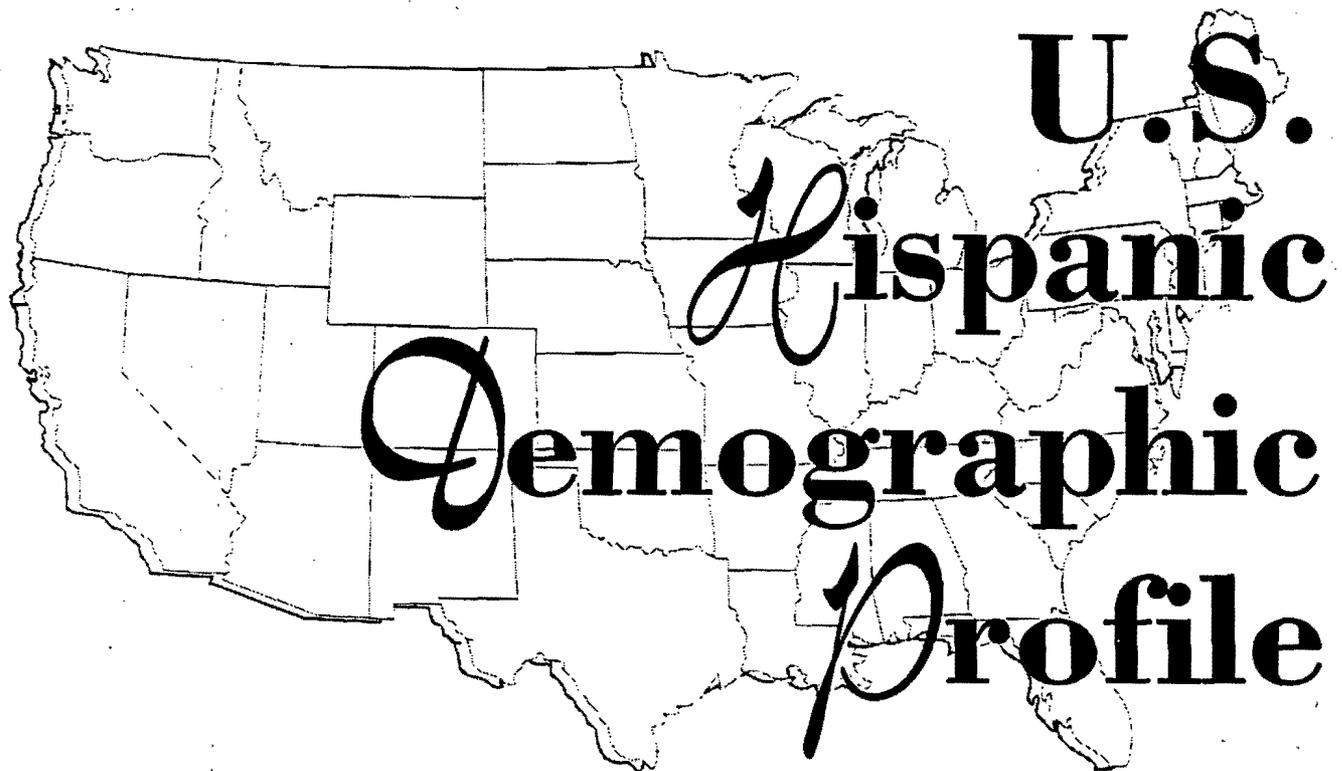


NCLR
NATIONAL COUNCIL OF LA RAZA



U.S.
Hispanic
Demographic
Profile



I. Overview

An assessment of the social and economic status of the U.S. Hispanic population suggests that, as the 20th century comes to a close, Latinos are at a critical juncture. There now exist at least 25 to 30 years of solid data, and a large and growing body of research, to help inform and shape strategies to address continuing – and in some cases, widening – socioeconomic gaps between Latinos and the rest of American society.

Overall, the Hispanic population was estimated to total 29.2 million in 1997, which constituted 10.9% of the United States population. The majority of Hispanics are native-born, high school graduates, and employed. In addition, Latinos represent a growing proportion of high school and college graduates, as well as business owners. Most Latino households are formed by families, and they continue to make gains in areas which will lead to greater economic stability; however, wide disparities exist in educational attainment between Latinos and non-Latinos, and low median family income levels, as well as high poverty among Hispanic families and children, persist. Troublesome gaps exist in other key areas as well, including health status and housing.

Based on data from the U.S. Census Bureau, the Department of Labor's Bureau of Labor Statistics, and several other sources, the following discussion outlines several notable trends in the social and economic outlook of Latinos, discusses some implications of these data, and presents four challenges that the Hispanic community continues to confront in its pursuit of social stability and economic mobility.

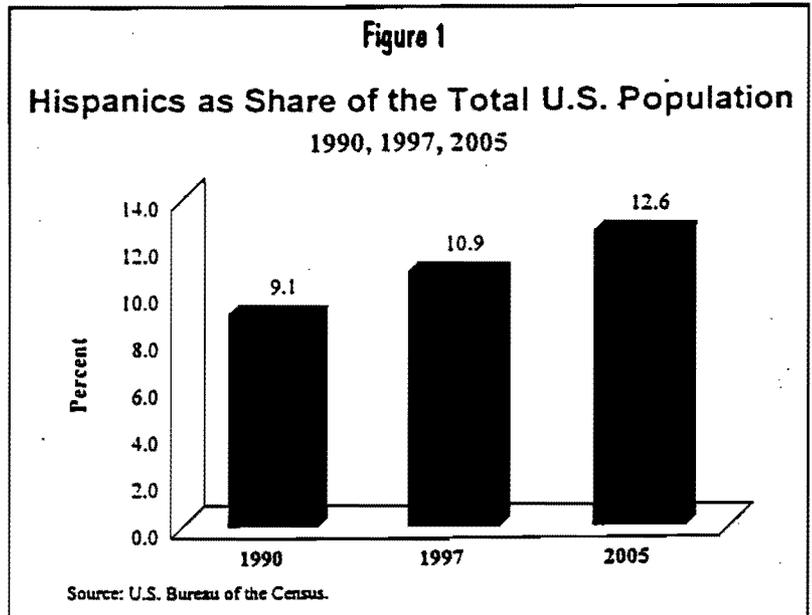
II. Noteworthy Developments and Trends

Several trends have characterized the Hispanic population's sociodemographic status since the beginning of the decade. These developments have implications for Latino economic well-being into the next century and demonstrate that Hispanics will play a key role in shaping the nation's future.

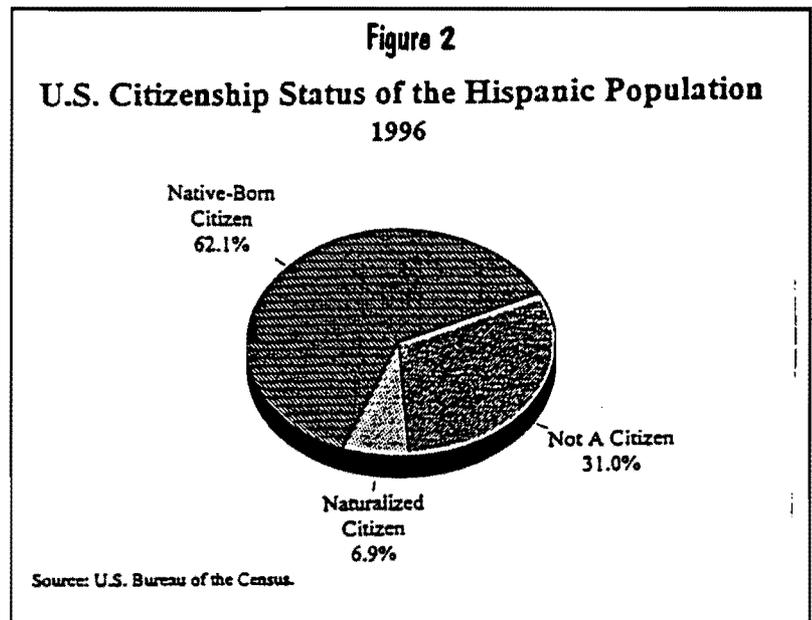
1. **Significant population growth, from both high fertility levels and immigration.** The Hispanic population in the U.S. continues to increase, both in actual numbers and as a proportion of the total U.S. and minority populations. Projections show that, in less than a decade, Latinos will become the nation's largest "minority group." While immigration is, without dispute, a critical factor in explaining the increased number of Latinos in the U.S., Census data also show that natural increase accounts for fully half of U.S. Hispanic population growth. Furthermore, although Hispanics are still likely to live in a handful of states, the population is expanding to "non-traditional" areas of the country.

The term "Hispanic" is used by the U.S. Census Bureau to identify Americans of Mexican American, Puerto Rican, Cuban, Central and South American, and Spanish descent. The terms Hispanic and Latino will be used interchangeably throughout this report. Hispanics may be of any race, and thus, Whites and Blacks may also be Hispanic.

- ❖ The number of Hispanics increased 29.6% from 1990 to 1997, while the White and Black populations grew by 5.8% and 10.9%, respectively, over the same period.
- ❖ The Hispanic population is projected to increase 23.3% by 2005, to reach a level of 36.1 million, while the non-Hispanic Black population is expected to grow 9.9%, to 35.5 million, over the same period.
- ❖ From 1990 to 1996, Hispanic women between the ages of 15 and 44 had an average of 106.3 births per 1,000 women, compared to 79.6 births for Black women and 65.6 births for White women. The immigration rate for Hispanics was 15.1 persons for every 1,000 over that same period, compared to 2.2 persons and 2.8 persons for the White and Black populations, respectively.



- ❖ Approximately three-quarters of the U.S. Latino population reside in California, Texas, Florida, New York, and Illinois. Over the last decade, however, significant increases in the Hispanic population have occurred in the Midwest and other "non-traditional" Hispanic areas; for example, in 2005, the Hispanic population is projected to reach 10% of the total state population of Connecticut.
- ❖ The vast majority of Hispanics are born in the U.S., but the proportion of the Latino population that is foreign-born is increasing. In 1990, 64.2% of Hispanics were native-born (including island-born Puerto Ricans), 9.4% were naturalized citizens, and 26.4% were not citizens. As of 1996, 62.1% of Latinos were native-born, 6.9% were naturalized, and 31.0% were not citizens.

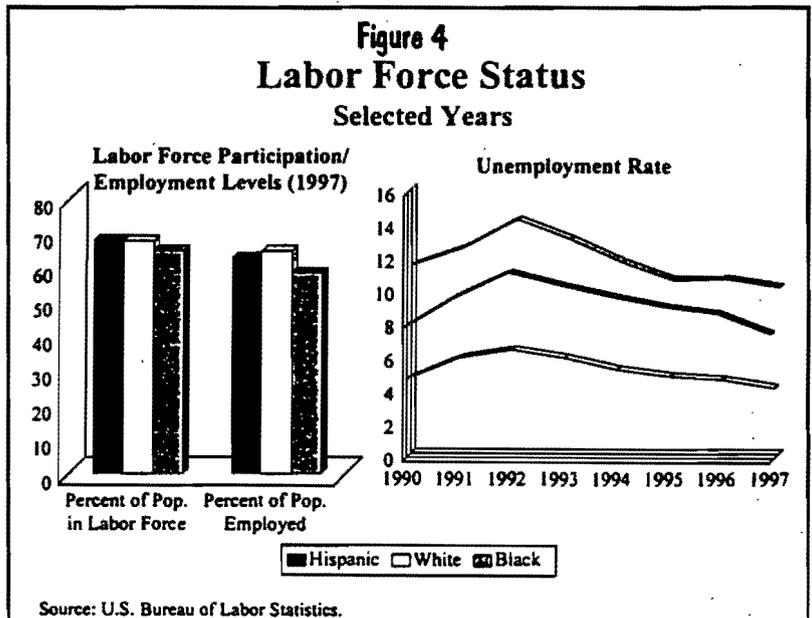
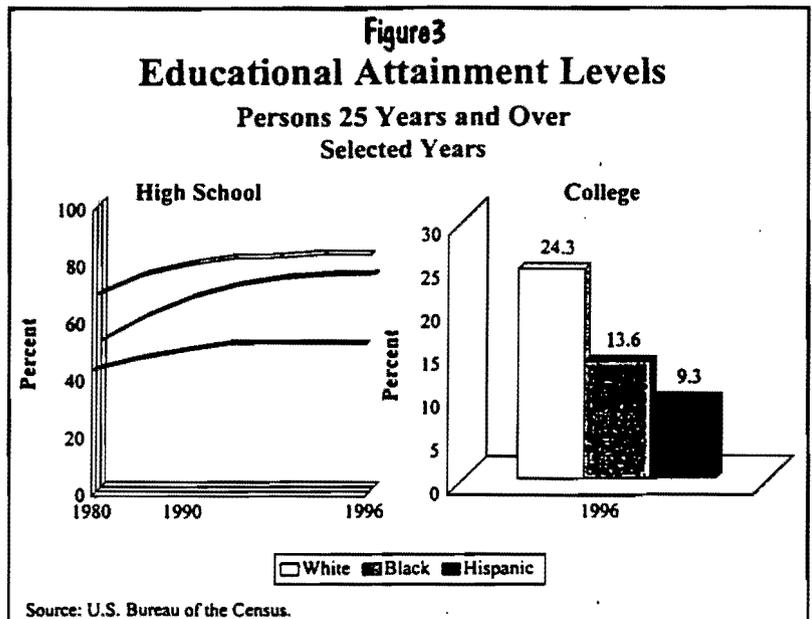


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2. **Youthfulness and a high proportion of children under 18.** Hispanics are likely to play a pivotal role in the nation's future because a large proportion of the current Latino population consists of youth and young adults – a significant segment of workers that will be relied upon to ensure the nation's continued economic prosperity.
- ❖ The median age for Hispanics was estimated at 26.5 years in 1997, while the median age estimates for Whites and Blacks were 36.0 years and 29.7 years, respectively.
 - ❖ More than one-third (35.1%) of Hispanics were estimated to be under age 18 in 1997, compared to one-quarter (24.8%) of Whites and just under one-third (31.7%) of Blacks.
3. **Changes in household structure, in part reflecting the shifts experienced by all racial and ethnic groups and the increase in unmarried births to teenagers.** Over the past decade, the proportion of Latino single-parent families has steadily increased, while Hispanic teenagers continue to experience significantly high fertility rates. Such outcomes are especially likely to lead to social instability and economic difficulties for Latino families overall.
- ❖ In 1996, slightly more than one-fourth (25.5%) of Hispanic families were female-headed, up from 21.8% of all Latino families in 1980. (In 1996, 14.1% of White families and 46.8% of Black families were headed by women alone.)
 - ❖ While only a small proportion (6.9%) of Latino families were headed by single fathers in 1996, the number of such families has increased by 65.2% since 1986, when 6.3% of all families were headed by men alone.
 - ❖ In 1995, Hispanic teenagers (ages 15-19) had a higher birthrate than African American or White adolescents (106.7 per 1,000 women, compared to 96.1 and 50.1, respectively), a figure which has steadily increased since the 1980s. Moreover, the birthrate for *unmarried* Hispanic, African American, and White young women ages 15-19 that same year was 78.7, 92.8, and 35.5 per 1,000, respectively.
4. **Insufficient gains in educational attainment.** Hispanic progress in educational attainment has been slow and uneven, relative to the non-Hispanic population. In particular, while the number of Latino high school and college graduates has increased over the past decade, especially among young adult Hispanics, the proportion of the total Hispanic population that has graduated from either high school or college is far short of national averages.
- ❖ In 1995, 49.0% of Hispanic four-year-old-children were enrolled in preprimary education programs, compared to 68.2% of Black, and 60.8% of White four-year-old-children.
 - ❖ The number of Latinos 25 and over who graduated from high school increased 25.6% between 1990 and 1996.
 - ❖ About three in five (59.9%) Hispanics in the 18-34 age bracket had graduated from high school in 1996, compared to four in five Whites (83.6%) and Blacks (79.0%).

- ❖ Although the number of Latino college graduates had grown by 21.5% since 1990, by 1996 only 9.3% of Latinos had graduated from college; by contrast, 24.3% of Whites and 13.6% of Blacks had completed college that year.

5. **Strong labor force attachment and increasing influence of women workers.** One of the most positive factors in the economic status of Latinos is their consistently high propensity to be working or looking for work. In fact, Hispanic men continue to have the highest labor force participation rates of any group of male workers in the U.S. – a proportion which has remained consistently high since the 1980s. As a result, Latinos constitute a large proportion of today's labor market and are especially likely to be hired for a new job; projections suggest they will be an increasingly significant segment of the future U.S. work force. In addition, although Hispanic women are less likely than other women to be in the paid labor force, they have increased their participation among workers, and have outpaced Hispanic men in certain high-paying occupations.

- ❖ Currently, 80.1% of Hispanic men 16 years of age and over are in the labor force, compared to 75.8% of White men and 68.3% of Black men.
- ❖ Two out of every five workers hired for new jobs in 1996 were Latino.
- ❖ Latinos comprised over 10% of America's workforce in 1997 and are expected to constitute a larger share by 2005. In states like California and New York, Hispanics were 26.8% and 11.7% of the labor force in 1996, respectively.



- ❖ The proportion of Hispanic women workers who hold managerial/professional jobs increased from 15% to 18% between 1990 and 1996, which is larger than the share of Latino men in these types of occupations. Overall, Latinas have been increasingly likely to join the paid labor force since 1990.

