispanic youth.

Pro: This goal would focus on putting in place a strategy to keep enrolled students in school. It would be unburdened by the fact that many young adults counted as a part of the status dropout data (16 through 24 year-olds) are past school age or immigrate to the country past the age when they can enter school.

Con: It focuses somewhat narrowly on kids who dropped out of grades 10-12. In focusing on keeping kids in school, it would not also focus on bringing former dropouts back in, which is an important goal and better measured by the status dropout rate.

OPTION #2 Eliminate the gap in the status dropout rate between Hispanics and the national average by 2010.

This measures the percentage share of students aged 16 through 24 that is not in school and has not received a high school credential. The current status rate is 11.8% for the nation and 29.5% for Hispanic youth.

Pro: This goal recognizes that efforts must be made to keep people from dropping out, bring people back into school, and help them earn high school diplomas or credentials. It deals with the entirety of Hispanic youth, not just those of school age.

Con: It is a much larger gap to close and deals with Hispanic youth who are past school age. It lumps together what are essentially two distinct groups within the Hispanic dropout subgroup: US born and immigrant Hispanic youth.

OPTION #3 Eliminate the gap in the status dropout rate between the national average and US-born Hispanic youth and cut in half the dropout rate for immigrant Hispanic youth.

This goal would have us reduce the status dropout rate for US born Hispanic youth aged 16 through 24 (with parents either US- or outside-the-US-born) from the current 20.5%

rate to the national average of 11.8%. The dropout rate for immigrant Hispanic youth is 44.4%. However, the status dropout rate for non-Hispanic immigrant youth is only 7.2%.

Pro: Provides a dual focus on US born and immigrant Hispanic youth and recognizes that these groups require some different strategies. Commits us to a doable goal with the first group (US born) and a still ambitious goal of cutting the rate in half for immigrant Hispanic youth.

Con: This approach looks like we are tucking our tail in the face of a tough problem with immigrant Hispanic youth. Furthermore, given that in 1998, non-Hispanic immigrants had a lower dropout rate than the rate for non-Hispanic Whites, it might be a tough argument to make that we need to establish dual goals.

OPTION #4

Eliminate the high school completion gap between Hispanic students and the national average.

This figure measures the share of 18 through 24 year-olds who have completed a high school diploma or received an equivalent credential. For 1998, 85% of all 18 through 24 year-olds not enrolled in high school had completed high school. For Hispanic young adults the completion rate is 62.8%.

Pro: A high school completion goal would be a positively-oriented goal for Hispanic youth: "complete high school" versus "don't drop out." In addition to a primary focus on keeping kids in high school to earn their diploma, this goal would also focus on getting those youth past HS age credentialed (GED, etc).

Con: The dropout rate is an issue with currency in the education and Hispanic communities and this might redirect too much. Could lead to a perception that we aren't addressing the dropout issue (though we would be).

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

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

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

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

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

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

Deliverables by business, nonprofits and others for the conference (discussed below) should be aligned with those strategies that have proven most effective in retaining Hispanic youth in high school and encouraging high school completion.

Conference Approach

The approach is heavily dependent upon the overall conference length (and format). What follows are two possible approaches for addressing the goal of reducing the dropout rate for Hispanic Youth contingent upon conference length.

Three-hour Strategy Meeting with No Breakouts

If the conference is a 3-hour national strategy meeting in the East Room, where attendees stay put, then the meeting can only lend itself to a panel or dialogue of some sorts.

The first option for a panel would be to have an academic- or foundation-type briefly lay out what is understood about what contributes to the high Hispanic dropout rate. The panel would also include a representative from schools, business, government and nonprofits or foundations (depending on the first speaker) to respond and talk about what has been done and what needs to be done, including the commitments needed to be made. We should allow time for Q&A with a group this small (scheduling request references 150 people).

The second option for a panel would be to focus more explicitly on what has been done, what has been done well and poorly and what needs to be done still. Rather than a group of respondents, we would invite three people to deliver prepared comments on three components of the problem/challenge (components to be developed). A moderator could then handle pose some additional questions and allow Q&A.

Six-hour Strategy Meeting with Breakout Sessions

If the format were expanded beyond the scope of the scheduling request, then we would have some time for a speaker or panel and breakout sessions on component issues. The panel for the whole group could be either option as described above. Breakout sessions would follow and would either be organized along the goals and best practices or the goals and strategy to move forward. For the dropout issue, there might be three concurrent panels focusing on major issues such as language barriers, workforce preparation, and school and community partnerships.

