

**DRAFT**

May 16, 2000

TO: Members of the WH Planning Committee

FROM: Sarita E. Brown

RE: Ideas for the June 15 Conference

This memo consolidates the feedback we have received from Commissioners over the past several weeks. This is not elegant prose but rather ideas, names of programs, people, and issues of concern. Please feel free to call with any questions or to receive additional information.

We have followed the topics addressed by the five goals.

#### **Early Childhood**

In addition to strengthening federal support particularly in Head Start, the Commission suggests framing the discussion/message so that it includes practical information on practices in the home and employer support for parenting.

Commissioner Gloria Rodriguez, CEO and Founder of AVANCE is an expert on early childhood programs and her comments from last August's Convening on Latino Youth offer good information about the topic. You may also wish to select representatives from programs from the 1<sup>st</sup> edition of What Works for Latino Youth.

Patricia Montoya, Commissioner for Children and Families, chairs an interagency task force that is part of the Interdepartmental Council for Hispanic Educational Improvement. The taskforce is developing a pilot project to expand quality early childhood programs in selected federal public housing facilities. Last month, Pat and I met with Saul Ramirez, Deputy Secretary from HUD on the proposed pilot and there may be something to report by the June conference.

#### **Language**

Commissioners recommend that the discussion/message make clear that proficiency in English is important and well-implemented bilingual education programs have accomplished this for years while not sacrificing grade level academic achievement.

Additionally, in today's global economy, language is an asset and research has long ago established that language acquisition is easier at early stages in life. Therefore, promoting dual immersion programs only makes sense. The Commission fully supports Secretary Riley's message on the topic from his March 15 speech.

The Commission has offered two policy seminars addressing the private sectors support for multiple language skills among employees (see enclosed materials). Among the speakers are two that they recommend for the conference. Professor Sandra Fradd, University of Florida, has documented the positive effects of multiple language skills to employee salaries. Her work played a key role in the school district of Miami Dade adopting its English-plus-one curricula. The other speaker to consider is Ken Hunt, the General Manger of Longo Toyota in CA. Longo

Toyota is the most successful Toyota dealership in the world and they believe it is because they have a sales force that speaks the language of the customers.

Commissioner Miriam Cruz (President, Equity Research, DC) has been very active in promoting efforts to strengthen dual immersion programs and the K-12 level (like in Chicago) and at the post secondary (University of Texas at Brownsville and the University of Puerto Rico).

#### **Assessment**

The Assessment Committee of the Commission focused attention on the impact of standards, assessment and accountability on Latino students, and particularly English language learners. Their report, **A Report to the Nation: Testing Hispanic Students in the United States** (enclosed) includes recommendations and offers a thorough delineation of the issues and proposed solutions. Commissioners would want the discussion/message to reflect that state and local accountability practices have not adequately addressed the needs of English language learners.

Commissioner Sonia Hernandez, Deputy Superintendent for the State of California is a national expert on this topic. She served as Texas Governor Ann Richards educational advisor before moving to California and has significant classroom and policy experience.

#### **High School Completion**

Commissioners conclude that the most important factor in combating the current high school drop out rate is changing the expectations of school personnel. Once principals, teachers, and counselors act as if they expect all Latino students to succeed there will be a sea change in the success rate of students. **No More Excuses: The Final Report of the Hispanic Dropout Project** (Feb. 1998) provides important data and references on this point. The Secretary's response, INSERT TITLE, is also a good resource.

Commissioners are quite concerned about how the President will address the Hispanic drop out rate. As recently as the White House Conference on Teens the President stated:

**The drop out rate among Hispanic young people is still too high, but that's largely explained, I think, by the fact that we still have a very large number of Hispanic children in our schools who are first-generation immigrants whose first language is not English, and they come from families that are struggling to make ends meet, and very often drop out to go to work still.**

Later during the Teen conference, Professor Katherine Newman from Harvard's Kennedy School discussed the results of her research on working class and immigrant students, many of them Latino. Her findings were that students who hold a job actually have higher academic achievement and graduation rates than their non-working counterparts. Commissioners recommend the President's message emphasize talent development and focus on the dramatic results achieved by schools.

One other aspect of the drop out discussion is the loss to the nation of human capital, or saying it in positive terms—what the nation will gain with more Latino students receiving at least a high school degree. Commissioners hope that the President's message will focus on how the economy will be enhanced by the addition of new Latino high school graduates. Perhaps with all this deliberation over social security, the President's message might project positive impact of the

increased Latino percentage of the workforce on the country's resources to support social security and its beneficiaries.

### **College Going**

Attached is the draft policy brief on higher education which Commissioners hope will inform the discussion on this topic. Commissioners also recommend that graduate and professional education be included the point be made that today's Latino doctoral students are tomorrow's faculty.

Commissioner Juliet Garcia, President of the University of Texas at Brownsville and Texas Southmost College is the Chair of the Commission's Higher Education Committee. Her campus is a Hispanic Serving Institution, she currently serves on the Student Financial Aid Advisory Commission, and she is the past Chair of the Board of the American Council on Education.