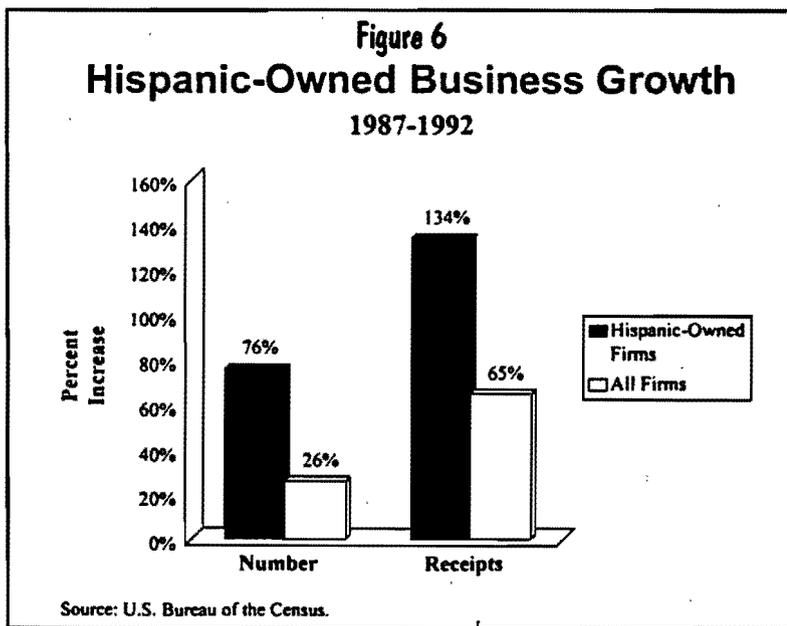
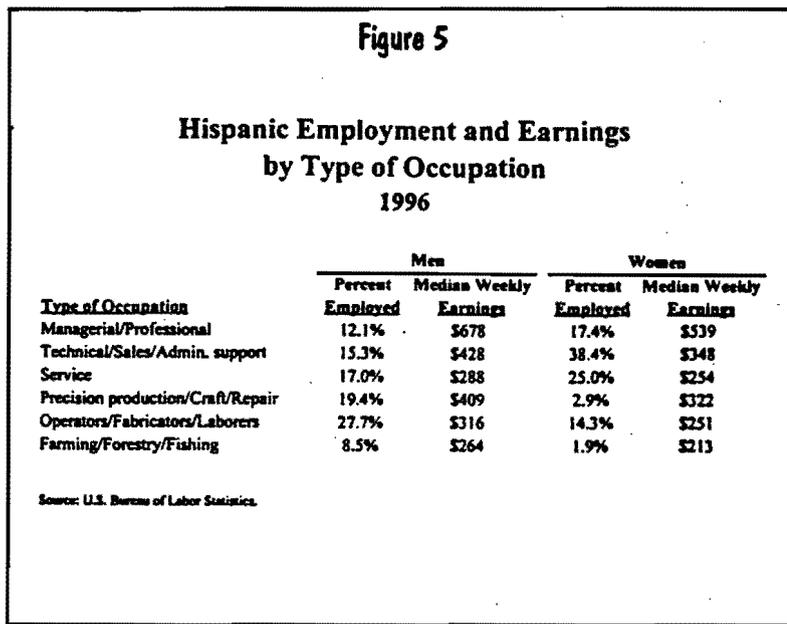
6. Increase in Hispanic-owned businesses and overall economic power. There have been notable signs of Latino growth and economic power, especially since the beginning of this decade.

- ❖ The number of Hispanic-owned businesses in the country increased 76% between 1987 and 1992, and the receipts generated by these businesses grew 134% more over this time.

- ❖ Hispanic purchasing power stood at \$350 billion in 1997, a 66% rise from 1990.

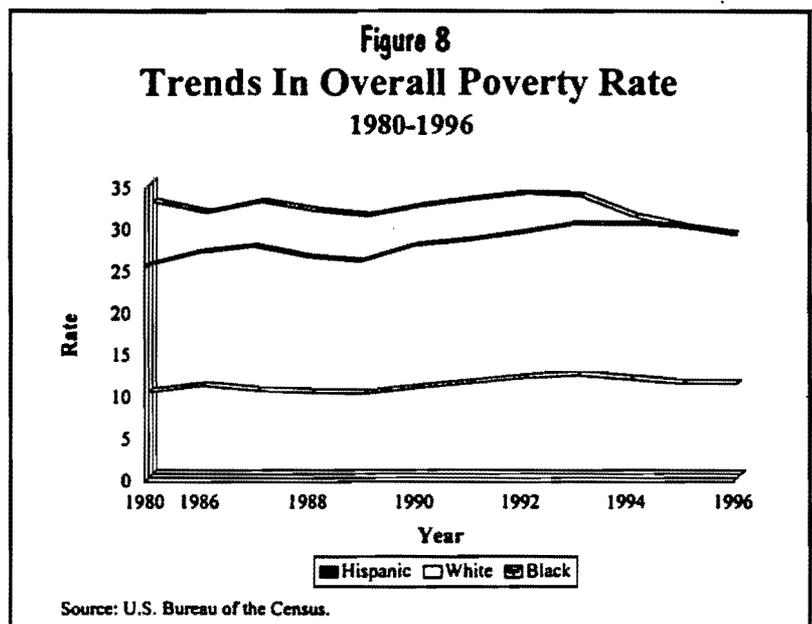
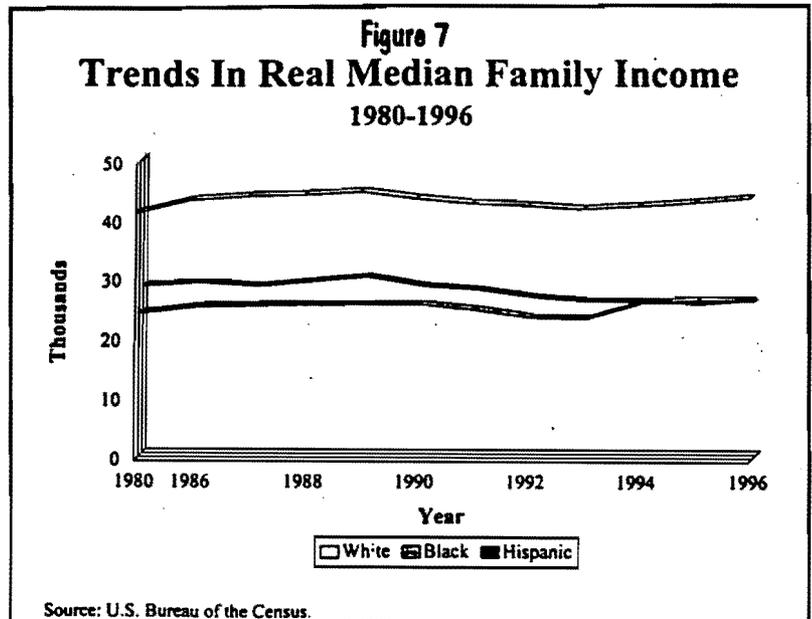
- ❖ From 1980 to 1990, the number of Latino middle-class families grew by 23% to reach 190,089 families in California, where over one-third of Latinos reside.

7. Overall deterioration in economic well-being and an increase in poverty among married couples and children. Despite the economic mo-

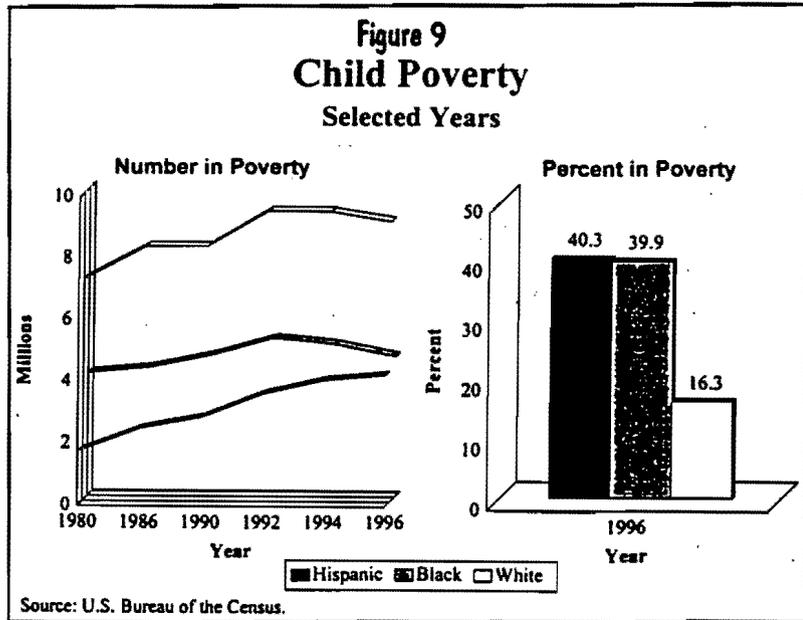


bility of an important segment of the Latino community, and the nation's unprecedented recent economic expansion, a significant share of Hispanics has not reaped the benefits of its labor – even when its members work and live in two-parent households.

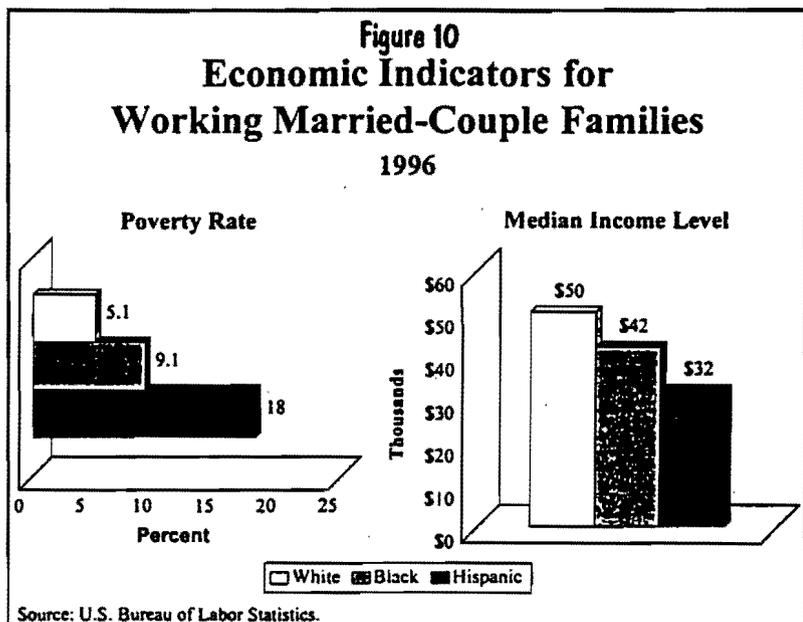
- ❖ Hispanic median family income was \$26,179 in 1996, compared to \$44,756 for White families and \$26,522 for Black families. After accounting for inflation, median income levels declined by 6.9% for Hispanic families from 1990 to 1996, and rose by 1.0% for White and by 3.1% for Black families.
- ❖ In 1996, Latinos became the poorest group of Americans in the nation; more than one-quarter of both Hispanic and Black families lived in poverty that year (26.4% and 26.1%, respectively), while the poverty rate for White families was 8.6%. At the start of the decade, 25.0% of Hispanic families were poor, compared to 29.3% of Black families and 8.1% of White families.
- ❖ Poverty among working Hispanic families has persisted, despite the high labor force participation rate of Latino men and the increased efforts of Hispanic women; one-fifth (20.9%) of Hispanic families with at least one worker were poor in 1996, an increase over 18.2% in 1990. In comparison 17.7% of comparable Black families and 6.6% of comparable White families were poor in 1996.



❖ In 1996, two in five (40.3%) Hispanic children were poor, compared to 39.9% of Black children and 16.3% of White children. This poverty rate represents a 47.9% increase in the number of Hispanic poor children since 1990; over this time period, 1.4 million more Hispanic children became poor. Among Latino subgroups, almost half of Puerto Rican children (49.9%) lived below the poverty level in 1996.



❖ In 1996 nearly one-third (29.4%) of Hispanic children living in married-couple families (those presumably able to fare better in the economy) were poor, compared to one in ten White children (9.2%), and more than one in eight (13.9%) Black children in such families.



The Clinton Administration's Hispanic Education Action Plan

The Creation of the Hispanic Education Action Plan

Seeking to improve educational opportunity for Latinos and reduce the persistently high dropout rate, the Clinton Administration announced the Hispanic Education Action Plan (HEAP) in 1998 as a direct response to findings from the President's Advisory Commission on Educational Excellence for Hispanic Americans. The inception of HEAP marked a national commitment to Latino educational improvement, through the identification of and investment in federal education programs intended to effectively serve Hispanic students. The effort began with President Clinton's proposal for significant funding increases in approximately nine federal education programs. Since 1998, the funding for HEAP programs has increased substantially.

The programs that comprise the HEAP initiative range from those at the elementary level to programs that promote high school academic achievement and successful completion of higher education. None of the programs designate benefits according to race or ethnicity, rather, they target schools with high poverty levels, or programs that are aimed at serving limited English proficient students.

Investment in the Hispanic Education Action Plan

Federal Program	FY99 Funding Level	FY2000 Funding Level*
Title I	7.7 billion	7.9 billion
Bilingual Education	224 million	248 million
Migrant Education	354.6 million	354.6 million
TRIO	600 million	645 million
GEAR UP	120 million	200 million
Migrant Education Equivalency Program (HEP)	9 million	13 million
College Assistance Migrant Program (CAMP)	4 million	9 million
Hispanic Serving Institutions	28 million	42 million
Adult Education	385 million	417.2 million

* FY2000 budget figures do not reflect a .38% reduction across the board

Implementation and Program Accountability

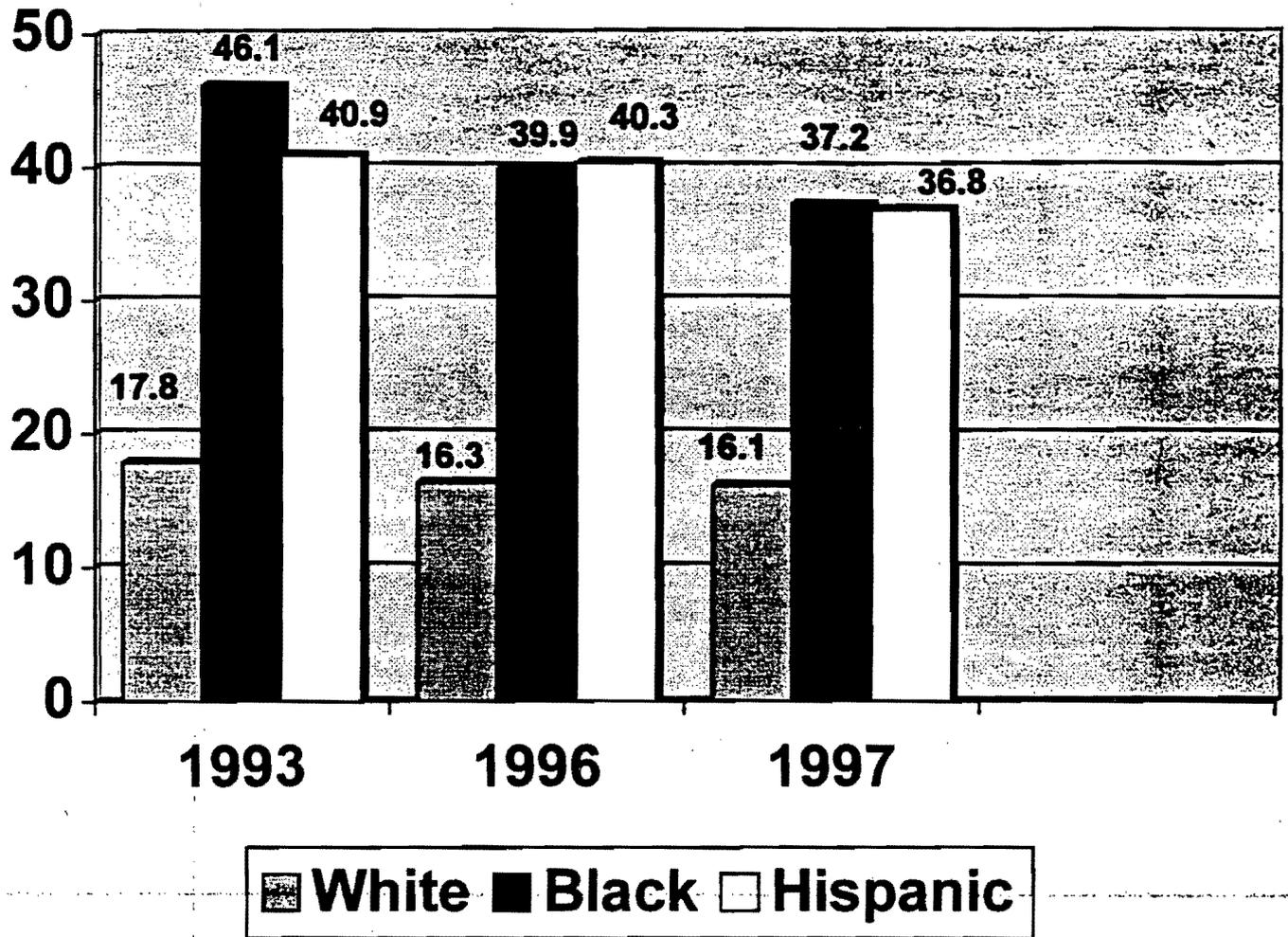
Many agree that within the creation of HEAP lies the promise of a renewed national commitment to increasing the educational attainment and academic progress of Latinos. However, in certain instances, issues of Latino underservedness coupled with concerns in program implementation have raised questions about the responsiveness of federal education programs to serving Latino students.

Given these considerations, it is clear that a commitment to realizing the full potential of the HEAP requires a strategy that increases investment in key programs while also specifying appropriate changes in program implementation, and long-term mechanisms for monitoring and accountability. Ultimately, without adopting a comprehensive strategy to address concerns of underservedness and program implementation, simply enhancing funding for federal programs may result in a shortsighted solution to a formidable challenge. The National Council of La Raza, along with members of the Hispanic Education Coalition, has prompted the Clinton Administration to ensure that funds do indeed reach the intended population.