Potential Deliverables

In addition to the continued commitment of the Clinton Administration, commitments could be made by a variety of higher education, private sector and foundation entities. Among the commitments/deliverables we might pursue are the following.

Business could commit to:

- Mentoring by employees (by hours or people)
- Establishing high school internships and school-to-work apprenticeships
- Funding a campaign on the importance of high school completion/not dropping out
- Implementing policies and advocating for parents to be involved in their children's education

Foundations could commit to:

- Funding commitment to grants initiatives that target dropout reduction/high school completion
- Funding R&D around this goal or a dissemination of best practices effort

Non-profit organizations could commit to:

- Partnerships between schools and communities to address the goal
- Commitments for mentoring/tutoring
- Focus on the language aspect of this issue (deliverable?)

Institutions of Higher Education could commit to:

- Implementing programs that develop college awareness among Hispanic youth and provide incentives for finishing school.

Federal Government could commit to:

- Continuing its HEAP expanding access and funding efforts
- Addressing needs through programs development or modifications in relevant agencies.

HIGHER EDUCATION GOAL

Improve Hispanic College Completion Rates

Background:

In 1977, only 6.7% of Hispanic Americans aged 25 to 29 (compared to 25.3% of White Americans and 12.6% of African Americans) had completed four or more years of college. Twenty years later in 1997, the rate for Hispanic Americans had improved to 11%, while the rate for White Americans rose to 28.9% and the rate for African Americans increased to 14%. The 1997 rate for all races was 27.8%. While there has been steady improvement in the Hispanic College Completion rate, the rate is still unacceptably low.

What You Earn = What You Learn:

- In 1998, median weekly earnings of full-time workers with a high school diploma were \$479, compared with \$753 for those with a bachelor's degree, and \$956 for those with an advanced degree. Thus, a bachelor's degree provided an earnings premium of 57 percent and an advanced degree increased earnings 100 percent over a high school diploma. *Current Population Survey*, Bureau of Labor Statistics, (February 3, 1999)

GOAL

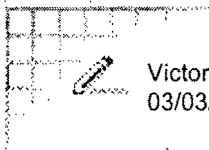
Increase the College Completion rate of Hispanic Americans to the national average for all races. (As noted above, the 1997 rate for Hispanic Americans was 11% compared to the national average rate of 27.8%)

Federal Government Efforts to Address the Issue:

- Increased funding for Pell Grants and other financial aid programs
- Increased support for the GEAR UP early intervention college preparation program
- Increased support for the TRIO college support service programs
- The new College Completion Challenge Grants Program: which provides increased grant aid, summer programs and support services to students at risk of dropping out.

Private Sector Efforts

Business Community, Foundations, Non-profit organizations ...



Victoria L. Valentine
03/03/2000 03:46:07 PM

Record Type: Record

To: Reynaldo Valencia/WHO/EOP@EOP

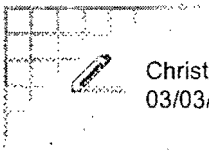
cc:

Subject: President Clinton Names Guillermo Linares as Chair of the President's Advisory Commission on Educational Excellence for Hispanic Americans.

Here you go in case you didnt get a copy of the release

Do you have a contact phone # for the commission so that I can get a photograph(s) of him.

----- Forwarded by Victoria L. Valentine/WHO/EOP on 03/03/2000 03:44 PM -----



Christine L. Anderson
03/03/2000 03:27:42 PM

Record Type: Record

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

cc:

Subject: President Clinton Names Guillermo Linares as Chair of the President's Advisory Commission on Educational Excellence for Hispanic Americans.

THE WHITE HOUSE

Office of the Press Secretary
(San Jose, California)

For Immediate Release

March 3, 2000

PRESIDENT CLINTON NAMES GUILLERMO LINARES AS CHAIR OF THE PRESIDENT'S ADVISORY COMMISSION ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

The President today announced the appointment of Guillermo Linares as Chair of the President's Advisory Commission on Educational Excellence for Hispanic Americans.