Next week, the Educational Testing Service will release a report tentatively titled, **Crossing the Great Divide: Can We Achieve Equity When Generation Y Goes to College?** Through our collaboration with the DC office of ETS, a special report on Latino Gen Y students will also be released and might be a good resource for the conference.

Beyond these thoughts on the goals a couple other issues Commissioners advise the conference planners to consider:

- The conference must address the **federal role** in improving education for all young people. While Commissioners understand that conference planners want to emphasize looking beyond government, there must be a clear articulation of the federal role.
- To blunt the criticism that this conference is coming too late in the life of the Administration to make a difference, Commissioners encourage planners to explain, in the opening session of the conference, why the White House has chosen to commit its resources now to this issue.
- Commissioners hope that the conference will make reference to last August's White House Convening on Latino Youth and include one or two speakers from the programs to describe their continued progress since last summer.
- Commissioners hope that members of the Administration who speak will reference the body of work created in response to Executive Order 12900 which includes:
  - The creation of the Interdepartmental Council on Hispanic Educational Improvement
  - The FY98 Annual Performance Report (attached) and pending FY99/00 Report
  - The conference series, **Excelencia en Educación: The Role of Parents in the Education of Their Children** (San Antonio, Los Angeles, New York, Chicago, Miami and on September 9, Washington,DC) (description attached)
  - Policy Briefs on assessment and higher education
  - Hispanic Serving Institutions (federal support, information kit)
  - Commission's Final Report, tentatively titled, **How to Get From Here to There: Latino Educational Excellence**

## **Participants**

Beyond the Commissioners (list attached) the following includes the suggestions from the Commission:

Tomas Arciniega, President, California State University, Bakersfield  
Douglas Patiño, Vice President, California State University, Bakersfield  
Ricardo Romo, President, University of Texas at San Antonio  
Maria Vallejo, Chancellor, Palm Beach Community College  
Ricardo Fernandez, President, Lehman College, New York  
Raymond Paredes, Vice Chancellor, UCLA  
Esaul Rodriguez, President, California Hispanic School Board Association  
Harry Valenzuela Garewal, Chair, Hispanic Caucus, National Association of School Boards  
Ellen Moir, Executive Director, New Teachers Center, UC Santa Cruz  
Richard Elmer, Colorado Deputy Superintendent  
Sara Martinez-Tucker, Hispanic Scholarship Fund  
Lorraine Cortez-Vazquez, Hispanic Federation, New York  
Ernesto Cortes, Industrial Areas Foundation  
Barbara Taveras, President, Hazen Foundation, NY

Hector Cordero-Guzman, Professor, New School University, NY (speaker at last Aug. convening)

Carlos Rodriguez, DC area consultant and adjunct professor at American University NY (speaker at last Aug. convening)

Ana Maria Fernandez-Haar, President, IAC Group, Chair of the Human Capital Committee of the New America Alliance-An American Latino Business Initiative

Daisy Exposito, Bravo Group and Chair, Association of Hispanic Advertising Agencies (Ahaa)

Ivelisse Estrada, VP Community Affairs, Univision

Art Ruiz and Tony Waller, State Farm Insurance

Orlando Padilla, GM Motors

John Guerra and Roberto Cruz, AT&T

Ingrid Rivera, Proctor and Gamble, Director, Public Affairs and Corporate, Puerto Rico, US Hispanic and Caribbean Markets

Diane Medina, Walt Disney Company

Rafael Fantauzzi, American Airlines

## **The Benefits of a Multilingual Workforce: Business Leaders Express Their Views**

September 22, 1998  
Summary of Themes

### **I. Background: National Trends**

Demographic shifts and linguistic diversity are facts of life in the United States and the world. These trends provide potential benefits for the workplace.

The workforce in the United States is becoming more diverse (older; more females; more African Americans, Hispanics, and Asians). By the turn of the century, minorities will account for almost 40% of new workers.

Higher levels of job skills are needed. A recent *USA Today* article noted that over half of top executives say that the rising level of skills needed to "maintain a competitive edge" is outpacing their workers. Language and interpersonal skills are reported to be most lacking.

"While in the 1950s the workforce was 20% professional, 60% unskilled, and 20% skilled, today the workforce is still 20% professional ... but the skilled to unskilled ratio has completely reversed. The workforce today is 60% skilled and 20% unskilled."  
(Irasema Garza, U.S. Department of Labor)

"Fewer skills always mean fewer opportunities." (Ana-Mita Betancourt, Overseas Private Investment Corporation)

Lifelong learning and worker training are critical--in four-year colleges, two-year programs, vocational training, and technology-based training.

The global economy has a direct effect on the United States, with increases in foreign trade, new markets, and new players. Exports are growing faster than the overall economy.

American businesses are competing in global markets with countries such as Bangladesh, Brazil, China, Lithuania, and Mexico.