The Future of the Hispanic Education Action Plan

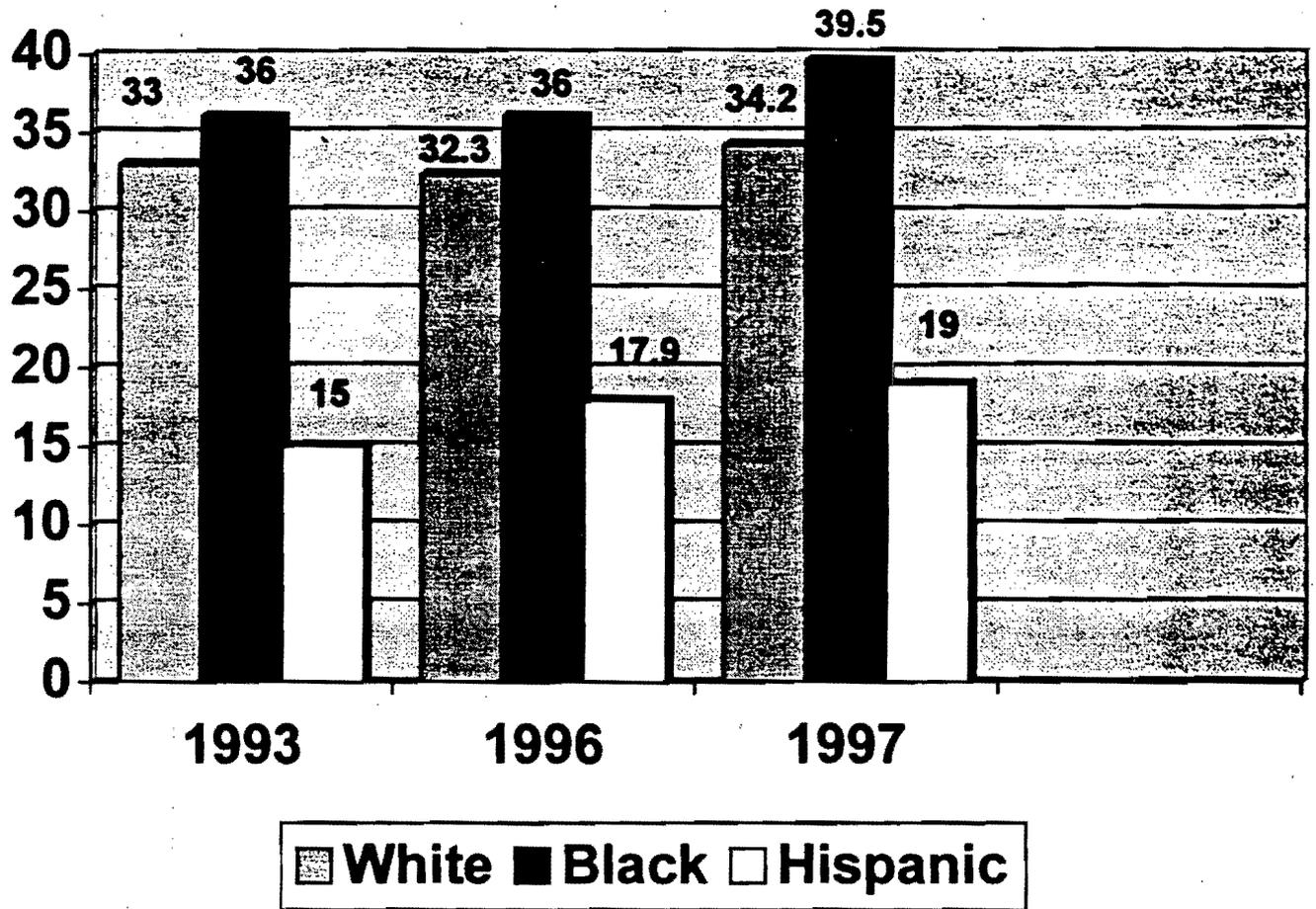
A proposal to expand the HEAP was announced by Vice-President Gore in January of 1999, to strengthen federal programs and improve institutions serving high concentrations of Latino students. NCLR vigorously supports increases for all HEAP programs, and has worked toward that end through advocacy efforts aimed at securing adequate funding levels. At the same time, NCLR will continue its work to promote program accountability and recommendations to increase program responsiveness, thereby ensuring that the real promise of increasing opportunities for high Latino academic achievement and success is met through the Hispanic Education Action Plan.

Child Poverty Rates by Race/Ethnicity 1993, 1996, 1997



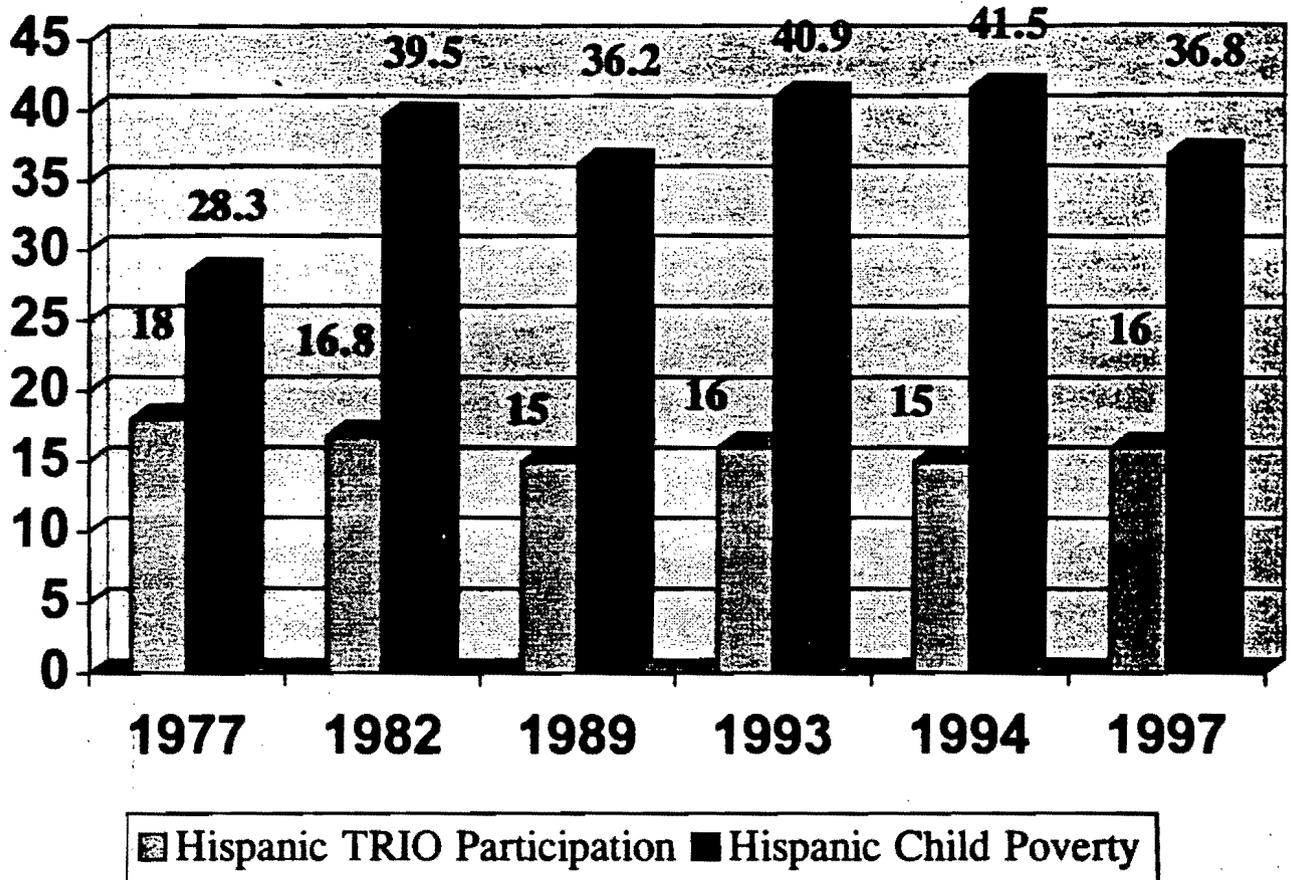
Source: *Historical Poverty Tables*, U.S. Census Bureau.

Head Start Participation Rates by Race/Ethnicity 1993, 1996, 1997



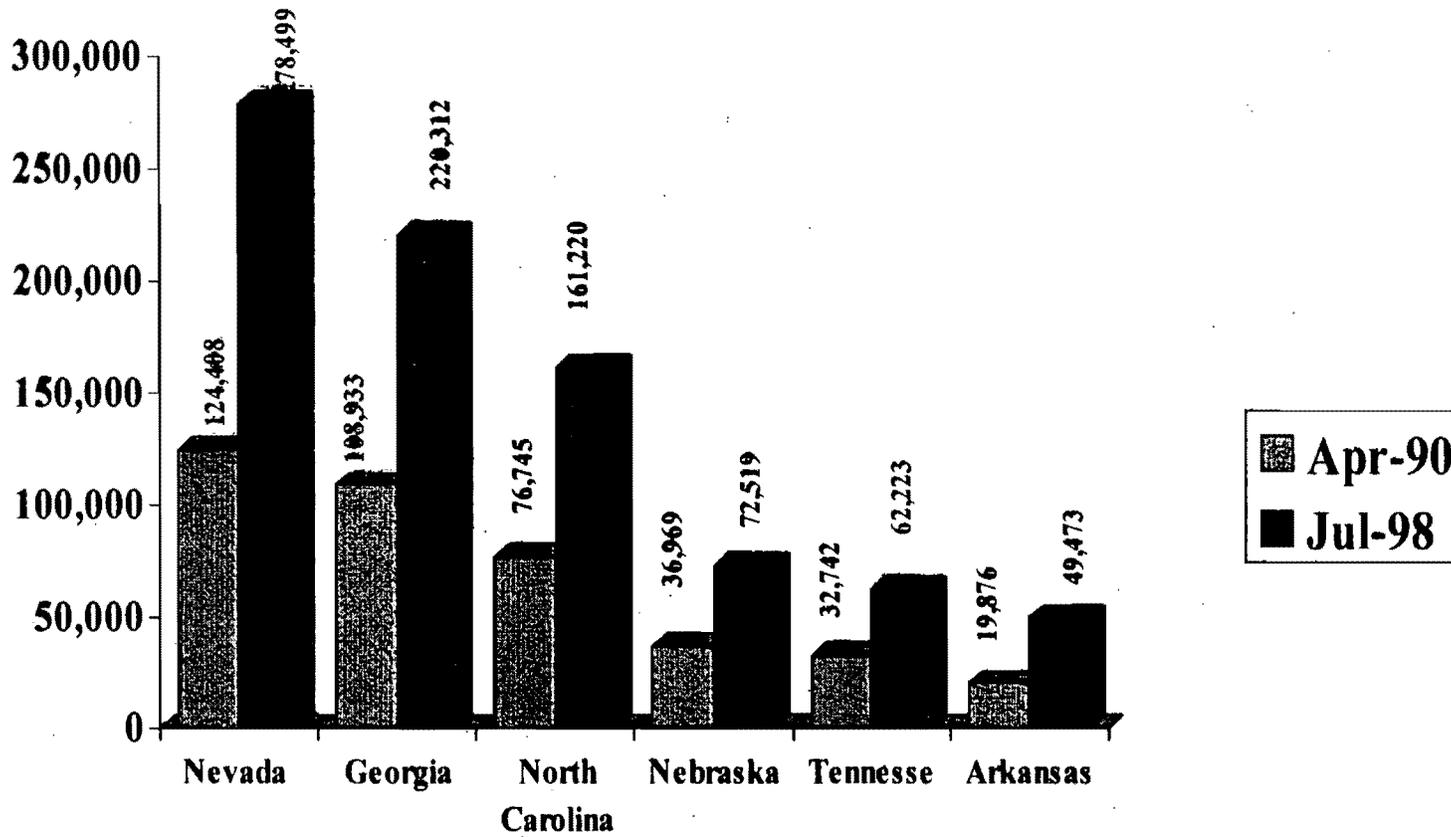
Source: *1998 Head Start Fact Sheet*, Administration for Children and Families; *Digest of Education Statistics, 1998*, National Center for Education Statistics.

Hispanic Child Poverty Rate and TRIO Participation Rate 1977, 1982, 1989, 1993, 1994, 1997



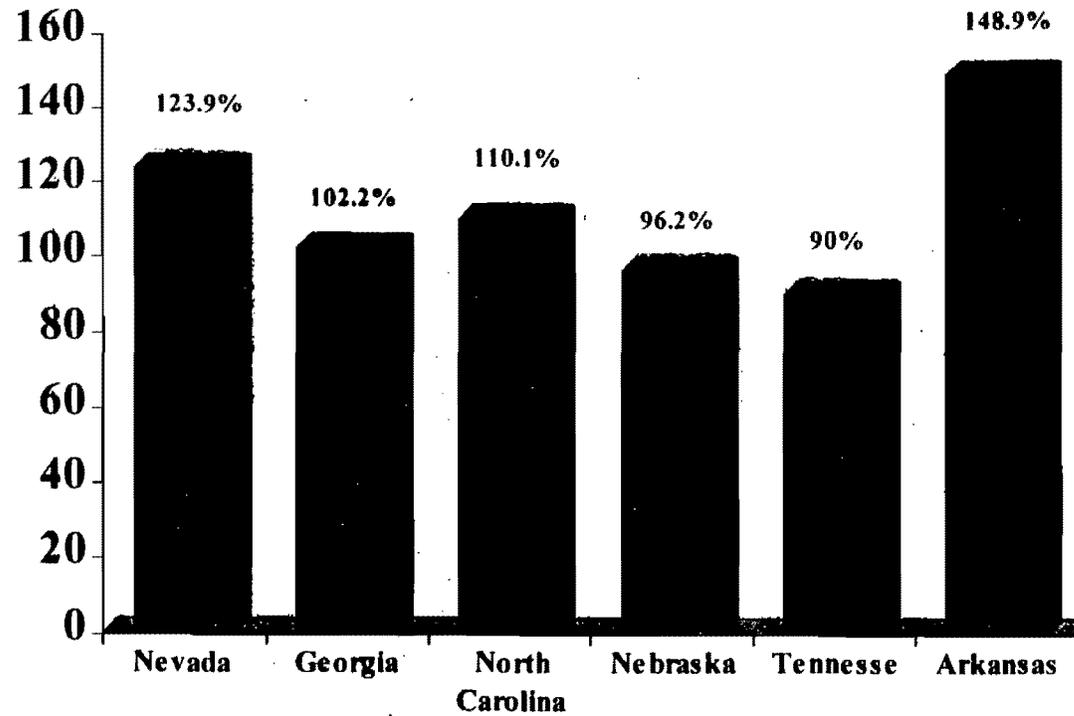
Source: *Federal TRIO Programs*, U.S. Department of Education; *Poverty in the United States*, U.S. Census Bureau.

Hispanic Population Growth in Nevada, Georgia, North Carolina, Nebraska, Tennessee and Arkansas 4/90, 7/98 (Selected Years)



Source: Comparison data from U.S. Census Bureau 1990 and 1998, Annual Time Series of State population, estimates by Race and Hispanic origin

Percentage of Hispanic Growth for Nevada, Georgia, North Carolina, Nebraska, Tennessee and Arkansas between 4/90 and 7/98 (Selected Years)



Source: Comparison data from U.S. Census Bureau 1990 and 1998, Annual Time Series of State population, estimates by Race and Hispanic origin

TALKING POINTS

REAUTHORIZATION OF THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)

Title I

As Congress considers reauthorization of Title I of the ESEA, the largest federal K-12 program designed to improve academic outcomes for disadvantaged students, Republicans have allowed a vocal and radical faction of their party to create unprecedented and meanspirited barriers for limited-English-proficient (LEP) students and their parents. In an attempt to silence the sound of any language other than English in our nation's public schools, Republicans would force these parents to jump through bureaucratic hoops before LEP children can receive classroom instruction.

Republicans have inserted a provision in the "Students Results Act of 1999" (H.R. 2) that would require parents of LEP children to provide consent before schools can provide these children with instructional services under Title I of the ESEA.

A consent requirement would bar limited English proficient (LEP) students – and only LEP students – from receiving Title I services.

- Under the parental notification and consent provision, schools would be prohibited from providing educational services to LEP children until parents complete a nebulous process of notification and consent.
- In many cases, this provision would delay instruction for LEP students while schools attempt to comply with these requirements. While other students benefit from Title I services, LEP students may be forced to spend the first days of school outside of the classroom, forbidden from receiving instruction.

Instead of enhancing parental involvement in schools, this provision unfairly burdens LEP children and their parents, and targets them for different and harmful treatment.

- By isolating LEP children based on their language and national origin, and by threatening to deny instructional services to one sole group of disadvantaged students, this provision may run afoul of their right to an equal educational opportunity under the Civil Rights Act of 1964.
- This legislation does nothing to engage parents in their children's education, and the "red tape" that it creates would more likely discourage parents from becoming active participants in their children's schools.

The opt-in mandate would create an enormous administrative burden on a large number of school districts, and hinder their ability to meet the educational needs of LEP students.

- The provision would significantly impact local school districts with large number of LEP students, and task these systems with creating an infrastructure for implementing an unfunded bureaucratic mandate.
- Many districts — both urban and rural — currently operate with scarce resources. The implementation of this provision would only drain these resources further and hamper their ability to educate their students.
- The consent requirement would effectively impose a federal mandate on schools to use English immersion and no other method to teach LEP students even though this method is not supported by any research.

Bilingual Education Act (Title VII of the ESEA)

Not satisfied with excluding LEP students from Title I, House Republicans have also taken aim at the Bilingual Education Act (BEA), Title VII of the ESEA. In addition to imposing the same parental similar consent provision on Title VII services, Republicans are attempting to water down program accountability and quality, and are seeking to restrict local flexibility in choosing the best educational services for LEP students.

Republicans would like to turn the Bilingual Education Act (BEA) into a formula grant to the states. The existing structure provides grants to school districts on a competitive basis.

Instead of funding only the best programs serving the most needy children, their proposal would block grant these funds to states, with little to no accountability for the use of these funds.

- Ensuring that only the top-quality bilingual education programs serving areas with the greatest need receive federal dollars can best be done through a competitive grants process. Block granting Title VII would not only dilute these scarce funds, it would diminish program quality. Such a scheme would provide about \$60 per LEP child in the nation. This is not nearly enough to provide quality services.

Other parts of the proposed ESEA reauthorization bill emphasize holding states, school districts, and schools accountable for helping children achieve to high academic standards. However, Republicans want to narrow the focus of Title VII to English language acquisition, discouraging schools from helping LEP children meet high standards in other content areas.

H.R. 2 would restrict the ability of schools and school districts to ensure that limited-English-proficient (LEP) students have access to challenging content area classes and that they meet high academic standards.