Mr. Guillermo Linares, of New York, New York, has served as a member of the

Commission since January, 1995. He has been Vice Chair since 1998. Mr. Linares became the first Dominican-American to be elected to public office in the United States when he was elected to the New York City Council in 1991. He was re-elected in November, 1993 and again in November, 1997. He continues to serve as a councilman. Previously, Mr. Linares was president of Community School Board #6 in Northern Manhattan. His prior experience includes positions as an Adjunct Professor and Project Director at the City College of New York, an Adult Literacy Consultant/Instructor at the Hispanic Women's Center, a Project Associate at Teachers College, Columbia University, and as a Resource Specialist and Curriculum Specialist at the New York City Board of Education. Mr. Linares was a founding member of the Community Association of Progressive Dominicans, where he served as coordinator of educational programs. He was a founding member and Co-President of the Parents Coalition for Education, Inc. in New York City, served as President of the Chancellors Commission on Bilingual Education and as a member of the Board of Directors of Advocates for Children of New York City, Inc. He was elected Co-President of the Black and Hispanic Caucus of the New York City Council in 1998. In addition, he serves as a member of the Executive Board of the National Council of La Raza and as a member of the Board of Directors of the National Association of Latino Appointed and Elected Officials.

Mr. Linares earned a B.A. in 1973 and a M.S. in 1979, from the City College of New York. He is currently an Ed.D. candidate at Teachers College, Columbia University.

The President's Advisory Commission on Educational Excellence for Hispanic Americans has been established in the Department of Education to advise the President and the Secretary of Education on the progress of Hispanic Americans toward achievement of the National Educational Goals and other standards of educational accomplishment. The Commission develops, monitors, and coordinates federal efforts to promote high quality education for Hispanic Americans. The Commission also examines ways to increase state, private sector, and community involvement in improving education.

-30-30-30-

Message Sent To:

Hispanic Education National Meeting

Friday, March 3, 2000

4:30 p.m.

Agenda

met several times. getting ready to send their proposal to potential leaders (Arriaga, etc.). Proposal addresses National Day of Commitment based on how each stakeholder can contribute. does not mention the act. cannot get together

I. Developments Since Last Meeting:

A. Efforts of stakeholders -- Initiative

B. Outreach plan/efforts -- Brian

C. Whitepaper -- Rey

D. White House Operations will soon become involved -- Rey

E. Language proficiency/acquisition goal meeting set for March 14, 2000 at 3:00 p.m.

F. Commissioner's meeting next week, new Commission Chair -- Rey

G. Secretary Riley's March 15, 2000 address at local high school -- Rey

Riley will announce

unsp. ed groups, hispanic advocacy orgs etc.

Guillermo Linares City Councilman in NY

II. Next Steps and Action Items

A. **SAVE FRIDAY 11:00 AM FOR AT LEAST NEXT FIVE WEEKS**

B. Status of Goals -- Rey

C. Structure and format of event

D. Event date

E. Commitments and Deliverables

F. Status of participant's list -- Brian B.

G. Department of Education "report card" (suggestion from NCLR)

5 goals: we want to focus where we are now better baseline admin

what are we on state proficiency

Educating ALL of America – Educational Excellence for Hispanic Americans WHITEPAPER

Since, 1993, improving educational opportunities and outcomes for all Americans has been a cornerstone of President Clinton's Administration. Yet even as the effort to implement standards and accountability takes root in states and communities across the country, we confront the reality that Hispanic Americans lag behind in academic achievement.

In August 1999, the First Lady hosted the first White House Convening on Latino youth, seeking to draw attention to the needs of the Latino community and emphasizing the importance of ensuring that every child meets his or her full potential. Over 200 community leaders, foundation and private sector representatives joined federal agency personnel to discuss pathways to achievement for Latino youth, including the networks of support that promote such achievement, and the risk factors that impede that progress. The event also furthered an on-going discussion concerning how to expand effective programs to address the needs of young Hispanic Americans.

To build on this effort, the White House is exploring the idea of hosting a national strategy session in the spring of 2000 that would bring together the various stakeholders, including public, private, philanthropic, and other non-profit organizations and leaders. The strategy session would highlight the importance of boosting Hispanic education achievement to our country's democracy and economic success. It would take stock of the progress achieved to date while addressing the need for more action from every sector of society. We are interested in all areas of education, including the early childhood years, elementary, secondary, and higher education and lifelong learning.

At present, the meeting's focus is anticipated to concentrate on the following five areas:

- Access to Early Childhood Education
- Closing the Achievement Gap on State Assessments
- Hispanic Dropout Rate
- Language Proficiency
- Higher Education

In developing this strategy session we will work with stakeholders to help formulate and structure the session, as well as to secure concrete commitments for future investments to address the educational needs of Hispanic Americans. We are in the process of reaching out to various public, private and community-based organizations and individuals to elicit their views and input about our idea.