Commerce is being conducted in new ways. Technological changes allow e-commerce and the ability to conduct meetings across countries using communication technologies rather than face to face. Internet usage doubles every 100 days.

Cross-border activities enable entrepreneurs to use money, technology, and labor anywhere in the world to produce and buy goods and services.

Key players in the global market include small businesses as well as Fortune 500 companies.

Participating in the global economy and foreign trade is necessary to maintain and advance a competitive advantage. It also brings challenges related to human interaction. The costs of bad communication are major--lost contracts and sales, expensive disputes, ill will, and painful lawsuits.

Businesses often try to recruit and maintain employees outside the United States, to tap skills from wherever they are around the world and not only in the communities in which the business works.

"The business world is responding to a global marketplace, and the workforce is a global workforce. If U.S. schools don't prepare workers with the language and cultural skills needed, businesses will find them somewhere else." (Terence Todman, Chase Manhattan)

## **II. Benefits of Multilingualism in the Workforce**

Proficiency in more than one language expands thinking, improves attitudes and ability to understand the values and views of others, and generates creativity and productivity. The best workers are those who can see problems from many perspectives and communicate effectively with clients and colleagues.

Professionals are needed who can converse socially, conduct meetings, advocate, negotiate, and close deals in languages other than English.

Many employers want to recruit students from institutions that take diversity seriously.

Individuals with multilingual skills command greater prominence and salaries. Performance ratings, bonuses, and movement to higher positions are often tied to linguistic abilities. Businesses look for professional level skills as well as language skills--knowledge and skill in a particular subject area, a range of interests and abilities, the ability to adapt to new situations and tasks, a willingness to travel.

In thinking about whether or not language skills are needed, business leaders want to know things like, Will it help me sell the product? Can it help me get my point across? Can I close the deal?

Specific examples of the need for multilingual skills:

Chase Manhattan conducts business in 52 countries and has 75,000 employees around the world. Chase's key markets are Asian and Hispanic. The languages used in the New York Chinatown branch alone are Chinese, Korean, Spanish, and Vietnamese, and employees in that branch have to be proficient in at least one of those languages.

"It is very difficult to function if the employee is unable to understand the language, speak it fluently, and feel comfortable in the culture. People with multilingual skills command a premium." (Terence Todman, Chase Manhattan)

AT&T uses over 1,200 interpreters who work on the AT&T Language Line in 140 languages, 24 hours per day, every day of the year. 60% of AT&T's business volume is in Spanish. Wages for interpreters are competitive, benchmarked against the highest standards in the industry.

"Language skill *is* the skill we need; we maintain relations with the leading translation and interpreting schools in the country." (Christopher Ensign, AT&T Language Line)

The employees at Longo Toyota in Los Angeles speak over 26 languages. Employees are drawn from the local area, where over 100 languages are spoken.

"Since the work is commission-based, those who speak multiple languages have a competitive edge." (Ken Hunt, Longo Toyota)

Amoco employees that have multilingual skills get job offers from many other corporations. They also can command higher wages because of the competition for their skills.

"At Amoco, we consider how to achieve diversity and where employees with diverse language and cultural backgrounds will be placed. They need to be at the top of the company." (Isaías Zamarripa, Amoco)

Local surveys (e.g., a survey of hospitals in the Chicago area conducted by Miriam Cruz) show that bilingual skills are needed in service and medical industries.

"By the year 2000, 68% of the patients in Chicago hospitals will be Hispanic." (Miriam Cruz)

**III- Emergent Themes**

Our challenge is to create an educated, talented, highly skilled, multilingual workforce, with both professional and language skills--an international workforce here at home.

"The question is not whether to prepare a multilingual/multicultural workforce, but how." (Terence Todman, Chase Manhattan)

"Businesses recruit professional level employees in competition with other companies that also need high level linguistic skills. They are proactive in their pursuit of high quality people." (Isaías Zamarripa, Amoco)

Other countries have better systems in place for developing a language competent society and a multilingual workforce (e.g., Australia's National Language Policy, designed to conserve and develop the language resources of immigrant and aboriginal communities and to encourage English speakers to learn at least one other language deemed vital to trade and diplomacy; Israel, with policies to strengthen language education programs and to support language maintenance and multilingualism; Germany and Mexico). We need to study these systems and put similar systems in place.

"The U.S. federal, state, and local governments have not made the same commitment to our elementary schools that other countries have." (Ana M. Guzmán, President's Advisory Commission)

We need to develop coalitions among educational institutions and businesses to promote a skilled, multilingual workforce. Professional organizations, universities and community colleges, federal departments, parents, and major corporations can all work together to develop a longterm pipeline of employees and leaders who have high level professional skills and language abilities (community coalition building). Some examples of efforts underway are community partnerships, developed by AT&T in the San Francisco Bay area; educational grants to language minority students to study engineering, provided by Amoco; local tutoring programs, provided by Chase Manhattan employees; internship programs in U.S.-based and international companies; collaborations among corporations and schools (e.g., purchasing computers and providing scholarships); and funding for educational programs overseas. Minority language speakers need to be included in these efforts (e.g., they often are not included in internship opportunities because of their limited English proficiency).