- Limiting LEP students to only English language acquisition instruction would effectively prohibit schools from helping these students learn the fundamentals, including math, reading, and science.
- A reauthorized Title VII must allow schools the flexibility to choose instructional methods that are best suited for their students and are based on reliable, replicable research, including the use of native language instruction in the content areas.

There is general agreement that changes to the ESEA are necessary to ensure that it works to close the education gap between the nation's most disadvantaged students and their more affluent peers. By emphasizing accountability, the "Students Results Act" has made some significant strides in this direction. However, the legislation is seriously flawed because a small group of Republicans has chosen to deliberately leave one of the most disadvantaged groups of children behind. This is unacceptable and must be corrected before this legislation becomes the law of the land.

Ensuring Effective Parental Involvement in Education:

Title I Local Family Information Centers

The National Council of La Raza (NCLR) supports the emphasis on parent participation in schools in the current Title I legislation. While existing provisions are designed to establish meaningful parental involvement, this vision remains a distant goal for many Title I schools throughout the nation. Although some schools and districts employ parent involvement staff, many families are beyond the reach of such staff, thereby hindering the effectiveness of the Title I program. In particular, many Hispanic parents of Title I students remain largely unfamiliar with school policies intended to enhance student academic achievement and overall school improvement. This is particularly true for families who may have a limited proficiency in English.

NCLR believes that parents must know what options are available regarding their children's program of study, as well as receive meaningful communication about such issues as curriculum, standards, instruction, assessments, school policies, school reform, and public school choice. In addition, parents must be in a position to hold schools accountable for helping their children meet rigorous state academic standards, particularly schools receiving Title I funds.

NCLR also acknowledges the unique and crucial role that nonprofit and community-based organizations (CBOs) play in facilitating this communication. CBOs are in a good position to be an independent source of information and support for Latino and limited English proficient families. These local organizations can promote a substantial role for parents in ensuring that the Title I program results in improved student achievement. Providing parents with meaningful and relevant information about important education issues and school policies would close the communication gap that often exists between schools and families. In addition, this information would enable parents to help schools make appropriate educational decisions and choices for their children.

In order to both enhance the role of families in the education system and ensure that Title I is effective in closing the achievement gap that exists between economically disadvantaged children and their peers, Title I should include provisions for parent training, support, and information through organizations that are local, culturally relevant, and based in communities with large numbers of Title I schools. NCLR supports the proposal by Senators Paul Wellstone and John Kerry to strengthen current parental involvement provisions through the creation of **Local Family Information Centers (LFICs)**. These centers are based on the model established in Chapter 2, Section 682, of the Individuals with Disabilities Education Act, and would help parents become more knowledgeable about school issues affecting their children. Through the creation of LFICs, competitive grants would be made available to nonprofit and community-based organizations to provide such training and support, and to disseminate information to parents and families of Title I students.

SELECTED STATISTICS ON LATINO EDUCATIONAL ATTAINMENT

- **Latino children are more likely to enter school with significant disadvantages, including high poverty rates, low levels of parental education, and, for a high proportion of them, limited English proficiency.** In 1998, 28.6% of Hispanic families with children under 18 were poor, compared to 12.2% of comparable White families.
- **Latino children are less likely to receive early childhood educational development through pre-school programs, and the gap is not narrowing sufficiently.** Between 1993 and 1997, the percentage of children living at the poverty level who are Latino decreased from 40.9% to 36.8%. During the same period, Latino participation in Head Start increased from 15% to only 19%.
- **Latino students are more likely to be retained in grade.** Among 15-17-year-olds, 39.9% of Latinos were retained in grade in 1996, compared to only 30.1% of White students. According to the *Current Population Survey*, students who are retained in grade are at higher risk of dropping out of school.
- **Latino students are less likely to be placed in programs for gifted and talented students.** In 1994, Whites accounted for 65.7% of the overall student population, but made up 80.2% of the enrollment in gifted and talented programs. In the same year, Latinos accounted for 12.7% of the total student population, but only 6.4% of the enrollment in gifted and talented programs.
- **Latinos are less likely to complete high school, and more likely to drop out.** In 1997, 61.8% of 25 to 29-year-old Latinos had completed high school, compared with 92.9% of their White counterparts. In 1997, the Latino status dropout rate (25.3%) was more than three times higher than that of Whites (7.6%).
- **Latino students are less likely to pursue post-secondary education, and the gap between White enrollment and Latino enrollment has widened.** In 1988, 38.4% of White high school graduates aged 18-24 were enrolled in college, compared to 30.8% of Latinos (a difference of 7.6 percentage points). By 1996, the enrollment rate for Whites was 45.0%, compared to 33.8% for Latinos (a gap of 11.2 percentage points).
- **Latinos are less likely to obtain a bachelor's degree or an advanced degree.** In 1997, 9.3% of Latinos aged 25 years and older had obtained a bachelor's degree or more. By contrast, nearly twice as many of their White peers (35.2%) were college graduates.
- **It is increasingly clear that improving Latino educational opportunities and outcomes is of vital interest to all Americans.** Although Latinos will constitute more than 40% of net, new labor force entrants over the next several decades, and will be increasingly responsible for maintaining the Social Security system, our education system is not adequately preparing Latinos to meet this challenge. The benefits of increasing Latino educational attainment were made clear by a Rand study that showed that raising the educational level of Latinos to that of Whites would generate an estimated \$10 billion in additional tax revenues each year.



The Demographic and Educational Status of Hispanic Americans

**Thursday, December 16, 1999
2:00 – 3:30 PM**

Agenda

- I. Demographic Overview
- II. Hispanic Education Action Plan (HEAP) Update
- III. Legislative Update
- IV. Adult ESL/Civics Connections
- V. Questions/Answers

THE NATIONAL COUNCIL OF LA RAZA

The National Council of La Raza (NCLR) is a private, nonprofit, nonpartisan, tax-exempt organization established in 1968 to reduce poverty and discrimination, and improve life opportunities, for Hispanic Americans. NCLR has chosen to work toward this goal through two primary, complementary approaches:

- ❖ **Capacity-building assistance to support and strengthen Hispanic community-based organizations:** providing organizational assistance in management, governance, program operations, and resource development to Hispanic community-based organizations in urban and rural areas nationwide, especially those which serve low-income and disadvantaged Hispanics.
- ❖ **Applied research, policy analysis, and advocacy:** providing an Hispanic perspective on issues such as education, immigration, housing, health, employment and training, and civil rights enforcement, to increase policy-maker and public understanding of Hispanic needs, and to encourage the adoption of programs and policies which equitably serve Hispanics.

NCLR strengthens these efforts with public information and media activities and special and international projects. These include innovative projects, catalytic efforts, formation of and participation in coalitions, and other special activities which use the NCLR structure and credibility to create other entities or projects which are important to the Hispanic community, and can sometimes be “spun off” as independent entities.

NCLR is the largest constituency-based national Hispanic organization, serving all Hispanic nationality groups in all regions of the country. NCLR has over 230 formal affiliates who together serve 39 states, Puerto Rico, and the District of Columbia — and a broader network of more than 20,000 groups and individuals nationwide — reaching more than three million Hispanics annually. Capacity-building assistance to support and strengthen local Hispanic groups — provided from NCLR’s Washington, D.C., headquarters and its field offices in Los Angeles, Phoenix, Chicago, San Antonio, and San Juan, Puerto Rico — focuses on resource development, program operations, management, and governance. NCLR provides services not only to its own affiliates, but also to other local Hispanic organizations; unlike organizations which serve only their own “chapters,” NCLR welcomes affiliation from independent Hispanic groups which share NCLR’s goals and self-help philosophy. NCLR also assists Hispanic groups which are not formal affiliates through issue networks on HIV/AIDS, health, education, leadership, and other issue areas.

NCLR’s Policy Analysis Center is the pre-eminent Hispanic “think tank” serving as a voice for Hispanic Americans in Washington, D.C.; the *Albuquerque Tribune* has called NCLR “the leading Hispanic think tank in the country,” and the *Baltimore Sun* routinely refers to NCLR as “the principal” Latino advocacy group. Its unique capacity to provide timely policy analyses, combined with its considerable advocacy expertise, a reputation for political independence, and an identifiable constituency, permits NCLR to play an important role in policy and advocacy efforts. Its policy-related documents command extensive press and policy maker attention, and NCLR is consistently asked to testify and comment on public policy issues such as immigration and education, as well as other issues of broad concern, from free trade to affordable housing, health policy, and tax reform. The synergistic and complementary approach between NCLR’s capacity-building efforts and its advocacy-related activities is exemplified by its Census Information Center, which serves as a “clearinghouse” on Hispanic Census data and other information, and helped to establish “local policy centers” at six of its affiliated Hispanic community-based organizations.

NCLR has a strong and stable leadership. The NCLR President, Raul Yzaguirre, has led the organization for more than 25 years, and is among the best known and most respected national Hispanic leaders; he serves on the Boards of such entities as the Enterprise Foundation, National Democratic Institute, National Hispanic Leadership Agenda, and the National Alliance of Business; was founding Chairperson of the National Neighborhood Coalition; and was the first minority Chairperson of the Independent Sector. He served as Chairperson of President Clinton's Advisory Commission on Educational Excellence for Hispanic Americans and is currently President of the Mexican and American Solidarity Foundation.

NCLR's governing Board represents the constituency it serves. NCLR's Board of Directors includes 33 elected members; bylaws require that the Board include representatives of various geographic regions and nationality groups, that half the Board represent affiliates or have identifiable constituencies, and that the Board include approximately half men and half women. The current NCLR Chair is Ramon Murguia, an attorney from Kansas City, Kansas.

NCLR works closely with the private sector and has a broad base of financial support. NCLR's credibility in the corporate sector is demonstrated by its active Corporate Board of Advisors, which includes senior executives from 25 major corporations and their liaison staff, who provide ongoing consultation and assistance on a variety of efforts, from education and community health projects to visibility and fund raising. NCLR maintains a diverse revenue base; the organization receives more than two-thirds of its funding from corporations and foundations, and the remaining from government sources.

NCLR believes in cooperation and collaboration. NCLR staff belong to many issue-focused coalitions and associations, cooperating with other nonprofit organizations and private-sector entities on issues ranging from welfare reform to energy. All of NCLR's national-emphasis projects, which sometimes include pass-through funding — health, housing and community development, employment and training, education, and leadership — include efforts to educate mainstream organizations, public and private, about Hispanic needs and help them develop partnerships with Hispanic community-based organizations. NCLR also carries out joint projects with other organizations; NCLR is a partner with the National Urban League Project PRISM (**P**artners for **R**eform in **S**cience and **M**athematics), a national education reform project funded by the Annenberg/CPB Project.

Some of NCLR's major reports include: a statistical analysis on the educational status of Hispanics, *Latino Education Status and Prospects: State of Hispanic America 1998*, a comprehensive analysis of the Immigration Reform and Control Act's objective-related performance, *Racing Toward Big Brother: Computer Verification, ID Cards, and Immigration Control: State of Hispanic America, 1995*, an analysis of the performance of the Equal Employment Opportunity Commission (EEOC) in serving Hispanics, *The Empty Promise: EEOC and Hispanics*, a statistical "snapshot" of the status of the Hispanic population, *State of Hispanic America: 1991*, a report assessing the burden and fairness of federal, state, and local taxes for Hispanics, *Burden or Relief? The Impact of Tax Policy on Hispanic Working Families: State of Hispanic America 1996*, a major analysis on Hispanic health status, *Hispanic Health Status: A Disturbing Diagnosis*, a report providing an empirical basis for comparing the magnitude of the effects of alternative anti-poverty strategies on Hispanics, *State of Hispanic America 1993: Toward a Latino Anti-Poverty Agenda*, and a report documenting the negative portrayal of Hispanics in the media and entertainment industry, and its effects on Hispanic and non-Hispanic public opinion, *Out of the Picture: Hispanics in the Media*.

NCLR also publishes a quarterly newsletter, *Agenda*. NCLR's extensive series of policy reports and training modules are briefly described in its *Publications Catalog*.

FIRST LADY HILLARY RODHAM CLINTON HOSTS WHITE HOUSE CONVENING ON HISPANIC CHILDREN AND YOUTH

On August 2, 1999, First Lady Hillary Rodham Clinton hosted a convening at the White House to examine the many challenges and opportunities facing Hispanic young people, particularly in the areas of early childhood development, educational attainment, and adolescence. Mrs. Clinton spotlighted progress that has been made in these areas, announced new public and private efforts, and issued a call to action to all sectors of society to meet challenges that still remain.

Facing the Challenges Before Us. 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 15 years old or younger. By the year 2000, the number of Hispanics aged 24 or younger is expected to reach 15 million (or 15 percent) of a total youth population of 98 million. This Administration has worked hard to ensure that all of our young people have access to the tools they need to reach their potential, and has developed and promoted programs that specifically reached out to Hispanic students. However, significant challenges still exist – too many Hispanic children are still being left behind. While progress has been made, dropout rates are too high, health insurance rates are too low, and poverty rates far exceed the national average.

Fighting for Essential Investment in Education. Raising the educational achievement of Hispanic Americans is top priority of this Administration. Responding to the findings from the President's Advisory Commission on Educational Excellence for Hispanic Americans, the Administration proposed and won nearly \$500 million in funding increases for programs in the Hispanic Education Agenda in the FY 1999 budget. For the second year in a row, the President has proposed increased funds – over \$650 million for FY 2000 – for Department of Education programs that are part of the Administration's Hispanic Education Agenda, including:

- \$320 million to strengthen basic educational skills and raise academic standards;
- \$35 million to train more bilingual/ESL teachers and improve instruction to help students learn English and master their basic academic subjects;
- \$30 million to prepare disadvantaged youth for success in college;
- \$44 million to improve education programs for migrant youth and adults;
- \$190 million in new investments to help adults learn English and become literate.

Increasing Federal Efforts to Address the Needs of Hispanic Children. Mrs. Clinton unveiled new Administration efforts to address the challenges of Hispanic children and youth:

- ***Serving Hispanic Children and Families Better Through Head Start*** Hispanic enrollment has increased by 70,000 during the Clinton Administration, with the program now reaching approximately 220,000 Hispanic children. Despite these increases, Hispanic children remain under-represented, comprising 23.3 percent of Head Start enrollment (excluding Puerto Rico) compared to 29.8 percent of all low income, pre-school children in the nation. The Head Start program is furthering its longstanding commitment to meeting the needs of Hispanics and other under-served populations through a variety of steps to ensure access and culturally appropriate services, including:
 - 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;

- boosting 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 assessment to better target outreach, recruitment and enrollment of under-served populations; and
 - providing specialized technical assistance ten communities where changing local demographics have resulted in significant under-served populations
- ***Implementing the Hispanic Education Action Plan.*** The Department of Education is aggressively implementing the Hispanic Education Action Plan, designed to increase academic performance and participation of Hispanic students in critical programs. Specifically, the Education Department is taking a series of new steps to ensure that schools participating in Title I—the largest K-12 education program which enrolls over 3 million Hispanic students—are held accountable for helping Hispanic students meet challenging standards in academic subjects and become proficient in English. These steps include vigilant enforcement of requirements that Hispanic students be included in state assessment programs and that states intervene to turn around low performing schools. The Education Department will also issue new guidance to states and school districts on how to effectively include Hispanic students and meet applicable civil rights requirements in state testing programs, as well as guidance and assistance to schools on effective practices for helping limited English proficient students meet challenging academic standards.

In addition, the Education Department will expand outreach, provide technical assistance, and take additional steps to increase participating of Hispanic students and communities in key programs, such as the 21st Century Learning Centers after-school program and the GEAR-UP program. GEAR-UP enables colleges to form partnerships with high poverty middle schools to help students better prepare for college by providing them with mentors, academic support, and financial aid information.

- ***Building on the Progress of the White House Initiative on Educational Excellence for Hispanic Americans.*** The White House Initiative on Educational Excellence for Hispanic Americans released “What Works for Latino Youth”, a directory of programs throughout the country that have helped improve the lives of young Hispanics. The White House Initiative will continue to solicit recommendations and produce an updated directory by the end of the year. Additionally, the White House Initiative will organize a national meeting on Latino Educational Excellence in 2000 to follow-up on the First Lady’s convening and develop new strategies to bolster education from early childhood to graduate school.
- ***Promoting Science and Technology Training for Hispanic Students.*** In order to develop a strong and diverse science and technology workforce, the Department of Energy (DOE) formed a strategic partnership with the ‘Latino Science and Engineering Consortium’ that will work to identify, develop, and nurture the next generation of scientists, engineers, technicians and educators in math and science by supporting mentoring programs, technical internships for community college students, research fellowships for undergraduate and graduate students and professional development opportunities in science, math and technology for K-12 teachers serving Hispanic children.
- ***Ensuring Diversity of Americorps.*** Sixteen percent of all Americorps members are Hispanic. To ensure that the program continues to reflect accurately the face of America, Americorps is committing to increase its efforts to recruit Hispanic youth by featuring Latinos in ads, translating recruitment materials into Spanish and forming partnerships with Hispanic-serving universities and organizations.
- ***Helping to Prepare Hispanic Youth for College.*** The Department of Education also released “Como Ayudar a Su Hijo A Aprender Matematicas,” a Spanish version of “Helping Your Child Learn Math.” This tool for parents is a key part of America Counts, the Department of Education’s mathematics initiative dedicated to making the improvement of student achievement in mathematics a national priority. This Spanish guide, which is available free through the Department’s toll-free number, 1-800-USA-LEARN,

includes sample word problems, math games, and other activities designed to help children in the elementary grades learn math, and to help Hispanic parents become actively involved in their children's learning. In addition, The Department of Education is expanding its "Think College Early" campaign to target the Hispanic community by holding a special session in 2000 to help parents and students learn about necessary steps to prepare for college.

Encouraging Private Sector Investment in Hispanic Children. A number of private sector organizations, including corporations, foundations, and media organizations have committed resources to addressing the needs of Hispanic children and youth.