ACCESS TO COLLEGE

THE CLINTON/GORE RECORD ON STUDENT AID

January, 2000

Since 1993, President Clinton has been dedicated to expanding access to education and training beyond high school. New and expanded programs provide over \$50 billion in student aid annually — compared to \$22 billion when he took office — and an additional \$7 billion is available through two college tax credits. Students have saved an estimated \$8.7 billion on loans over the last five years while taxpayers have saved over \$5 billion through managerial improvements. And program management has been strengthened and customer service has improved. In his 2001 budget request, President Clinton will seek to build upon these significant investments in American higher education.

President Clinton's will build his effort of expanding access to education by creating more affordable student loans. Students who borrowed student loans since 1993 will save \$100 annually for each \$10,000 in outstanding loans — and a total of \$5 billion — due to a lower interest rate formula. Today's formula is 1.55 percentage points lower than the 1993 formula during school and 0.95 percentage points lower during repayment. The Administration also championed the lower maximum rate paid by students, reduced from 10 percent to 8.25 percent, to protect them against interest rate hikes.

In 1993, the Administration reduced loan origination fees from a maximum of 7 percent of principal to a maximum of 4 percent, saving students nearly \$3.7 billion to date. In 1999, in recognition of widespread discounts available on guaranteed student loans, the Administration reduced direct loan fees to 3 percent.

Since 1993, borrowers have more flexibility in managing their student loan debt. Repayment flexibility allows graduates to pursue jobs that pay lower salaries even though they may require an expensive education. The income-contingent repayment plan allows direct loan borrowers to repay their loans based upon their income; after 25 years, any remaining loan balance is discharged.

EXPANDED STUDENT AID OPPORTUNITIES

Throughout the years, student aid has increasingly enabled students to attend and graduate from affordable accredited academic institutions around the country. President Clinton plans on continuing this achievement by expanding student aid opportunities to help a larger number of students receive higher education experiences. When President Clinton took office in 1993, the Pell Grant maximum award was \$2,300, the same as it was when President Bush took office in 1989. The maximum award has since increased by 56 percent to \$3,300. In 1995, the maximum Pell Grant paid for 86 percent of tuition and fees at a four-year public school; today, it pays for 92 percent.

March 3, 2000

In 1999, approximately 13 million American taxpayers are eligible for the Hope and Lifetime Learning tax credits for postsecondary training and education, totaling \$7 billion in aid. In addition, the restored tax deduction for student loan interest costs during the first five years of repayment — eliminated by the Reagan-Bush Administrations — will save borrowers \$245 million.

The Clinton Administration plans on increasing the number low-income students who graduate from college by utilizing early intervention programs to help these students succeed in college. Based on an Administration proposal, the new GEAR UP program funds partnerships between colleges and high-poverty middle schools. This years proposed budget of \$325 million would fund mentoring, tutoring, and college scholarships to an estimated 1.4 million low-income students. This is a 62.5% increase from FY 2000, and will provide services to 1.4 million students.

Work-study opportunities are incentives for students to earn money toward their education. Spending for Federal Work-Study increased by 41 percent from 1993 to 1999. The President has requested a \$77 million increase in fiscal 2000 to allow one million students to work their way through college.

AmeriCorps is one final program that provides students with valuable educational experiences through community service projects. Since 1994, over 150,000 AmeriCorps volunteers have earned up to \$4,725 for college while serving local communities.

STRENGTHENED STUDENT AID PROGRAMS

Students Aid programs are a necessity for millions of students who depend on this funding to help them receive their college diploma. In order to expand access to higher education and training, these programs need to be stronger. A first step in this process is to create the Direct Loan program. Under the Direct Loan program, students receive loans directly from the Education Department rather than through government-guaranteed lenders. Because the Direct Loan program is substantially less expensive for taxpayers than the guaranteed loan program, taxpayers have saved over \$4 billion over the past five years. The program has pioneered the use of new technology, streamlined loan processing and disbursement, and improved customer service in both programs through competition.

Strengthening the guaranteed loan program is a second step to improvement. Federal subsidies for banks and guaranty agencies have been pared down, saving taxpayers \$1.6 billion over the past five years. Improved financial management of the student loan programs helped the Department receive an unqualified opinion from its auditors on its fiscal 1997 financial statement, its first since the Department was founded in 1980. Further improvements were made for the FY 1998 audit, in which remaining student loan-related cost issues were resolved.