"How are we aligning education with our real-world markets?" (Sarita Brown, White House Initiative)

"We must challenge community members, parents, and educators to come together to develop the leaders we truly need." (Guillermo Linares, President's Advisory Commission)

We need to find ways to show that in order to meet the need for bilingual skills in the workplace, more resources are needed to support the educational development of bilingual students (e.g., help language minority students to pursue high school diplomas and professional degrees in college; support and develop dual language immersion programs, where children can develop bilingual skills).

"We must find ways to prepare the more racially and culturally diverse pool of young people who will be flowing into jobs and operating businesses in the twenty-first century." (Alan Greenspan, Chairman of the Federal Reserve Board, quoted by Irasema Garza)

202-655-3841

We need data to show that multilingual skills are needed in the workforce, in order to help shape educational policies. We also need reasonable and quick ways to poll businesses regarding the role that language proficiency plays in their business. (According to comments at the meeting, the Department of Commerce is compiling statistics, and the Department of Labor is embarking on a new project to discuss issues facing the workforce of the future.)

We also need to be aware of and address threats to the development of a multilingual society (e.g., state propositions; federal legislation; lack of vision and impetus in public schools; language loss, with a shift to English; patterns of education of Hispanic students, which show that they are not prepared to enter the pipeline).

"Surveys of recent immigrant families show that as their children acquire friends and activities outside the home, their preference for English increases. Americans should not view these results as good news. The loss of bilingual skills among immigrants implies a significant loss of scarce and valuable bilingual resources not only for the individual but for the United States as a whole in an increasingly global economy."  
(Congressman Estaban Torres)

"Our children may not be contributing to this country what they bring to school." (Ana M. Guzmán, President's Advisory Commission)

Children need to come out of elementary school with knowledge about and the ability to speak languages other than English.

Parents need to know how to push educators so that the language needs of their children and their communities are addressed.

#### **IV. Questions**

In what ways can corporations join a broad and longterm effort to raise the standards of language education in this country and develop the pipeline of language proficient workers (e.g., by raising public awareness of global endeavors and opportunities)?

How committed will corporations be to this effort?

What will be the benefits to the corporate community?

How well is the educational system aligning with the real-world needs of the business sector?

How can schools reach out more to the business community?

What kinds of data (both quantitative and anecdotal) can we gather in the next 3-6 months to show the need for language proficiency in the workforce?



**For Release:**  
Wednesday, March 15, 2000

**Contact: Melinda Ulloa**  
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**Remarks as prepared for delivery  
by U.S. Secretary of Education Richard W. Riley**

***Excelencia Para Todos—Excellence for All***  
**The State of Education for Hispanic Americans  
and the Challenges of a New Century**

**Bell Multicultural High School  
Washington, D.C.**

Good morning. Thank you, Mariella Arias. Secretary Caldera, I want to thank you for those kind words and for putting forward such an innovative programs as GED Plus and College First. Anything we can do to bring motivated young men and women back into the world of learning is positive.

I especially want to thank Principal Maria Tukeva for hosting us here at Bell Multicultural High School—a dynamic center of learning and creativity in the heart of the nation's capital. In living up to its motto —"Excellence Through Diversity"—this school serves as a model for communities across the nation.

I also want to acknowledge Chairman Guillermo Linares and Miriam Cruz of the President's Advisory Commission on Educational Excellence for Hispanic Americans, Mario Moreno, Norma Cantú, Sarita Brown, Cha Guzman, and distinguished education, business and community leaders.

In my remarks today, I want to focus on the importance of education for this country's Latino community as we begin this new century—this education era. And I want to explore with you why I believe the state of Latino education for this century can be so promising.

You know, when we talk about Hispanic-Americans we are speaking about individuals from more than 20 different nations, with countless dialects, different skin colors, and varying tastes in food and music. Some are descended from immigrants who have been in this nation hundreds of years, even before it became a nation; others are new arrivals, having been here only a week or a year, seeking to achieve the American Dream.

Regardless of these differences, there is one unifying factor in their lives, education, the primary and shared source of hope, opportunity and success. It is our duty as a nation to ensure that the Hispanic community has every opportunity to achieve a quality education and the success that can accompany it— just as we have done for generations of Americans before them.

I am confident that we can address this challenge with innovation, that we can shed misperceptions and stereotypes, eliminate low expectations, and embrace the unique strengths that Latinos bring to education and our national community.

Last week, Juliet Garcia, the president of the University of Texas at Brownsville, and a member of the President's Advisory Commission, related to me a story that I think captures the essence of what we mean when we say "have high expectations and shatter false perceptions."