- ***AT&T: Closing the Technology Gap.*** Building on its long history of enhancing educational opportunities for Hispanics, AT&T committed at the event to work with leading Hispanic-serving organizations over the next 3 to 6 months to build on existing efforts and introduce new programs to fill the technology gap for Latino youth throughout the nation. Some activities will include the development of neighborhood-based technology centers, programs targeted at early awareness and parental involvement to increase Latino representation in the technology field, and support of programs that inform teachers serving Latino students in urban and rural locations on how to use technology in the classroom.
- ***Supporting Hispanic Access to After-School Programs.*** The Charles Stewart Mott Foundation, as part of its ongoing partnership with the Department of Education, also made a commitment of more than \$300,000 to improve Latino participation in after-school programs. This new 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.
- ***Media Organizations.*** The First Lady's event – coupled with the efforts of the National Campaign to Prevent Teen Pregnancy – has stimulated commitments from an impressive array of media leaders concerned about Hispanic youth, their families and their communities. These leaders understand that the media can be a powerful force for raising awareness and showcasing solutions. They have committed to a variety of activities including PSAs, radio programs, talk shows, newspaper supplements and magazine features – all directed to improving the lives of Hispanic youth. The leaders spearheading these activities are: Cristina Saralegui, CEO, Cristina Saralegui Enterprises and Host, "The Cristina Show"; Lisa Quiroz, Publisher, People in Espanol; Monica Lozano, Associate Publisher, La Opinion; Joaquin Blaya, Chairman and CEO, Radio Unica; Patricia Fili-Krushel, President ABC Television Network; Daisy Exposito, President, The Bravo Group; Consuelo Luz, President, Hispanic Radio Network; James McNamara, President and CEO, Telemundo Network.
- ***Univision Community Affairs Campaign Aimed at Hispanic Youth.*** Univision, the network and its affiliated stations, is committing to a multi-year campaign to support high academic achievement in the Hispanic community, from pre-school through college. Univision plans to kick-off this campaign in August in conjunction with various back-to-school events. The campaign will include: a national public service announcement (PSA) campaign with Univision national on-air talent; local affiliate PSAs and events with Univision local affiliate on-air talent; integration of education information into entertainment and news programming; and a series of national conferences and panels at established conferences.



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

WHITE HOUSE CONVENING ON HISPANIC CHILDREN AND YOUTH AUGUST 2, 1999

FEDERAL AGENCY EXEMPLARY PROGRAMS (selected)

DEPARTMENT OF AGRICULTURE (USDA)

- USDA Project SOAR is a one-on-one tutoring and mentoring program for youth at risk for academic failure. The goal is to encourage students to focus their efforts on educational and personal values through extensive mentoring and academic support and positive community involvement. It targets ethnically diverse youth, with primary focus on minorities. Project SOAR activities include: Individual Mentoring; Academic Support; Skill/Asset Building; Family Community Leadership; Parent Participation; Cultural/Social Activities; After-School Enrichment; and Community Service. The target audience includes: 90% Hispanic youth and families, grades 4-6, inner city low income areas, and rural communities.
- USDA Forest Service sponsors the *Central California Consortium*, an outreach effort intended to create an awareness and interest in natural resources, natural sciences, and agricultural sciences career opportunities for Hispanic youth, starting at kindergarten level through the attainment of a degree from a four-year institution. The Consortium provides opportunities for the educational institutions involved to establish research projects that will assist the Forest Service and other USDA agencies in providing quality customer service to public. The Consortium involves the following institutions: California State University, Fresno State Center Community College District, Fresno County Office of Education, Kings Canyon School District, City of Orange Cove, Central California Hispanic Chamber of Commerce, Sierra National Forest, and the Forest Service Hispanic Employees Association. The Consortium involves three National Forests within commuting distance: Stanislaus, Sierra, and Sequoia.

DEPARTMENT OF EDUCATION

- The Department of Education, lead by the Office of Intergovernmental and Interagency Affairs (OIIA), has developed an Hispanic outreach plan that is dedicated to improving the educational achievement of Hispanic students through increased family involvement and community partnerships. Current efforts include the following:

--OIIA has built a variety of partnerships--including the two largest Spanish television stations, *Univision* and *Telemundo*, as well as Spanish radio PSAs--to lead a national public information campaign on the Department's initiatives and available resources.

--The Department is continuing to work to have bilingual (Spanish-English) staff at all major call centers. The Information Resource Center (1-800-USA-LEARN), Education Publications Center (1-877-4ED-PUBS) and the Federal Student Aid Information Center (1-800-4FED-AID) are able to answer calls from Spanish-speaking customers.

--The *America Reads Challenge* and *America Counts*, have developed, in partnership with the Office of Educational Research and Improvement, a variety of materials (e.g. "El Reto: ¡A leer America! A Leer Y Escribir ya!"- Read*Write*Now Activity Kits) to provide support to Spanish-speaking parents and care-givers to become more actively involved in their children's early learning.

--The National School-to-Work Office has provided funding and outreach materials to the National Council of La Raza and the Urban League to support the participation in School to Work efforts of specific youth populations and community-based organizations with expertise in serving specific types of youth, including Hispanic youth.

--The Department has produced a catalog of publications and resources available in Spanish to better serve its customers and highlight the array of materials now available to the Spanish-speaking community. The catalog serves as a resource for Spanish-speaking parents.

DEPARTMENT OF ENERGY (DOE)

- The Department of Energy will be forming a strategic partnership with the 'Latino Science and Engineering Consortium' through a Memorandum of Understanding. The Department of Energy and the Latino Science and Engineering Consortium will work together to help prepare Hispanic American students in science and technology in order to produce a world class, diverse pool of talent throughout government and industry. The partnership provides the framework whereby the Department of Energy and its National Laboratories will identify, develop and nurture the next generation of scientists, engineers, technicians and educators in math and science. This consist of supporting mentoring programs, technical internships for community college students, research fellowships for undergraduate and graduate students and professional development opportunities in science, math and technology for K-12 teachers serving Latino children.

DEPARTMENT OF HEALTH AND HUMAN SERVICES (HHS)

- Enacted in 1997, the Children's Health Insurance Program (CHIP) allots \$24 billion over five years for individual states to provide new health coverage for millions of uninsured children. CHIP is the largest new investment in children's health care since the creation of Medicaid in 1965. About 29% of Hispanic children in America are uninsured and HHS is making special efforts to reach Latino families and insure Hispanic children.

Efforts include:

--CHIP application is available in both Spanish and English in Florida.

--Nationally, the Univision network contributed to the production of a CHIP video to help reach the Hispanic population.

--The Office on Minority Health funds the Latino Children's Health Insurance Initiative (LCHII) which conducts training seminars within the Latino community on the availability of health insurance for low-income families, increase Latino children's enrollment in CHIP, and give the community a role in CHIP recruitment.

--New York State is working with the Children's Defense Fund, Columbia University and the community organization Alianza Dominicana to enroll Hispanic children in New York's CHIP program.

- On April 20, 1999, Secretary of Health and Human Services Donna Shalala announced a new Spanish-language childhood immunization public awareness campaign, "Vacunelo A Tiempo Todo el Tiempo" (Vaccinate Your Children On time, Every Time), to create and distribute culturally relevant and language appropriate educational materials to help raise Hispanic immunization rates to the national average. The Spanish-language public service announcement was sent to more than 60 Spanish-language television stations and 900 Spanish-language radio stations and carries toll-free numbers that provide information in Spanish.
- The Head Start program provides comprehensive developmental services to millions of low-income preschool children and their families. During the Clinton Administration, Hispanic enrollment has increased by 70,000 and at a rate nearly twice as fast as non-Hispanic enrollment.

--Since fiscal year 1992, Hispanic enrollment (excluding Puerto Rico) has increased 62% while non-Hispanic enrollment has increased 27%.

--From fiscal year 1993 to fiscal year 1999, the budget for Head Start has increased from \$2.8 billion to \$4.6 billion. Of the estimated 822,000 children who were enrolled in Head Start in 1998, 26% were of Hispanic origin.

--The Head Start Bureau seeks to address two critical areas to ensure that Head Start programming meets the growing needs of Hispanic children and families:

- 1) Ensuring that Hispanic children have fair and equitable access to Head Start services; and
 - 2) Ensuring that Head Start services meet the cultural and linguistic needs of Hispanic children and families.
- The Migrant Head Start Program provides services identical to Head Start but tailors them to the needs of migrant farmworker families. This program emphasizes serving infants, toddlers and pre-school age children so that they will not have to be cared for in the fields or left in the care of very young siblings while parents are working. Infants as young as six weeks are served. In fiscal year 1998, Migrant Head Start was funded at \$162 million serving 37,000 children. During fiscal year 1999, \$5 million more was used to reach up to 1,000 additional children of migrant and seasonal farmworkers, and the fiscal year 2000 budget includes a \$23 million increase request for Migrant Head Start that would improve quality and reach as many as 2,000 new children.

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT (HUD)

- The *Youthbuild* program offers young adults, ranging in age from 16 to 24, the opportunity to gain leadership skills, earn a high school diploma or GED, learn a valuable trade, and provide much-needed housing to families nationwide.

More than \$170 million in grants have been made under *Youthbuild* since its inception in 1993, enabling over 7,800 young people to take part in building or rehabilitating more than 3,650 houses and apartments units in their communities. Of the 7,800 served by *Youthbuild*, an estimated 1,170 are Hispanic youth.

- *Campus of Learners* is an initiative designed to provide public housing residents with an opportunity to live in a college-like setting that is focused on learning. The initiative is part of a larger effort to transform public housing and stimulate welfare reform. Local public housing authorities raise money from private and public partners to fund the initiative. The *Campus of Learners* designation enhances the public housing authorities' (PHA) ability to set up creative partnerships with local schools, vocational centers, community colleges, universities and corporations.

The program's 25 nationwide complexes offer academic classes, job training, and computer learning and programs for adults, youth, and teens. PHAs designated for the program work closely with local school districts to develop curricula, strengthen parent-teacher relationships, establish after school activities, create educational classes, and encourage parental involvement. Campuses draw on the resources of the universities, vocational or technical institutes, and colleges through the creation of specialized education and technology classes. Finally, the business community and other private partners provide mentoring for children and adults, telecommunications resources, apprenticeship programs for youth, job training and employment opportunities for adults.

The first 25 sites were announced on September 27, 1996. A number of these housing developments serve a large proportion of Hispanic residents. For example 91.4% of the residents in East Los Angeles' Nueva Maravilla housing development, and 70% of the residents in San Diego's Vista de Valle housing development are Hispanic.

DEPARTMENT OF JUSTICE (DOJ)

- The Office of Juvenile Justice and Delinquency Prevention's Juvenile Mentoring Program (JUMP) supports one-on-one mentoring programs for youth at risk of educational failure, dropping out of school, or involvement in delinquent activities, including gangs and drug abuse. JUMP brings together responsible adults and at-risk young people in need of positive role models. The program promotes personal and social responsibility as well as increased participation in elementary and secondary education while discouraging the use of illegal drugs, and firearms, involvement in violence, and other delinquent activity.

The following JUMP programs support Latino youth:

--*Latino Mentoring Program, Family Services, Inc.*, in Providence, Rhode Island, links at-risk Hispanic youth from Providence School District with mentors from the business and education community.

--*Mentor Matter* in the Washington and Union Elementary Schools in Visalia Unified School District, California. Hispanic students who attend this school live in Linnell Labor Camp, a migrant labor settlement and are at risk for poor academic achievement and juvenile crime.

--*Big Sisters* located in Philadelphia, Pennsylvania serves Hispanic females ages 10-18. The program promotes self-esteem and self-confidence and highlights educational and

career opportunities in an effort to prevent teen pregnancy, school drop-outs, and delinquency.

--*The George Gervin Youth Center*, in San Antonio, Texas, serves Hispanic youth in Page Middle School and Brackenridge High School. Most of these young people live in the crime-ridden Victoria Courts where approximately 34% of youth are dropouts and teen parents. The program introduces them to work and summer jobs and attempts to motivate them to stay in school and stay away from crime.

- Weed and Seed is a community-based initiative that aims to prevent, control, and reduce violent crime, drug abuse, and gang activity in targeted high-crime neighborhoods across the country.

The Weed and Seed strategy involves a two-pronged approach: law enforcement agencies and prosecutors cooperate in "weeding out" criminals who participate in violent crime and drug abuse, attempting to prevent their return to the targeted area; and "seeding" brings human services to the area, encompassing prevention, intervention, treatment, and neighborhood revitalization. A community-orientated policing component bridges weeding and seeding strategies.

At each program site, the U.S. Attorney play a central role in organizing the Steering Committee and bringing together the communities with other Weed and Seed participants. The U.S. Attorney also facilitates coordination of federal, state, and local law enforcement efforts. Through cooperation, sites can effectively use federal law in weeding strategies and mobilize resources for seed programs from a variety of federal agencies.

Currently, there are over 170 Weed and Seed sites around the nation. Below are some examples of educational programs that serve significant number of Hispanic youth.

--Phoenix, Arizona (Capitol Mall/Oakland University Park; Hispanic Population: 55%). Valley of the Sun YMCA implements a Future Leaders Project that provides neighborhood youth ages 13-17 with job training and weekend employment opportunities. This is designed to introduce teens to a work environment and work etiquette while in turn raising their aspirations. Participants receive employment training and employment certification. The Downtown Neighborhood Learning Center (DNLC) provides basic adult education (GED), English language, computer skills, and pre-employment training.

--Oxnard, California (Hispanic Population 95%). The Tezcatlipoca Project is a culturally-based college-level program providing fifty-four hours of Hispanic art and history from the Pre-Columbian era to the present day. The Alternative Weekend Program is geared towards third through eighth grade students who have disciplinary problems. Participating students must sign a contract for thirty days and must achieve perfect attendance as well as improvement in grades and skills. Barrio Productions provides training in video production. As part of the program, university students teach youngsters to write and edit scripts and produce commercials and public service announcements. Using donated material, the Build a Computer Program teaches children as young as ten the basic skills in computer construction. Students take home the build computer, and it becomes their family's property.

DEPARTMENT OF LABOR (DOL)

- The Department of Labor, through the Employment and Training Administration, will provide \$1.25 billion over five years to increase long-term employment of youth aged 14-21 who live in Empowerment Zones, Enterprise Communities and High-Poverty areas. This initiative builds on 11 pilot projects the Department has already funded. Hispanics represent 30% of the initiative's participants. In addition, special outreach efforts are being made to recruit more Hispanic youth who may face language and cultural barriers. Each site has established a work-based learning program, integrating academic and vocation education with the private sector as partners. All youth participants are also provided with leadership training, mentoring, and soft-skill development.
- The Department also funds and operates 118 Job Corps centers across the country, providing residence and training to 65,000 disadvantaged young people. 16% of the young people served, or 10,400 youth, are Hispanic. The mission of Job Corps is to attract eligible young adults and teach them the skills they need to become employable and independent through intensive and fully supervised programs in educational and vocational training, work experience, physical rehabilitation and development, and counseling. Residential living, support services (including health care), nutritious meals, sports and recreation are provided.

NATIONAL AERONAUTICS SPACE ADMINISTRATION (NASA)

- The NASA/Hispanic Association of Colleges and Universities (HACU) *Proyecto Access* identifies disadvantaged middle school and high school students, most of whom are Hispanic, with the potential and interest in becoming practitioners or teachers in engineering, science, and other mathematics-related areas and reinforces them in their pursuit of these fields. The main objectives for the project are to:
 - Acquaint the students with professional career opportunities in math, science, and engineering
 - Reinforce the mathematics preparation of these students at the secondary level
 - Increase the retention rates of these students in college
 - Increase the number of competently prepared minority and female high school students from *Proyecto Access* who will ultimately pursue engineering, mathematics, or science studies in college.
- NASA has created two early childhood learning communities in South Bronx, New York. The project offers very young Latino students and their parents an opportunity to gain exposure and insight into computers. Students and their parents participate in academic enrichment and motivational activities. The Hostos Community College Learning Centers are located in the South Bronx at Hostos Children's Center and at a public school.

SMALL BUSINESS ADMINISTRATION (SBA)

- SBA's San Diego District Office (SDDO) is partnering with several organizations to teach entrepreneurship and SBA programs to inner-city youths, the majority of whom are Hispanic. As these programs prove successful, most can be expanded nationwide.

- SDDO and Junior Achievement are developing a program to teach entrepreneurship and SBA programs to inner-city K through 12 students. San Diego Junior Achievement annually involves about 13,000 students, half of whom are Hispanic. After SBA's classroom courses, students will visit SBA's Business Information Center (BIC). Hispanic students will receive special assistance by Spanish-speaking SBA staff and online resources translated into Spanish, including the Small Business Classroom, Online Women's Business Center, and classes on business plans, etc. Much of Junior Achievement training material is offered in Spanish. SDDO will judge student business plans.
- SDDO and Millennium Entrepreneurs are developing a program to teach "ABCs of Small Business" and "How SBA can assist Young Entrepreneurs" to high school students, 70% of whom are Hispanic. Millennium Entrepreneurs is a kids business camp, founded by African American Tonja McCoy using SDDO's BIC to put her dream into reality. Tonja is expanding Millennium throughout San Diego, Hawaii, and the East Coast. Camps last three weeks during summer and Christmas breaks, and will expand to fall and spring after school. After SBA's camp classes, students will visit SBA's BIC. Spanish-speaking SBA Staff will assist the Hispanic students. SBA will offer Hispanic students online resources translated into Spanish, including the Small Business Classroom and the Online Women's Business Center. All of Millennium's material is available in Spanish.

SMITHSONIAN INSTITUTION

- The National Museum of American Art (NMAA) has created *¡del Corazon!*, (<http://nmaaryder.si.edu/webzine/>), an interactive webzine featuring Latino art from their collection. The on-line magazine provides curricular activities developed by and responsive to the needs of the K-12 learning community. *¡del Corazon!* is a collaborative effort between participating schools and museum staff to create an engaged learning tool using technology and Smithsonian primary source materials. The NMAA collection includes important works that not only represent the diversity of Latino art, but reflects the historical contributions of Latinos to our society.

WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

- *Excelencia en Educación: The Role of Parents in the Education of Their Children*, is a series of conference sponsored by the White House Initiative on Educational Excellence for Hispanic Americans. The academic emphasis of the conferences is mathematics, reading, and college readiness and the focus is on powerful strategies for parents to more fully engage in supporting their children's education. The conferences cover how schools, teachers, civic leaders, community-based organizations, business and federal agencies can reach out to parents and more fully engage them in their children's education. By sharing "promising practices" and educational information, conference participants improve strategies to brighten the future of young Hispanics and prepare to serve as catalysts for enhancing parental involvement throughout the nation.
- The White House Initiative on Educational Excellence for Hispanic Americans created the Inter-Departmental Council on Hispanic Educational Improvement (IDC) to assist the federal government in its efforts to evaluate the impact of Hispanic outreach programs and determine the most effective strategies that will increase the educational and employment opportunities for Latinos. The IDC, comprised of deputy and assistant secretaries, is the primary mechanism that can catalyze substantial change in the federal government's

provision of educational and employment opportunities for the Latino community. IDC members share the responsibility of ensuring their agencies make the necessary programmatic, management, and budgetary adjustments to address the educational challenges facing the Latino community.

PRESIDENT CLINTON AND VICE PRESIDENT GORE

Working on Behalf of the Hispanic Community

ECONOMY

Closing the Book on A Generation of Deficits. In 1992, the deficit was \$290 billion, a record dollar high. This year, the Administration expects the budget *surplus* to be \$99 billion, the largest budget surplus in history.

Saving Social Security. Earlier this year, the President outlined his plan to save Social Security and extend the life of the Social Security Trust Fund. The President would lock away the Social Security surpluses to prevent them from being used to fund other programs. In addition, his plan would transfer the interest savings from reducing the national debt to the Social Security Trust Fund and increase the return on Social Security funds through private investment. The President has put forth a balanced budget that maintains our sound economic strategy and invest the budget surplus in our long-term goals: saving Social Security and securing Medicare for the 21st Century.

Nearly 19 Million New Jobs. More than 90 percent of the new jobs have been created in the private sector, the highest percentage in 50 years.

Record-Low Unemployment for Latinos. Under President Clinton and Vice President Gore, the Latino unemployment rate has dropped from 11.6 percent in 1992 to 7.2 percent in 1998 -- its lowest annual level ever. As of June 1999, the monthly Hispanic unemployment was even lower at 6.8 percent.

Income of Median Hispanic Households Up \$2,553 in Past Two Years. In 1997, the income of the median Hispanic household, adjusted for inflation, increased from \$25,477 in 1996 to \$26,628 in 1997 -- an increase of \$1,151 or 4.5 percent. Over the past two years, the income of the typical Hispanic household has risen \$2,553 -- or nearly 11 percent -- the largest two-year increase in Hispanic income on record.

Real Wages Are Rising for Hispanics. The real wages of Hispanics have risen rapidly in the past two years, up 4.2 percent for Hispanic men and 2.7 percent for Hispanic women since 1996.

Inflation -- Lowest Since 1950s. Inflation remains non-existent at 1.6 percent for the beginning of 1999. In 1998, the GDP price index rose 1.0 percent at an annual rate -- its lowest level since the 1950s.

Strong Private Sector Growth. In the first quarter, private-sector GDP growth was up 4.4 percent. Since President Clinton took office, the private sector of the economy has grown an average of 4.0 percent per year -- compared to 3.0 percent under President Reagan and 1.3 percent under President Bush.

Tax Cuts For Low-Income Working Families. President Clinton's 1993 Economic Plan provided tax cuts to 15 million hard-pressed working families by expanding the Earned Income Tax Credit (EITC). The average family with two kids who received the EITC received a tax cut of \$1,026. In 1997, the EITC lifted more than 1.2 million Hispanics out of poverty.

Largest Hispanic Poverty Drop In Two Decades. In 1997, the Hispanic poverty rate dropped from 29.4 percent to 27.1 percent -- the largest one-year drop in Hispanic poverty since 1978. Since President Clinton took office, Hispanic poverty has dropped from 30.6 percent to 27.1 percent. While this marks significant progress, President Clinton will continue to fight for policies that help to raise incomes and reduce poverty.

Minimum Wage Increased. The President raised the minimum wage to \$5.15 an hour -- directly benefiting 1.6 million Hispanic workers.

Fighting for Paycheck Equity. The President has called on Congress to pass legislation to strengthen laws prohibiting wage discrimination. In 1997, the median earnings of Hispanic women represented 56 percent of the median earnings for all men.

Two and a Half Times More Small Business Loans to Hispanic Entrepreneurs. Between 1993 and 1997 the SBA approved nearly 15,000 loans to Hispanic entrepreneurs under the 7(a) and 504 loan programs. In 1997 alone, the Small Business Administration granted more than 3,300 loans, worth \$615 million, to Hispanic small business owners, two and a half times the number of loans granted in 1992.

Supporting Minority Business Communities and Increasing Access to Capital. Building on the efforts of the SBA, Vice President Gore unveiled aggressive plans to increase lending and business services to the Hispanic and African American business communities nationwide. SBA has entered partnership agreements with national leadership organizations, and engaged its national network of field offices and resources in the effort. SBA also licensed the first Hispanic-managed venture capital fund. In addition, the Vice President announced an unprecedented agreement between SBA and the "Big Three" U.S. automakers to increase subcontracting awards to minority businesses by nearly \$3 billion over the next three years -- a 50 percent increase over current levels.

Ensuring Minority Business Owners Have a Fair Opportunity to Compete. The President signed the Transportation Equity Act for the 21st Century into law on June 9, 1998. The Act protects the Disadvantaged Business Enterprise (DBE) Program, a program that ensures that minority and women-owned businesses have an opportunity to compete for transportation projects. The Administration helped defeat an amendment to the House version of this bill that would have eliminated the DBE Program. In a different measure, the President also approved the creation of a new program to target assistance to minority-owned businesses in industries that continue to reflect the effects of discrimination. As a result, thousands of minority-owned businesses will be able to compete more effectively for government contracts.

Expanding Investment in Urban and Rural Areas. The Clinton Administration has announced 105 EZs and ECs across the country. This effort was proposed by President Clinton and Vice President Al Gore, and passed by Congress in 1993. The EZ/EC effort has generated more than \$2 billion of new private sector investment in community development activities. The President has also signed into law a second round of EZs -- 15 new urban and 5 new rural zones -- which will include tax incentives, small business expensing, and private activity bonds. In FY 99, President Clinton and Congress provided first-year funding of \$55 million for the new EZs, and \$5 million in first-year funding for 20 new rural Enterprise Communities announced in January. The FY 2000 Budget proposes mandatory funding for ten years: \$150 million a year for urban EZs and Strategic Planning Communities; \$10 million a year for rural EZs; and \$5 million a year for rural ECs.

Expanding Access to Capital with Community Development Financial Institutions (CDFI). Proposed and signed into law by the President in 1994, the CDFI Fund, through grants, loans and equity investments, is helping to create a network of community development financial institutions in distressed areas across the United States. In FY99, funding was increased 19 percent to \$95 million from \$80 million. The FY 2000 budget proposes to expand funding for the CDFI Fund to \$125 million--a \$30 million increase from 1999.

Working on Behalf of Minority Farmers. The U.S. Department of Agriculture (USDA) is working to strengthen programs and increase outreach targeted to underserved communities, including increasing its lending to minority and women producers. Between 1993 and 1998, direct lending to these groups has nearly doubled -- from \$46.5 million in FY93 to \$91 million in FY98.

Moving from Welfare to Work. With the President's leadership, the Balanced Budget included \$3 billion to move long-term welfare recipients and unemployed non-custodial fathers into jobs and provided tax credits for employers to hire and retain long-term welfare recipients. The FY 1999 Welfare-to-Work competitive grants will support innovative strategies to address specific challenges to employment including limited English proficiency. The President's budget seeks \$1 billion to extend the Welfare-to-Work program to help more long-term recipients and low income fathers in high poverty areas go to work and support their families.

Helping People Get to Work. The Transportation Equity Act for the 21st Century authorizes \$750 million over five years, and the FY99 budget included \$75 million, for the President's Access to Jobs initiative and reverse commute grants to help communities design innovative transportation solutions so that families who need to work can get to work. The President's Budget proposes to double funding for FY 2000, bringing the program to the authorized level of \$150 million.

Assisting Families with Housing Vouchers. In 1999, the President proposed and Congress approved \$283 million for 50,000 new housing vouchers for welfare recipients who need housing assistance to get or keep a job. Families will use these welfare-to-work housing vouchers to move closer to a new job, to reduce a long commute, or to secure more stable housing that will eliminate emergencies which keep them from getting to work every day on time. The President's FY 2000 Budget provides \$430 million for 75,000 welfare-to-work housing vouchers, including \$144 million in new funds for 25,000 additional vouchers.

Providing Incentives to Save. The President signed into law a five-year, \$125 million demonstration program for Individual Development Accounts, providing incentives for low income families to save for a first home, higher education or to start a new business, effectively completing his 1992 community empowerment agenda. The FY99 budget includes \$10 million to launch this initiative, and the President has proposed to double the commitment to \$20 million in FY 2000.

Increasing Homeownership. The Clinton Administration launched a program to increase the homeownership rate of Hispanics in the U.S. through advertising, education and counseling programs and working with lending institutions to better serve the Hispanic community. Progress has been made, four million Hispanics now own their homes, one million more Hispanic homeowners since the first quarter of 1994.

Helping More Families Become Homeowners with the "Play-by-the-Rules" Homeownership Initiative. The FY99 budget included \$25 million for the Neighborhood Reinvestment Corporation to start this new initiative that will make homeownership more accessible to families who have a good rental history but have difficulty purchasing a home; 10,000 lower-income and minority families who are currently renting will benefit from this initiative. The FY 2000 budget proposes a second round of \$15 million for this initiative.

Expanding Low-Income Housing Tax Credit by 40 Percent. In 1993, President Clinton fulfilled his promise to permanently extend the Low-Income Housing Tax Credit, spurring the private development of low-income housing and helping to build 75,000-90,000 housing units each year. President Clinton has proposed to expand the credit by 40 percent. Over the next five years, this expansion would mean an additional 150,000 to 180,000 quality affordable rental units.

FIGHTING FOR EQUAL OPPORTUNITY

Building One America. The President has led the nation in an effort to become One America in the 21st Century: a place where we respect others' differences and, at the same time, embrace the common values that unite us. AFL-CIO Executive Vice President Linda Chavez-Thompson served on the Advisory Board to the President's Initiative on Race, which the President charged with overseeing this effort. The President, the Administration and the Advisory Board were actively involved in public outreach efforts -- including holding numerous public meetings and town halls -- to engage Americans across the nation in this historic effort. One of the critical elements of the President's Initiative on Race was identifying, highlighting and sharing with the nation promising practices -- local and national efforts to promote racial reconciliation. The Advisory Board presented their final report to the President on September 18, 1998, and recommended that conversations on race continue. President Clinton also appointed Robert B. (Ben) Johnson as Assistant to the President and Director of the White House Office on the President's Initiative for One America, a new office the President created to follow up on the work of his Initiative on Race.

An Administration That Looks like One America. The President appointed the most diverse Cabinet and Administration in history. Secretary of Energy Bill Richardson and Small Business Administrator Aida Alvarez are members of the President's Cabinet. Federico Peña and Henry Cisneros previously served in the President's Cabinet.

Judicial Appointments. Six percent of all President Clinton's judicial appointments are Hispanics including the Honorable Jose Cabranes, Judge, Second Circuit U.S. Circuit Court, The Honorable Carlos Moreno, Judge, Central District of California, U.S. District Court and the Honorable Hilda Tagle, Judge, Southern District of Texas, U.S. District Court.

Senior Level Administration Appointments. President Clinton has appointed more Hispanics to senior level positions than any President in American history. Eight percent of Presidential appointments, including boards and commissions, are held by Hispanics. These Presidential appointees include Overseas Private Investment Corporation (OPIC) President George Muñoz; Norma Cantu, Assistant Secretary for Civil Rights at the Department of Education; Saul Ramirez, Jr., Department of Housing and Urban Development Deputy Secretary; Albert Jacquez, Administrator of the St. Lawrence Seaway, Department of Transportation; Eluid Levi Martinez, Commissioner of Bureau of Reclamation at the Department of Interior; Ida L. Castro, Chair, Equal Employment Opportunity Commission; Patricia T. Montoya, Commissioner for Children, Youth & Families at the Department of Health and Human Services; and John U. Sepulveda, Deputy Director at the Office of Personnel Management. White House appointees include: Assistant to the President and Deputy Chief of Staff Maria Echaveste; Assistant to the President and Director of Intergovernmental Affairs Mickey Ibarra; and Deputy Assistant to the President and Deputy Director for Legislative Affairs Janet Murguia.

Opposed California Prop. 209 and Similar Measures. The Clinton Administration strongly opposes state and local initiatives to eliminate affirmative action programs that expand opportunities for Hispanics and others. The Administration opposed Proposition 209 in California and filed *amicus* briefs opposing Prop. 209, which currently prohibits state affirmative action programs. The Clinton Administration opposed a similar initiative in Houston, which was defeated and opposed an initiative in Washington that is similar to Prop. 209. In all these cases, representatives of the administration have spoken out strongly against these initiatives as unfair and a barrier to equality.

Ordered an Assessment of Affirmative Action Programs. The President ordered a comprehensive review of the government's affirmative action programs which concluded that affirmative action is still an effective and important tool to expand educational and economic opportunity to all Americans. This review of federal affirmative action programs has helped to ensure that these programs are fair and effective and that they can survive legal challenges. As a result, programs that benefit Hispanics, including students, working men and women, and business owners, remain in effect and are more likely to be upheld by the courts.

Reducing Backlog and Expanding Alternative Dispute Resolution at Equal Employment Opportunity Commission (EEOC). Thanks to President Clinton, the FY99 budget included \$279 million -- a \$37 million increase over the previous year -- to significantly expand EEOC's alternative dispute resolution program and reduce the backlog of private sector discrimination complaints. The final budget fully funds the President's request -- providing the first real increase for EEOC in several years. The President's FY2000 budget request provides \$312 million for the EEOC, a 12 percent increase over 1999.

Working to Ensure Fairness and Remove Barriers to High Quality Education. The Office for Civil Rights in the Department of Education is working to eliminate discriminatory educational practices within schools that contribute to deficiencies in minority student achievement. These priorities included the inappropriate placement of minority students in special education, limited access of minority students to challenging curricula and programs such as gifted and honors classes and the lack of comparable resources.

Ensuring Election Fairness. The Clinton Administration defended racially fair redistricting plans against claims that they were unconstitutional and prevented election day discrimination against minority voters and voter intimidation and harassment by monitoring polling place activities in a record number of states and counties. Continued enforcement efforts to ensure that citizens who rely on Spanish have the same opportunities to participate in voting-related activities as English-speaking voters.

Oppose English-Only Legislation. Strongly opposed legislation to make English the official language of the United States which would have jeopardized services and programs for non-English speakers and jeopardized assistance to the tens of thousands of new immigrants and others seeking to learn English as adults.

Increasing Voter Registration. Since 1995, the National Voter Registration Act or "Motor Voter" law has registered nearly 28 million new voters and made voting easier for millions more. [FEC, 6/99; FEC, 6/97]

Opposed California Prop. 187. Opposed California's Proposition 187, which would have made illegal immigrants ineligible for public school education at all levels and ineligible for public health care services.

Working for Fair Housing. The President proposed and won a major expansion of HUD's Fair Housing programs. The final budget expands HUD's Fair Housing programs from \$30 million in FY98 to \$40 million in FY99. That 33-percent increase includes \$7.5 million for a new audit-based enforcement initiative proposed by the Administration. The President's FY 2000 budget proposes to increase HUD's fair housing activities by another 17 percent.

Defended Fairness. The Clinton Administration has filed more cases between 1993 and 1997 to enforce fair housing laws than any other Administration (more than 500 cases). For instance, this Administration desegregated a Vidor, Texas, public housing complex and ordered a Mississippi bank to implement remedial lending plans for minority customers who were unfairly denied loans by the bank.

Eliminated Discriminatory "Redlining" Practices. The Clinton Administration negotiated agreements with health care agencies to eliminate discriminatory "redlining" practices denying home health care services based on residential location.

Working to Ensure a Fair, Accurate and Complete Census. The Clinton Administration is working to ensure that Census 2000 is the most accurate census possible using the best, most up-to-date scientific methods as recommended by the National Academy of Sciences. According to the Census Bureau, the 1990 Census missed 8.4 million people and double-counted 4.4 million others. Nationally, 5 percent of Hispanics were not counted in the 1990 census. While missing or miscounting so many people is a problem, the fact that certain groups -- such as children, the poor, people of color, city dwellers and people who live in rural rental homes -- were missed more often than others made the undercount even more inaccurate. A fair and accurate Census is a fundamental part of a representative democracy and is the basis for providing equality under the law. The President is determined to have a fair and full count in 2000.

IMMIGRATION

Fairness for Immigrants. The President worked with Congress to correct the most egregious impacts of the Illegal Immigration Reform and Immigrant Responsibility Act of 1996. As a result, almost a million people will be able to proceed with legalizing their immigration status under the former standards of immigration law and not the new, stricter and more burdensome standards enacted in 1996.

Strengthening the Naturalization Process. The President has made naturalization a top priority of the Immigration and Naturalization Service in order to continue fostering legal immigration while combating illegal immigration. For instance, over one million individuals were naturalized in 1996. The Administration continues to work to streamline and improve the naturalization process so that eligible individuals who have played by the rules can become full partners in America. In FY99, the Administration won an infusion of new resources to reduce the backlog of naturalization applications and improve customer service.

Defended Immigrant Rights. The Administration defeated legislative efforts which would have significantly eroded health care for immigrants. The bipartisan agreement strengthened the sponsorship requirement while preserving the basic ability of families to reunify.