Reducing loan defaults is a priority of straightening the student aid programs. The national cohort default rate has been reduced from 22.4 percent five years ago to a record-low 8.8 percent. At the same time, collections on defaulted loans have more than doubled, from \$1 billion in fiscal 1993 to \$2.2 billion in fiscal 1998.

March 3, 2000

The Administration also plans on using technology to simplify aid. Students can now apply for student aid through the Department's web site and sign just one "master" promissory note for their loans, rather than submitting a new note for each loan.

March 3, 2000

Conference/Strategy Session Format

Key Questions

1. What will the role of the Principals be?

We need an idea of what each Principal would like to do (i.e. speech, panel discussion, open press, etc.) We also need to consider what issues they would like to address, and in what context (i.e. a speech on the challenges and goals identified at the conference, a panel discussion on closing the Achievement Gap, an announcement of the results and efforts since the First Lady's convening, an announcement of the commitments made by the public, private and nonprofit sectors, etc.) The answers to these questions will really shape the format of the event, but the following is an attempt to lay out possibilities for discussion.

2. Who will participate?

How many people attend, who they are, and what sort of role they need to play (for example, speaking roles for state and local elected officials) will greatly effect your format. This draft is designed to accommodate anywhere from 50 to 200 people from diverse groups, and allows for multiple speaking and leadership roles.

3. What is our venue?

This will also come out of the format, substance and roles of the Principals, but the following events could take place in a hotel, a combination of rooms in the White House Complex (including the White House Conference Center), or another government site such as the Reagan Building or the State Department.

4. What do we want the outcome to be? Will there be any follow-up?

These questions speak more to logistics than message "outcome." For example, would we have some sort of publication documenting the event? Or would the White House Initiative be tasked with hosting a "check-in" event every year to review progress on goals and commitments? Etc.

Draft Agenda 1

- | | |
|---------------------|--|
| 9:00 am – 10:00 am | Opening Session – Re-dedicating Ourselves to the Challenge
Welcome and Remarks by the First Lady
Panel Discussion reviewing progress since the First Lady's convening |
| 10:15 am – 11:15 am | Break-out Session on Replicating Best Practices |
| 11:15 am – 12:15 pm | Panel Discussion/Plenary Session on Establishing National Goals |
| 12:30 pm – 1:30 pm | Lunch Session –Rising to the Challenge of Our National Goals
Speech by Vice President Gore |
| 1:45 pm – 3:00 pm | Panel Discussion/Plenary Session on the Roles of the Public, Private and Non-profit Sectors in Rising to the Challenge of Our National Goals |
| 3:00 pm – 4:00 pm | Break-out Session on Working Together to Achieve our National Goals |
| 4:15 pm | Press Conference/Announcement of Commitments
President Clinton |

Draft Agenda 2

- 9:00 am – 11:00 am **Strategy Session – Working with the Public, Private and Non-Profit Sectors to Meet our National Goals**
President and Mrs. Clinton, Vice President and Mrs. Gore
- 11:15 am – 12:15 pm **Panel Discussion/Plenary Session on Pre-K Goal: To be provided by the Office of the First Lady**
- 12:30 pm – 1:30 pm **Lunch -- Speech/Presentation**
Principal?
Researcher?
Practitioner?
- 1:45 pm – 3:45 pm **Break-out Session on Eliminating the Gap in the Dropout Rate Between Hispanic Students and Non-Hispanic Students by 2005, Eliminating the Achievement Gap for Hispanic Students on State Assessments Within the Next Decade, and Ensuring that Hispanic Students Achieve English Language Proficiency**
- 4:00 pm – 5:00 pm **Panel Discussion/Plenary Session on Higher Education Goal to be provided by NEC**

Draft Agenda 3

- 9:00 am – 11:00 am **Strategy Session – Setting and Meeting Meaningful National Goals**
President and Mrs. Clinton, Vice President and Mrs. Gore
- 11:15 am – 12:15 pm **Panel Discussion/Plenary Session on the Role of the Public Sector in Meeting our National Goals**
- 12:30 pm – 1:30 pm **Lunch – Speech? Presentation?**
- 1:45 pm – 2:45 pm **Panel Discussion/Plenary Session on the Role of the Non-Profit Sector in Meeting our National Goals**
- 3:00 pm – 4:00 pm **Panel Discussion/Plenary Session on the Role of the Private Sector in Meeting our National Goals**