She told me about Morningside Elementary School, a small school in a low-income section of Brownsville, one of the poorest regions in the nation. Some years ago, a teacher began teaching chess to kindergartners through fifth-graders in that community. The students got up early to practice and gave up their weekends to play in chess tournaments. It paid off. Last year, this small school made it all the way to the national championships, and took second place.

Who would have thought—in a state where high school football is sometimes king and English is for many a second language—that these students would go head to head with the best minds in the country in one of the most challenging and intellectual games? They did and so did their teachers, parents, and principals—and that made all the difference.

The triumph of the Morningside chess team is the most recent chapter in the rich legacy of a people connected to history in a very positive way.

It is a legacy of accomplishment and courage. And it is a legacy of battles fought to overcome discrimination and oppression—in education as well as in other areas.

Many Americans may not realize that during the 1920s and '30s in Texas and California, courageous Mexican-American parents put their safety on the line to challenge state laws that segregated students by race in public schools.

On January 5, 1931, for instance, the principal of Lemon Grove Grammar School near San Diego, acting under instructions from the school's trustees and the Chamber of Commerce, stood at the schoolhouse door and admitted everyone except the Latino students, who were instructed to attend school in an old two-room building nearby.

The parents would not let their children go to the other school, because it was run down. They organized and beat the segregationist policies. The children returned to the public school—where they belonged.

This action set the stage for the Mendez case in 1946, the first time a federal court would hold the “separate but equal” standard unconstitutional. That decision, in turn, helped lay the groundwork for the Supreme Court’s holding in *Brown v. Board of Education* nearly a decade later.

We have seen this same powerful force for equality and quality here in Washington. Facing a crisis in meeting the educational needs of Hispanic, immigrant, and other minority youths, members of the community created this school in 1979. With enthusiastic support, it has grown from 40 students and five teachers, to nearly 700 students from 40 different countries.

### *A TRANSFORMATION OF HISTORIC PROPORTIONS*

But there are still challenges, here and across the nation—not the least of which is an extraordinarily significant demographic trend, the growth of the Hispanic-American population.

In just five years, Hispanics will be the largest U.S. minority. By 2050, nearly one-quarter of our population will be Hispanic. Even more significantly, the greatest growth will come among young people. One in three members of the Latino population is under age 15—a number that only highlights the importance of education in the coming century.

We are already the most diverse nation in the world—and we have never been static in our diversity. But these kinds of demographic changes will involve almost every aspect of our society and require us to think still more creatively about the future.

Communities across the nation, from Boise, Idaho, to Georgetown, Delaware, are being transformed by the changing population. Dealing with this kind of change requires creative thinking and an eagerness to adapt and to incorporate cultural and linguistic differences into the learning process.

There are no simple solutions. It will require a comprehensive focus on education from pre-K to postgraduate levels; from childhood to adulthood; in school, after school, and at home; and all the time with the support of the community.

The good news is that understanding of what is required is growing. A new enthusiasm for getting things done is palpable. And a new paradigm for how to achieve this goal is on the horizon—a model focused on the assets of this community, rather than on the deficits.

Today, I will outline a series of challenges for the 21<sup>st</sup> century that build on this enthusiasm and success.

## THE PROMISE OF LANGUAGE

First, I want to address the promise of language. For many, language is at the core of the Latino experience in this country, and it must be at the center of future opportunities for this community and for this nation. Parents and educators want all children to learn English because it is essential for success. And we also know how valuable two languages can be. It is high time we begin to treat language skills as the asset they are, particularly in this global economy. Anything that encourages a person to know more than one language is positive—and should be treated as such. Perhaps we should begin to call the learning of a second language what it truly is—“bi-literacy.”

Unfortunately, some have viewed those who use a foreign language with suspicion and their language itself as a barrier to success. In some places, even the idea of “bilingual education” is controversial. It shouldn’t be.

There are many different and effective strategies for teaching English, from bilingual to sheltered English to ESL. Today, I want to spotlight the dual language approach, which is also sometimes referred to as two-way bilingual or dual immersion education.

Bilingual and ESL programs are working well in many states toward this goal of bi-literacy, and they will continue to work well if we set clear performance measures and provide the resources needed to meet the rising demand with quality teachers.

Good, solid bilingual programs can make a difference in helping students learn English and achieve academically. I am pleased that the budget plan that the president recently submitted to Congress for FY 2001 increases funding for Bilingual Education to \$296 million and nearly doubles investment in foreign language education.

I also want to draw your attention to a very important and helpful publication just released by our Office for Civil Rights, entitled *Programs for English Language Learners*. This valuable resource, developed by our Seattle office in response to requests from school districts, offers materials for planning and self-assessment that are consistent with the district’s individual needs and circumstances.

But, whatever the approach to teaching English, it cannot be simply a defensive or reactive one. If we see to it that immigrants and their children can speak only English and nothing more—then we will have missed one of the greatest opportunities of this new century, namely, to take advantage of the invaluable asset that helps define a culture.