Reversing Unfair Cuts; Protects Legal Immigrants Who Become Disabled and Those Currently Receiving Benefits. The Balanced Budget Act of 1997 restored \$11.5 billion in SSI and Medicaid benefits for legal immigrants whose benefits were also terminated in welfare reform. This law protects those immigrants now receiving assistance, ensuring that they will not be turned out of their apartments or nursing homes or otherwise left destitute. And for immigrants already here but not receiving benefits, the BBA does not change the rules retroactively. Immigrants in the country as of August 22, 1996, but not receiving benefits at that time who subsequently become disabled will also be fully eligible for SSI and Medicaid benefits. When the President signed the 1996 Welfare Reform Law, he pledged to go back and change provisions that have nothing to do with welfare reform, such as the cutting off benefits to legal immigrants. Critics said the changes would never be made. However, in 1997 and again in 1998, the President followed through on his pledge -- and won many of the changes he sought in the 1996 law. The President's FY 2000 Budget would restore eligibility for SSI and Medicaid to legal immigrants who enter the country after that date if they have been in the United

States for five years and become disabled after entering the United States. This proposal would cost approximately \$930 million and assist an estimated 54,000 legal immigrants by 2004, about half of whom would be elderly.

Assuring Families Access to Health Care and Other Benefits. In May 1999, the Vice President announced new actions to assure families that enrolling in Medicaid or the new Children's Health Insurance Program (CHIP) and receiving other critical benefits, such as school lunch and child care services, will not affect their immigration status. The new Department of Justice regulation clarifies a widespread misconception that has deterred eligible populations from enrolling in these programs and undermined the nation's public health. In addition, the Vice President directed Federal agencies to send guidance to their field offices, program grantees and to work with community organizations to educate Americans about this new policy.

EDUCATION

Made the Largest Investment in Education in 30 Years. Maintaining his longtime commitment to education, the President enacted the largest investment in education in 30 years -- and the largest investment in higher education since the G.I. Bill.

Modernizing Our Schools. The President has proposed federal tax credits to help rebuild, modernize, and build 6,000 public schools nationwide. Much of this funding is targeted to the cities with the highest numbers of low-income children.

Reducing Class Size. Last year, the President won a down payment on his initiative to reduce class size to a national average of 18 students in grades 1-3 to help local schools hire an additional 100,000 well-prepared teachers. Research shows that students do better academically in smaller classes, especially minority and low-income students. The President's proposal targets substantial funding to the communities that need it most, and he has threatened to veto legislation that would replace that class size initiative with a block grant that doesn't guarantee the continuation of a nationwide class size initiative and denies adequate funding to the communities that need it most.

Supporting Reading Excellence. More than 1000 colleges have committed work-study students to tutor children in reading, and thousands of AmeriCorps members and senior volunteers are organizing volunteer reading campaigns. In addition, the President won \$260 million for a new child literacy initiative, consistent with the President's America Reads proposal in the FY99 budget. The FY2000 budget includes funding to continue the Clinton-Gore Administration Reading Excellence Program -- helping train reading tutors and coordinating after-school, weekend, and summer reading programs linked to in-school instruction; helping train teachers to teach reading; and helping parents help children prepare to learn to read.

Greater Access to Education Technology. The President has made an unprecedented commitment to bringing technology into schools. In the FY99 budget, President Clinton won \$75 million to fund technology training for teachers and \$10 million for new grants to public-private partnerships in low-income communities to provide residents access to computer facilities for educational and employment purposes. Education technology has always been a top priority for the President and Vice President;

since 1993, they have created the Technology Literacy Challenge Fund and increased overall investments in educational technology by thirty-fold, from \$23 million to \$698 million this year. The Administration has also secured low-cost connections (the E-rate) to the Internet for schools and libraries.

Getting Good Teachers to Underserved Areas. The FY99 budget contained \$75 million for new teacher quality initiatives -- programs that will help recruit and prepare thousands of teachers to teach in high-poverty urban and rural communities and will strengthen teacher preparation programs across the country.

Strengthening Educational Accountability and Excellence. 11 million low-income students now benefit from extra support to meet high expectations and challenging standards because of increased funding for the Title I program and reforms proposed and signed into law by President Clinton in the Elementary and Secondary Education Act (ESEA). This year, President Clinton has proposed building on this progress with further strengthening accountability in these federal programs, improving teacher quality, increasing school safety, expanding public school choice, and providing extra support through summer-school, after-school and other programs to help students master the basics and reach challenging academic standards. The reauthorization will also support teacher education programs that develop the ability of regular classroom teachers to teach limited English proficient (LEP) students.

Enacted a Hispanic Education Action Plan. The Hispanic dropout rate is unacceptably high, and is substantially higher for Hispanics than African-Americans and White non-Hispanics. The Administration is reaching out to Hispanic youth, encouraging them to stay in school, do well academically and graduate from high school, and go on to college so that they can compete successfully for good jobs and take advantage of promising career opportunities. As part of these efforts, the Clinton Administration put forth and won funding increases for a Hispanic Education Action Plan in the FY99 budget. As part of this plan, the President and Vice President proposed significant increases in a number of programs that enhance educational opportunity for Hispanic Americans. The final budget included increases of \$494 million for these programs, including an increase of \$70 million for TRIO college preparation programs over FY98, which will now provide support services to over 700,000 students, and an additional \$50 million for Bilingual Education Professional Development -- double the FY98 level -- to begin to provide 20,000 teachers over five years with the training they need to teach Limited English Proficient students effectively. Moreover, funding for Hispanic-Serving Institutions (HSIs), colleges and universities with at least 25 percent Hispanic enrollments was more than doubled from \$12 million to \$28 million in FY 99. In FY 2000, the President has proposed over a \$650 million increase in funds for Department of Education programs that are part of the Administration's Hispanic Education Agenda.

Expanding College Opportunity with Tuition Tax Credits, Education IRAs, and Largest Increase in Pell Grants in 20 Years. The President is making the first two years of college universally available with \$1500 HOPE Scholarship tax credits and a 20 percent lifetime learning tax credit helps offset tuition costs for college or lifetime learning. The expanded education IRA allows penalty- and tax-free withdrawals for education. And in 1999, nearly four million students will receive a Pell Grant of up to \$3,125, the largest maximum award ever. In the 1995-96 school year, 54 percent of all Hispanic students enrolled full-time in college received a Pell Grant.

Established a Hispanic Advisory Commission. In 1994, the President issued an Executive Order on Educational Excellence for Hispanics which established an advisory commission to oversee the improvement in education for Hispanics and would work to ensure that Hispanic-Serving Institutions will have more input regarding educational goals and issues of concern to Hispanics. The Commission's report identified contributing factors impacting attainment of educational excellence, corrective policy actions, and plans for program development and funding.

Implemented the Student Diversity Partnership Program. Partnered with Hispanic Association of Colleges and Universities, National Association for Equal Opportunity in Higher Education, an Indian Science and Engineering Society and the Center for the Advancement of Hispanics in Science and Engineering Education to implement the Student Diversity Partnership Program. This program will ensure an adequate supply of diverse and qualified scientists and engineers for the 21st century. In addition, the White House recently awarded Presidential Awards for Excellence in Science, Mathematics and Engineering Mentoring Grants to both individual mentors and institutions that foster mentoring, helping to ensure that America's future scientists and engineers come from all of the nation's racial and cultural segments of the population.

AmeriCorps College Support. Since 1993, more than 100,000 people have had the opportunity to serve through AmeriCorps, with Hispanics comprising 13 percent of all participants (1996 data) In 1999, nearly 50,000 young people will take advantage of the opportunity to serve and will earn an award of up to \$4,725 to pay for college or repay student loans.

Establishing the GEAR-UP. In FY99, the President won \$120 million to create a new initiative which would promote partnerships between schools and institutions of higher education to provide about 100,000 low-income middle and high school students with academic and support services to help them prepare for and enter college. The President is proposing to double this initiative this year.

Expanding Investments In Youth Education And Training. While House Republicans attempted to eliminate the successful Summer Jobs program in FY99, President Clinton prevailed with his request for \$871 million in funding, which will finance up to 530,000 summer jobs for disadvantaged youth. The Youth Opportunity Area Initiative program provides high school dropouts between the ages of 16 and 24 with academic and job-skills training, as well as apprenticeships building and rehabilitating affordable housing. The President proposed and won \$250 million for this new innovative program in the FY99 budget.

Teaching Job Skills and Building Homes Through "Youthbuild." Through the *Youthbuild* program, nearly 2,300 high school dropouts have developed valuable job skills while building or renovating homes for hundreds of low-income families. This program offers young adults, ranging in age from 16 to 24, the opportunity to gain leadership skills, earn a high school diploma or GED, learn a valuable trade, and provide much-needed housing to families nationwide. More than \$170 million in grants have been made under *Youthbuild* since its inception in 1993, enabling over 7,800 young people to take part in building or rehabilitating more than 3,650 houses and apartments units in their communities. Of the 7,800 served by *Youthbuild*, an estimated 1,170 are Hispanic youth.

Strengthening Bilingual and Immigrant Education. The President is committed to ensuring that students with limited English skills get the extra help they need in order to learn English and meet the same high standards expected for all students. The Clinton administration fought for and won a 35% increase in bilingual and immigrant education in the 1997 budget deal. For FY99, the Administration fought for and won a doubling of the investments in bilingual teacher training as part of its Hispanic Education Action Plan. Bilingual education funding helps school districts teach English to more than a million limited English proficient (LEP) children and helps LEP students to achieve to the same high standards as all other students. It also provides teachers with the training they need to teach limited English proficient students. The Immigrant Education program helps more than a thousand school districts provide supplemental instructional services to more than 800,000 recent immigrant students. In his proposal to reauthorize the Elementary and Secondary Education Act, the President has proposed additional help to ensure that all teachers are well-trained to meet the needs of students with Limited English Proficiency. His proposal would also make schools and districts more accountable for helping children with Limited English Proficiency master their academic subjects and learn English.

Extra Help for Limited-English Proficient Children. In 1994, President Clinton reformed Title I -- the major elementary and secondary program for disadvantaged children -- clearing away barriers that had prevented limited-English proficient children from getting help. Now Hispanics are 32% of the children served in Title I, the largest share of all communities. The FY99 budget provides a \$301 million boost to the Title I program.

More Assistance for Migrant Children and Families. Migrant families face particularly difficult obstacles to gaining the education and training they would need to improve their standard of living. President Clinton improved the Migrant Education Program in the 1994 reauthorization, and won a 16 percent increase in FY99. As part of his Hispanic Education Action Plan, he also won increases for the High School Equivalency Program, the College Assistance Migrant Program, as well as funding for a Migrant Youth Job Training Demonstration.

Expanding Access to English Language/Civics Education. The President's FY 2000 budget supports a \$190 million increase for adult education and family literacy, including a \$70 million investment for the English Language and Civics Education Initiative: Common Ground Partnerships. This initiative will help states and communities provide limited English proficient adults with expanded access to high quality English as a Second Language programs linked to civics and life skills instruction on understanding and navigating our government system, the public education system, workplace, and other key institutions in American life.

Reducing the Drop-Out Rate Through Right Track Partnerships. The President's FY 2000 budget provides \$100 million for "Right Track Partnerships" to promote partnerships between schools, employers, and community-based organizations that devise innovative community-wide approaches to increase the rate at which economically disadvantaged and limited-English proficient youth complete and excel in high school and subsequently increase the rate at which these youth go on to post-secondary education, training, and higher paying careers. This new proposal builds on last year's Hispanic Education Action Plan, which received nearly \$500 million for FY1999.

CHILDREN AND FAMILIES

Eliminating Racial and Ethnic Health Disparities. In 1998, President Clinton announced an initiative to end racial and ethnic health disparities. The effort sets a national goal of eliminating the longstanding disparities by the year 2010 in six key health areas: infant mortality, diabetes, cancer screening and management, heart disease, AIDS and immunizations. There are major health disparities among Hispanics. Latinos are nearly twice as likely to develop diabetes than non-Latinos and Latinos have two to three times the rate of stomach cancer as white Americans. The President announced a five-step plan -- led by Surgeon General and Assistant Secretary for Health Dr. David Satcher -- to mobilize the resources and expertise of the federal government, the private sector, and local communities. In the FY99 budget, Congress took a critical first step in investing in the President's multi-year proposal. The President's FY 2000 budget has proposed \$145 million to continue this program's activities.

Addressing HIV/AIDS in Communities of Color. Racial and ethnic communities make up the fastest growing portion of HIV/AIDS cases (more than 50 percent of all new HIV cases). As part of the FY99 budget, the Clinton Administration fought for and won a comprehensive new initiative that invests an unprecedented \$156 million to improve prevention efforts in high-risk communities and expand access to cutting-edge HIV therapies and other treatment needed for HIV/AIDS.

Focused Health Efforts. Established the Office of the Minority Health Research and Alternative Medicine at the National Institutes of Health. Helped communities develop culturally-competent systems of care for children with serious emotional disturbances through the Comprehensive Mental Health Services for Children and Families program. Negotiated agreements with hospitals and nursing homes to eliminate barriers to equal access for minorities based on language.

Working to Enact a Strong, Enforceable Patients' Bill of Rights for All Americans. President Clinton has called on the Congress to pass a strong, enforceable patients' bill of rights that assures Americans the quality health care they need. The bill should include important patient protections such as: assuring direct access to specialists; real emergency room protections; continuity of care provisions that protect patients from abrupt changes in treatment; a fair, timely, and independent appeals process for patient grievances; and enforcement provisions to make these rights real. Leading by example, the President directed all federal agencies to ensure that their employees and beneficiaries have the benefits and rights guaranteed under the President's proposed Patients' Bill of Rights.

Protecting and Strengthening Medicare. The 1997 Balanced Budget Act extended the life of the Medicare Trust Fund for at least a decade; expanded choices in health plans; and provided beneficiaries new preventive benefits. Today, Medicare provides health insurance to more than two million elderly and disabled Hispanics and six percent of all beneficiaries currently enrolled in Medicare are Hispanic. President Clinton is working to modernize and strengthen Medicare to prepare it for the challenges the program faces in the 21st Century. This historic initiative would make Medicare more competitive and efficient; modernize and reform Medicare's benefits, including a long-overdue prescription drug benefit and cost-sharing protections for preventive benefits; and make an unprecedented long-term financing commitment to the program that would extend the life of the Medicare trust fund to 2027.

Extended Health Care to Millions of Children with the Children's Health Insurance Program (CHIP). Because of the President's leadership, the 1997 Balanced Budget Act included \$24 billion to provide real health care coverage to up to five million more children, the largest children's health care budget increase since Medicaid was created in 1965. Minority children make up a disproportionate number of the over 10 million uninsured children. Hispanic children make up nearly 30 percent of all uninsured children. The Administration is actively reaching out to communities to target and enroll eligible, uninsured children in CHIP.

Providing Health Care to Children and Pregnant Women. Under current law, states have the option to provide health coverage to immigrant children and pregnant women who entered the country before August 22, 1996. The President's FY 2000 Budget gives states the option to extend Medicaid or CHIP coverage to low-income legal immigrant children and Medicaid to pregnant women who entered the country after August 22, 1996. The proposal would cost \$325 million and provide critical health insurance to approximately 55,000 children and 23,000 women by FY 2004. This proposal would reduce the number of high-risk pregnancies, ensure healthier children, and lower the cost of emergency Medicaid deliveries.

Protecting Families. Family and Medical Leave allows workers to take up to 12 weeks of unpaid leave to care for seriously ill family members, new born or adoptive children, or their own serious health problems without fear of losing their jobs. About 91 million workers are covered by the Family and Medical Leave Act and millions of workers have already benefited from FMLA since its enactment.

Increased WIC -- \$1 Billion Higher. Under President Clinton, participation in the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) has expanded by 1.7 million -- from 5.7 million in 1993 to 7.4 million women, infants, and children in 1998, with funding rising from \$2.9 billion to \$3.9 billion (FY99). Research shows that every \$1 increase in the prenatal care portion of the WIC program cuts between \$1.77 and \$3.90 in medical expenses in the first 60 days following childbirth. In 1996, 30 percent of the infants who benefited from WIC were Hispanic.

Restoring Food Stamp Benefits for Legal Immigrants. The Agricultural Research Act of 1998 provided Food Stamps for 225,000 legal immigrant children, senior citizens, and people with disabilities who enter the United States by August 22, 1996. The President's FY 2000 Budget would extend this provision by allowing legal immigrants in the United States on August 22, 1996 who subsequently reach age 65 to be eligible for Food Stamps at cost of \$60 million, restoring benefits to about 20,000 elderly legal immigrants by 2004.

Expanded Head Start By More than 60 Percent. Since 1993, President Clinton has expanded Head Start by 57 percent, from \$2.8 billion in FY93 to \$4.4 billion in FY98. During the Clinton Administration, Hispanic enrollment has increased by 70,000 and at a rate nearly twice as fast as non-Hispanic enrollment. Despite these increases, Hispanic children remain under-represented in the program, and the Administration is stepping up efforts to ensure access and culturally appropriate services. Also, the President's FY 2000 budget includes \$607 million in new funds to improve and

expand Head Start, including a \$23 million request for Migrant Head Start that would improve quality and reach as many as 2,000 new children.

Raised Immunization Rates to All Time High. Since 1993, childhood immunization rates have reached all-time highs, with 90 percent or more of America's toddlers receiving the most critical doses of vaccines for children by age 2. For the most critical childhood vaccines, vaccination levels are nearly the same for preschool children of all racial and ethnic groups, narrowing a gap that was estimated to be as wide as 26 percentage points a generation ago. But despite this program, as of 1997, 79 percent of white children had received the recommended series of vaccinations by age 2 compared to 72 percent of Hispanic children whom had been vaccinated against childhood disease. To help increase participation, on April 20, 1999, Secretary Shalala announced a new Spanish-language childhood immunization public awareness campaign, "Vacunelo A Tiempo Todo el Tiempo" (Vaccinate Your Children On time, Every Time), to create and distribute culturally relevant and language appropriate educational materials to help raise Hispanic immunization rates to the national average.

Proposed the Largest Single Investment in Child Care in the Nation's History. In 1998, the President proposed an historic initiative to improve child care for America's working families by helping families pay for child care, building the supply of good after-school programs, improving child care quality and promoting early learning. The President won \$182 million to improve the quality of child care for America's working families in the FY99 budget.

Providing Safe After-School Opportunities for Nearly 400,000 Children Each Year.