Proficiency in English and one other language is something that we need to encourage among all young people. That is why I am delighted to see and highlight the growth and promise of so many dual-language bilingual programs across the country. They are challenging young people with high standards, high expectations, and curriculum in two languages. They are the wave of the future.

In Salem, Oregon, for instance, Grant Elementary School has instituted a high-achieving Spanish-English dual-language program to help both Spanish- and English-speaking students develop language skills in the other language.

Our nation needs to encourage more of these kinds of learning opportunities, in many different languages. That is why I am challenging our nation to increase the number of dual-language schools to at least 1,000 over the next five years, and with strong federal, state and local support we can have many more.

Right now, we have about 260 dual-immersion schools and that is only a start. We need to invest in these kinds of programs and make sure they are in communities that can most benefit from them. In an international economy, knowledge—and knowledge of language—is power.

Our nation can only grow stronger if all our children grow up learning two languages. The early school years are the best and easiest time for children to learn language.

Unfortunately, too many teachers and administrators today treat a child's native language as a weakness if it is not English.

I can assure you that when they enter the workforce in several years we will regret the inability of our children to speak two languages. Our global economy demands it; our children deserve it.

It is time to move beyond the stereotype of a child who is not fluent in English as one who is not intelligent or cannot learn. Occasionally, children are separated from their peers, and even inappropriately identified for special education services simply because English is not their native language. No one is willing or able to make the appropriate evaluation and spend the necessary time to help them learn to speak English well.

Unfortunately, the lack of understanding about language issues can lead to the opposite situation as well—young people who are not diagnosed as needing special education instruction when in fact they do need it.

We must make sure that all children are served appropriately, that the programs that serve these children are held accountable, and that the students in them are held to high standards. Anything less is counterproductive.

I am very pleased that over thirty percent of Title I funds are serving Hispanic students. This administration initiated the Title I testing requirement that is helping to ensure the inclusion of all students in Title I assessments and school district accountability systems.

## *A DEMAND FOR TEACHERS AND NEW WAYS OF TEACHING*

The second challenge we must meet is a demand for teachers and new ways of teaching. Teaching is at the heart of our efforts to transform how we view language and support student learning.

Over the next 10 years we face a demand for more than two million teachers, with acute needs in fields like math and science, special education, and bilingual education. The changing demographics and the advent of new learning technologies and ways of teaching will require a more diverse and more adaptable teaching force.

Let me highlight just one shortcoming in the teaching force: 54 percent of all teachers have limited English proficient (LEP) students in their classrooms, yet only one-fifth of teachers feel very prepared to serve them. As I called for in my State of American Education speech last month, we need to examine making teaching a year-round and better paid profession. We need teachers who are ready to take on this challenge, and we need to give them more time to prepare for it.

We need teachers who not only know more than one language but also have the background and training to maximize the learning potential of students with diverse backgrounds. We need teachers who, when they see a Latino child—or any minority student—have high expectations and visualize great achievements for that child.

And we need teachers who know how to make a connection with a student and to build on that connection, using creativity when necessary. One fifth-grade teacher in Texas would tell her largely Hispanic class about the importance of graduating from high school and going to college.

A young student to whom she was providing tutoring, commented proudly that her mother was also studying to graduate from high school, by taking the GED. The teacher offered to help, and ended up working with both mother and daughter after school.

Not only did both “students”—mother and daughter—improve academically, but also there were more far-reaching benefits. The daughter saw how important it was to learn *and* how important it was for her mother to learn.

Her mother shared in the joy and pride that comes from learning *and* serving as a strong role model. And the teacher’s willingness to reach out to the community and think beyond the classroom paradigm made her a more effective teacher.

This is what I mean when I say we must think in creative ways about how we can best educate all students—and even what we mean when we say the word “student.” The Even Start program, for one, supports local projects that encourage this creativity by blending early childhood education, parenting instruction and adult education.

Many teachers across the country pursue their profession with exactly this kind of dedication and with great results. We need to support them and reward their innovation, commitment, and professionalism—and we must make sure more children experience such teachers.

To help bring the best and most innovative teachers into our classrooms, the administration has sent Congress a \$1 billion proposal. The goal of this funding is to raise teaching quality, recruit new teachers, reduce out-of-field teaching, and attract more certified teachers into our poorest schools.

But this federal investment needs to be supported by a change in the way that our schools of education go about their mission and the time and resources they devote to meeting this challenge.

The Latino and Language Minority Teacher Project in California is one example of how these institutions can respond. The collaborative project, which links several universities and the Los Angeles Unified School District, is designed to respond to the increasing shortage of teachers prepared to teach limited English proficient students.

#### *RAISING ACHIEVEMENT—LOWERING THE DROP-OUT RATE*

The third challenge I want to address today is raising achievement and lowering the dropout rate for Hispanic students. While the achievement gap between Hispanic and white children remains high, progress is evident.

Hispanics have made significant gains on NAEP math assessments at all levels and greater gains in science than their white peers. And Hispanic-Americans have more than quadrupled their enrollment in higher education over the last two decades, although they are still vastly underrepresented.