Approximately 400,000 school-age children in rural and urban communities have safe and educational after-school opportunities this year because of the expanded 21st Century Community Learning Centers program. Under the leadership of President Clinton and Vice President Al Gore, funding for this initiative has increased from \$1 million to \$200 million in two years, and the Administration has proposed tripling the program this year. In his FY 2000 budget, the President proposed to increase funding to serve approximately 1.1 million students.

FIGHTING CRIME

Held the White House Conference on Hate Crimes. President Clinton hosted the first White House Conference on Hate Crimes, which examined laws and remedies that can make a difference in preventing hate crimes, highlighted solutions that are working in communities across the country, and continued the frank and open dialogue needed to build One America. The President announced significant law enforcement and prevention initiatives to get tough on hate crimes, including: support for legislation to expand the federal hate crimes law to cover crimes based on sexual orientation, gender, or disability; the creation of a network of local hate crime working groups; the addition of approximately 50 FBI agents and federal prosecutors to enforce hate crimes laws; improved collection of data on hate crimes; and the production of materials to educate the public -- especially youth -- about hate crimes. The President and Vice President continue to work to enact the Hate Crimes Prevention Act.

Enhanced Penalties for Hate Crimes. As part of the historic 1994 Crime Act, the President signed the Hate Crimes Sentencing Enhancement Act which provides for longer sentences where the offense is determined to be a hate crime.

Falling Crime Rates. Overall crime rates are down to the lowest levels in a generation --and all incomes and races are benefitting. According to the Bureau of Justice Statistics' National Victimization Survey, property and violent crime victimization rates are at their lowest levels since 1973. Between 1993-1997, decreasing victimization trends were experienced about equally for all race, sex and income groups. In addition, the murder rate is down more than 25 percent since 1993, its lowest point in 30 years. Between 1997 and 1998, the Hispanic violent victimization rate fell from 43 to 33 victimization's per 1,000 Hispanics.

Putting 100,000 New Police on the Streets and Providing COPS Grants to Underserved Areas. This year, ahead of schedule and under budget, the Administration has met its commitment of funding 100,000 police officers for our communities. As a part of the COPS Program, the President announced new grants to increase police presence and community policing in underserved neighborhoods. Under this initiative, 18 cities will share \$106 million to hire 620 new community policing officers. The pilot cities were selected following an analysis of crime, demographic and economic data.

SAFE AND CLEAN ENVIRONMENT

Environmental Justice and Redevelopment -- issued an Executive Order on Environmental Justice to ensure that low-income citizens and minorities do not suffer a disproportionate burden of industrial pollution. The Administration identified pilot projects to be undertaken across the country to redevelop contaminated sites in low-income communities, turn them into useable space, create jobs and enhance community development.

Accelerating Toxic Cleanups and Brownfields Redevelopment -- cleaned up nearly three times as many Superfund sites in six years as the previous administrations did in twelve. Leveraged nearly \$1 billion in private sector investment for Brownfields redevelopment.

Keeping Our Drinking Water Safe -- proposed and signed legislation to strengthen the Safe Drinking Water Act to ensure that our families have healthy, clean tap water. Required America's 55,000 water utilities to provide regular reports to their customers on the quality of their drinking water.

Reducing the Threat of Global Warming -- negotiated an international treaty to reduce greenhouse gas emissions in an environmentally strong and economically sound way. Secured \$1 billion in FY99 for research incentives to reduce greenhouse gas emissions through energy efficiency and clean energy technologies.

Preserving Our Lands -- protected or enhanced nearly 150 million acres of public and private lands, from the red rock canyons of Utah to the Florida Everglades. Reached agreements to protect Yellowstone from mining and save the ancient redwoods of California's Headwaters Forest.

AMERICAN LEADERSHIP

Democracy for Cuba. The Clinton Administration increased efforts to promote a peaceful, democratic transition in Cuba by keeping pressure on the Castro government for change while reaching out to the Cuban people. The President has strengthened the international consensus on the need to promote human rights and democracy. The Clinton Administration has authorized humanitarian measures to alleviate the Cuban people's suffering, encouraged the emergence of civil society, and helped people prepare for a democratic future.

Support Our Closest Neighbors. The Administration took decisive action in assembling a financial support package for Mexico and later Brazil. In each case, the President's leadership prevented a prolonged financial crisis and its spread to other Latin American countries. In addition, the President traveled to Latin America and launched hemispheric negotiations for Free Trade Area of the Americas.

8/99



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]

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LATINOS IN ELEMENTARY EDUCATION (K-8)

The elementary school years are a period of significant development for the child in all areas of learning, providing the foundation for a successful high school experience. Elementary education generally includes kindergarten through grade eight, referred to in various grade groupings as primary, elementary, and middle school.

Enrollment

- Today, Hispanics comprise 15% of the elementary school-age population (5-13). By the year 2025, Latinos in this age group will make up nearly 25% of the total school-age population. [Bureau of the Census, *CPS Report*, No. P25-1130, 1996]
- Between 1978 and 1998, the enrollment of Hispanics in public elementary schools increased 157% compared to 20% for black students and 10% for white students. [Bureau of the Census, *CPS Report*, Table A-1, 1999]

Urbanicity and Poverty

- Latino students now experience more isolation from whites and more concentration in high-poverty schools than any other group of students. In 1998, close to 50% of Hispanics in public education attended urban schools. In comparison, just over 50% of blacks and only 18% of whites in public schools were enrolled in urban schools. Further, the nation's 10 largest central city school districts enrolled close to 25% of Latino students, 18% of black students and only 2% of white students. [Bureau of the Census, *CPS Report*, P20-521, 1998] [*Resegregation in American Schools*, The Civil Rights Project, Harvard University, 1999]
- In 1996, about one out of every four students who lived in a central city and who attended public schools was Hispanic, up from about one out of every 10 students in 1972. [NCES, *The Condition of Education*, 1999, Indicator 46]
- Latino students, on average, attend schools with more than twice as many poor classmates as in those attended by white students (46% vs. 19%). In addition, just over one-third of Hispanics (34%) and blacks (37%) under age 14 lived in poverty, compared to 14% of whites. [Bureau of the Census, *CPS Report*, P60-206, 1998] [*Resegregation in American Schools*, The Civil Rights Project, Harvard University, 1999]

Educational Achievement

- Overall, Hispanic students consistently perform below the national average in the National Assessment of Educational Progress (NAEP). Disparities begin as early as kindergarten and remain through age 17. By age nine, Hispanic students lag behind their non-Hispanic peers in reading, mathematics and science proficiency. [NCES, *The Condition of Education*, 1999, Indicator 1, 2, 4 - 6]
- While not all Hispanic students are limited english proficient (LEP), Hispanics constitute about 75% of all students enrolled in LEP programs, including bilingual education and English as a Second Language (ESL) programs. [*Elementary and Secondary School Civil Rights Compliance Report, 1988-1994*]
- Computers have become an essential tool in our society and early exposure to computers can help prepare students for future success in the workplace. However, Hispanic students are less likely than their white peers to use a computer at school or at home. In 1997, 68% of Hispanic children used a computer at school, compared to 70% of blacks and 84% of whites. Further, only 18% of Hispanic students used a computer at home, compared to 19% of black students and 52% of white students. [NCES, *The Condition of Education*, 1999, Indicator 18]

Teachers

- The number of Hispanic teachers lags far behind the number of Hispanic students. While Hispanic students comprise about 15% of public school students, only about 4% of public school teachers are Hispanic. [NCES, *Digest of Education Statistics*, 1998, Table 68]

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LATINOS IN SECONDARY EDUCATION (9-12)

Secondary education is a critical means of achieving upward mobility and helps individuals negotiate the path to achievement and economic success. Secondary education, or high school, generally includes grades nine through twelve.

Enrollment

- Hispanic students in secondary education represent 13% of the current school population in grades 9-12. By the year 2030, Latinos in grades 9-12 will make up 23% of the school population for these grades. [Bureau of the Census, *CPS Report*, No. P25-1130, 1996]
- Among 15-17 year olds, 34% of Hispanic students were enrolled below grade level. Enrollment below grade level is a significant variable because it is the highest predictor of school dropout rates. [Bureau of the Census, *CPS Report*, Number P20-513, Table A-2, 1998]

Educational Achievement

- The dropout rate for Hispanics is much higher than for other ethnic groups. In 1998, 30% of all Latino 16- through 24-year-olds were dropouts (1.5 million), more than double the dropout rate for blacks (14%) and more than three times the rate for whites (8%). [NCES, *Dropout Rates in the United States: 1998*]
- High Hispanic dropout rates are partly attributable to relatively greater dropout rates among Hispanic immigrants. The dropout rate for Hispanic 16- to 24-year-olds born outside the United States (44%) was double the rate for Hispanics born in the U.S. (21%). [NCES, *Dropout Rates in the United States: 1998*]
- In 1996, the average National Assessment Educational Progress (NAEP) scores of Hispanic students age 17 were well below that of their white peers in math, reading and science. [NCES, *The Condition of Education 1998*, Indicator 16]
- Hispanic students have earned more credits in computer science, foreign languages, and English than other groups. Despite increases in upper-level course selection among Hispanic high school students, Hispanic students still earn fewer credits than other groups in history, science, and mathematics. [NCES, *The Educational Progress of Hispanic Students, The Condition of Education, 1995*]

Educational Attainment

- The low high school completion rate for Latinos has not changed substantially in several years. High school completion rates for white and black students in 1998 were 90% and 81%, respectively. However, the high school completion rate for Hispanics is only 63%. [NCES, *Dropout Rates in the United States: 1998*]
- While Latino parents are increasing their educational attainment rates, these rates are still below those of other ethnic groups. Higher levels of parental educational attainment are generally associated with positive educational outcomes and experiences, such as high school completion, for their children. The percentage of Hispanic parents earning a high school diploma has improved, from 23% in 1972 to 45% in 1997. By comparison, in 1997, over 90% of white parents had earned a high school diploma. [NCES, *The Condition of Education 1998*, Supplemental Table 44-4]

College Preparation

- Hispanic students are more often than not tracked into general courses that satisfy only the basic requirements and not those that provide access to four-year colleges or to rigorous technical schools. More Hispanic students (50%) are enrolled in general programs of study than either whites (39%) or blacks (40%). Only 35% of Latino students are enrolled in college preparatory or academic programs, compared to 50% of whites and 43% of blacks. [NCES, *Trends Among High School Seniors, NELS-88, 1972-1992, 1995*]
- In 1997, Hispanics were at least three times as likely to take a foreign language Advanced Placement (AP) examination as whites. Hispanic students were also five times as likely as whites to be eligible for college credit from these tests (with a grade 3 or higher). White students were more likely than blacks or Hispanics to take AP examinations in all other subject areas. [NCES, *The Condition of Education, 1999*, Indicator 14]
- The percentage of Hispanic seniors who planned to continue their education at a four-year college doubled from 24% in 1972, to 50% in 1992. The percentage who planned to attend a two-year program increased from 12% to 20%. [NCES, *Trends Among High School Seniors, NELS-88, Second Follow-up, 1992*]

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LATINOS IN UNDERGRADUATE EDUCATION

Undergraduate education is considered today to be an important path to ensure a better future in our economy. Undergraduate education is study beyond secondary school at an institution offering programs terminating in an associate's or bachelor's degree.

Population

- Hispanics currently represent 14.5% (3.6 million) of the total traditional college-age population (18-24 years). By the year 2025, Hispanics will comprise 22% of the total traditional college-age population. [Bureau of the Census, *CPS Report*, No. P20-516, 1997]

Enrollment

- The representation of Hispanics in higher education continues to grow. In 1996, Hispanic students represented almost 10% of the total student enrollment in higher education. [NCES, *Digest of Education Statistics*, 1998, Table 207]
- Between 1976 and 1996, the number of Hispanics enrolled in undergraduate education increased 202%, compared with only 13% for whites and 44% for blacks. In one year alone (1995-96), Hispanic enrollment increased 5%, the largest one year increase of any ethnic group. [NCES, *Digest of Education Statistics*, 1998, Table 207]
- Hispanic students enroll in college immediately upon graduation from high school at a rate similar to that of other groups--66%, compared to 68% for whites and about 60% for blacks. However, Hispanic 18-to-24-year old high school completers enroll in college at lower rates—(36%) than whites (46%) and blacks (40%). [NCES, *The Condition of Education*, 1999, Indicator 53 and 54]
- The majority of Hispanic undergraduates are enrolled in two-year institutions (53%). In comparison, the majority of white and black undergraduates are enrolled in four-year institutions (56% and 51%, respectively). [NCES, IPEDS, 1997 Fall Enrollment]
- Latino enrollment in undergraduate education is concentrated in a small number of institutions. About 40% of Hispanic undergraduate students are enrolled in fewer than 200 institutions of higher education known as Hispanic-Serving Institutions (HSIs). HSIs are accredited degree-granting public or private nonprofit institutions of higher education with at least 25 percent total undergraduate Hispanic full-time equivalent student enrollment. [NCES, IPEDS, 1997 Fall Enrollment] [Higher Education Amendments of 1965, as amended, 1998]
- Latino undergraduate students are concentrated in several key states. Just over 50% of all Hispanics enrolled in higher education are in two states: California and Texas. Almost 75% of Latinos enrolled in higher education are in five states: California, Texas, New York, Florida, and Illinois. [NCES, IPEDS, 1997 Fall Enrollment]
- A higher percentage of Hispanic students (45%) are enrolled part-time than either white or black students (39% and 40%, respectively). Hispanics (35%) are also more likely than white or black students (25% and 32%, respectively) to take more than six years to receive a bachelor's degree. [NCES, IPEDS, 1997 Fall Enrollment] [NCES, *The Condition of Education*, 1996, Supplemental Table 11-1]

Financial Aid

- Hispanic students tend to borrow less to pay for their education. As first-year students, close to 50% of Hispanics received grants while less than 30% received loans to pay for their education. In comparison, close to 60% of blacks received grants and 42% received loans, and 46% of whites received grants and 31% received loans. [NCES, *Descriptive Summary of 1989-90 Beginning Postsecondary Students, 5 Years Later*, Table 15.1, May 1996]

Educational Attainment

- Hispanics have increased their undergraduate degree attainment. In 1996, Hispanic students earned 7% of all associate's and 5% of all bachelor's degrees. In total, Hispanics doubled their undergraduate degree attainment from 1976. [NCES, *Digest of Education Statistics*, 1998, Table 262]
- The top three disciplines for bachelor's degrees awarded to Hispanic students in 1996 were business, social sciences and education. The top three disciplines for associate's degrees awarded to Hispanics were liberal arts, business, and the health professions. [NCES, *Digest of Education Statistics*, 1998, Table 265]

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LATINOS IN GRADUATE EDUCATION

Graduate education provides the opportunity to rise to the professional level of a discipline and to become an expert in a field of study. A graduate education program generally requires study beyond the bachelor's degree, resulting in a master's, first-professional or doctoral degree.

Enrollment

- While Hispanics have increased their enrollment in graduate education, they are still less represented than other groups. In 1996, Hispanics represented 4% of graduate students, while whites represented 73%, and blacks represented 6%. In 1976, Hispanics represented only 2% of graduate students. [NCES, *Digest of Education Statistics 1998*, Table 207]
- In the past 20 years, Hispanic women have surpassed Hispanic men in graduate enrollment. In 1976, 45% of Hispanics enrolled were women compared to 55% of men. In 1996, 60% of Latinos enrolled in graduate education were women compared to 40% of men. [NCES, *Digest of Education Statistics, 1998*, Table 207]
- Although their enrollment rates are small, Hispanics in graduate education are more likely to enroll full-time than either white or black students. Of Hispanics in graduate education, 42% are enrolled full-time, compared with 37% of whites and 39% of blacks. [NCES, *Digest of Education Statistics, 1998*, Table 208]
- In 1995-96, 7% of Hispanics in graduate education were enrolled in a first-professional program (medicine, law, etc.) compared with 76% of whites and 6% of blacks. Although the percentage of whites in law programs is higher (75%) than for any other race-ethnic group, Hispanics enroll at a higher rate (11%) in law programs than any other minority group. [NCES, *Graduate and First-Professional Students, National Postsecondary Education Student Aid Study, 1996*]

Financial Aid

- Hispanics studying for master's degrees receive less grant aid and work more than either white or black students. In 1995-96, only about 20% of Hispanic students received grants, compared to over 30% of both white and black students. In tandem, 20% of Hispanics received assistantships, compared to 10% for blacks and 9% for whites. Among full-time master's students, Hispanics received even less aid. Only 65% of Hispanic students received any aid, compared to 76% of whites and 90% of blacks. [NCES, *Student Financing of Graduate and First-Professional Education, 1995-96*, May, 1998 Table 2.3a]
- Hispanic full-time master's and first-professional degree students receive less aid than any other ethnic group. The average aid for Hispanic master's degree students is only \$8,729, compared to \$13,875 for blacks and \$12,566 for whites. For first-professional degree students, the average aid for Hispanics is only \$16,766, compared to \$21,440 for blacks, \$18,182 for whites, and \$18,416 for Asian/Pacific Islanders. [NCES, *Student Financing of Graduate and First-Professional Education, 1995-96*, May, 1998 Table 2.4]
- Of first-professional degree students, a higher percentage of Hispanics borrow or work than either blacks or whites. In 1995-96, 73% of Hispanics had loans and 6% participated in work-study, compared to 70% of whites had loans and 5% were in work-study and 71% of blacks had loans and 4% were in work-study. [NCES, *Student Financing of Graduate and First-Professional Education, 1995-96*, May, 1998. Table 2.3a]

Educational Attainment

- In 1996, Latinos earned about 4% of all master's degrees. The four disciplines in which the most master's degrees were earned by Hispanics were education, business, public administration and the health professions. [NCES, *Digest of Education Statistics, 1998*, Table 268]
- Latinos earned 2% of all doctoral degrees in 1996. The four disciplines in which the most doctoral degrees were earned by Hispanics were education, psychology, biological/life sciences and social sciences/history. [NCES, *Digest of Education Statistics, 1998*, Table 268]

Faculty

- In 1992, Latinos represented less than 3 percent of full-time instructional faculty and staff in higher education. [NCES, *Instructional Faculty and Staff in Higher Education Institution, Fall 1987 and Fall 1992, 1997*]

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