Many schools are doing much of what has to be done to raise achievement levels. Here at Bell Multicultural, for instance, where 98 percent of students are below the poverty line, you have achieved a 95 percent attendance rate and a drop-out rate of only 10 percent, far below the national average. And 70 percent of the students go to college.

We can turn schools around and return these young people back to the world of learning. Indeed, in many places we already are.

How are Bell and other schools making this kind of progress? Not through any “magic bullet” solution, but through hard work, with well-prepared teachers and strong principals, with challenging and engaging classes, the support of parents and the entire community, and an overarching commitment to ensure that all children learn.

They do it by being schools that offer more than just a 9-to-3 classroom. They are safe centers of the community, providing programs and classes on drop-out prevention, vocational-technical training, career development, parenting skills and adult literacy.

#### *ADDRESSING THE CHALLENGES EARLY*

These strategies can work for all students and their parents—and Latinos must be included. Many of these strategies are described in a report funded by my Department. This report identifies a number of exemplary practices, programs, and individual schools that are helping to transform education for Hispanic youth. I hope that schools, teachers, and administrators across the nation review it.

One observation the report makes is that we can't wait until junior high school to raise achievement levels and lower the drop-out rate. Indeed, a recent groundbreaking study of kindergartners by my Department demonstrated that many of the differences between groups of students in elementary and secondary school already exist when children enter kindergarten.

In other words, the seed for high achievement and drop-out prevention is planted long before high school, and we need to start much earlier to make sure that the seed germinates. The better and earlier the start, the stronger the finish.

We can make a significant and immediate impact on improving the school readiness and subsequent educational achievement of young children through a few sensible actions.

I urge school officials to help make sure that every child who can be covered is covered under CHIP health insurance programs and also to make this year's national Census a success. Our children are a blessing so let's make sure that we count all of our blessings. Millions of dollars in federal and other aid depend on an accurate count.

We also know that enrollment in quality child care, particularly when focused on early literacy makes a powerful difference. Our 1996 study found that only 28 percent of Hispanic 3-year-olds enrolled in early child care programs compared with 45 percent of their white counterparts. The administration's 2001 budget proposal would increase funding for Head Start by one billion dollars, which would help address this. We must do more.

It is so important, particularly in the early years, to have small classes so teachers can provide individual attention to students.

We also need to increase the amount of time we read to children and talk to them about what is read. Reading is an integral part of the learning and life experience, particularly for students who come from homes where a language other than English is spoken.

With a strong foundation in reading, schools can put in place another important part of building an engaging learning environment and raising achievement levels—challenging classes.

For instance, a recent study by my Department showed that Latino students were more than three times more likely to go to college if they took two or more Advanced Placement courses than those who took none.

One reason for the success of Bell and other schools like it, is that they have a broad curriculum that includes challenging classes, including a wide variety of Advanced Placement classes.

I would like to recognize a few of Bell's AP students who are here today, and who I believe have already been awarded full scholarships to attend Bowdoin College in Maine next year.

Still another way to turn around schools, ensure safe and disciplined learning environments, and raise achievement levels is through the creation of smaller schools that build supportive learning environments and give students a sense of connection to each other, to teachers, and to learning.

In Grand Prairie, Texas, the South Grand Prairie High School has a student body of nearly 2,500. That's a lot of students for one building. Four years ago, Grand Prairie became a New American High School and undertook an extensive reform program to raise academic expectations and achievement. The school created five academies, in which students and teachers work in an academic area that best suits them and in which more individual attention is provided.

The changes made a real difference. The pass rate for the Texas state exam at Grand Prairie has risen nearly 20 percent in three years. And the pass rate for reading is at 91 percent, compared with the state average of 67 percent. The drop-out rate is under 2 percent and nearly two-thirds of the students enroll in college.

One way to increase the college going rate is for higher education institutions to join forces with the K-12 system to create a pathway for student achievement. They must be ready to adjust to the growth in the number of Hispanic students and to meet their needs, and they must develop new and creative ways to enlarge the pool of eligible minority applicants to colleges and universities. As the President's Commission said last week, colleges and universities need to think creatively and to adopt a K-16 approach. TRIO and GEAR-UP support this goal.

## THE IMPORTANCE OF COMMUNITY

The fourth challenge concerns the importance of community. The best schools are those that operate as centers of the community for both children and adults. They are schools that are supported by community centers, and after-school programs that enhance educational opportunities.

The heart of the Latino community is the family. Parents must be supported in guiding their children to take challenging courses and in providing them the support to stay in school and go on to college.

In addition, increasing the literacy of Hispanic parents and guaranteeing high-quality educational assistance to these parents are critical to raising the achievement levels of Hispanic children. That is why we strongly support family literacy and learning centers and after-school programs.

A few months ago I had the opportunity to visit one such enriching center right down the street from here—the Latin American Youth Center. I had a wonderful discussion with some of the students and counselors there. The pictures you see here around you are of young people who attend that center.

In addition to housing a creative public charter school, the center offers a wealth of support services to young people in the community, including some who have left school and want to return to the world of learning. We need more places like it.

The U.S. Department of Education supports community involvement in education with a wealth of helpful publications in Spanish and English for parents and their children, including *Building Your Baby's Brain*, *Questions Parents Ask About School*, and *Getting Ready for College Early*. They are all listed in a comprehensive catalogue that is available free through our toll-free number, 1-800-USA-LEARN.

We also operate a bilingual call center for Spanish-speaking parents through this phone number, and our Web site, [www.ed.gov](http://www.ed.gov), now has a Spanish-language option. In addition, we provide grants to support captioning in Spanish for a number of news and public information television shows.

Today, I am very pleased to announce the release of a new resource—a videotape and accompanying materials that will support Spanish-speaking families and the schools and organizations that serve them.

Entitled *Vamos Juntos a la Escuela (Let's Go to School Together)*, the video looks at four areas—parent involvement, readiness to learn, reading and mathematics, and preparing young children for college. It is intended as a tool for presentations to groups of Spanish-speaking families and could be provided by schools, colleges, community and faith-based organizations, and others.

Procter and Gamble has made a significant financial commitment to ensure that this video will be widely distributed. This is the first part of their new *Avanzando* campaign to invest in the Hispanic community.

I applaud their efforts and I encourage others to follow their lead. My Department is committed to building partnerships with corporations like Procter and Gamble.

We have also worked with Univision on a broad-based television campaign entitled "Education Matters." I was with my friend Henry Cisneros last summer in Los Angeles to launch this campaign. Just this week, following a half-hour broadcast about college financial aid, my office received more than a thousand requests for information. The Mott Foundation has also made an extraordinary investment in after-school programs for Latinos.

### *CONSTRUCTING A NEW FUTURE*

My fifth challenge today concerns the importance of having modern schools. No amount of hard work, challenging curricula, and academic restructuring can completely overcome the burden of a severely aging or overcrowded school, as so many of our nation's schools are today. That is why President Clinton and Vice President Gore have been urging Congress for several years to pass school modernization legislation.

Passage of school modernization legislation would help schools like Bell meet the growing challenges of the new century. Looking at everything that Maria Tukeva and the staff and students here have been able to achieve—with all of the physical challenges—it makes you appreciate how much more they could have accomplished if the school had everything that a school should have.

Of course, Bell is not waiting around. I am very impressed by their plan to create a new educational campus with Lincoln Middle School. Among its many features, the plan includes a strong focus on the use of technology.

To be fully engaged in learning in the 21<sup>st</sup> century, all students need access to the most modern learning tools—the computer and the Internet—and every teacher needs to be well trained to use and teach them effectively.

Technology is not a substitute for solid teaching and learning—for the basics like reading and writing, science and math. But it does offer a way to enhance traditional learning; to open the doors to the best libraries and museums, particularly for students in disadvantaged schools, and to raise achievement levels.

The Hartford Public School system has been the poorest-performing district in Connecticut for the last 10 years. More than half of the majority Hispanic student body drop out after the ninth grade.

In 1996, the new superintendent began a number of reforms, including a massive effort to get technology into the classrooms and, with a lap-top program, into children's homes.

The program is already transforming the individual lives of students and their families—and strengthening the schools. Achievement scores are up, and the district's improvement in math and reading last year was more than the previous four years combined.

These are gains worth studying and emulating. A school can't use technology to improve if all of its students don't have access to the resources.

A secondary impact of technology in education is on the parents of students, an issue of particular importance to Latinos. Crossroads Café in New York, for instance, has used distance learning to help adults improve their reading and English language skills to advance at work. The students themselves played a major role in helping their parents learn English.

Providing these kinds of opportunities is why the administration has called for a threefold increase—to \$100 million—in funding for Community Technology Centers. This funding will make educational technology available to residents of low-income urban and rural communities.

#### *CHALLENGES FOR THE FUTURE*

The Hispanic community, like all communities, wants its children to achieve to high standards and its schools to be held accountable for that achievement. We are making progress. But we need to increase the pace of that progress. Parents want to be part of the system. But they need support.

In looking toward the future, we must think comprehensively -- no single solution will work. I have outlined five challenges to provide this support because it is something that affects the well-being of all citizens, not just Hispanic Americans: the promise of language and learning two languages; new ways of teaching (including quality teachers, small classes and small schools); lowering the drop-out rate through early intervention—remember, the better the start, the stronger the finish; the importance of community and family; and constructing a future with modern buildings and technology in every classroom.

In closing, I would like to mention a recent comment by a Latino educator who noted that “young children learn from the very beginning that they have the power to influence their world.” I suspect it is education that gives them this power.

With this in mind, the first lady initiated a national conversation on Hispanic Children and Youth. This year, the administration committed more than \$8 billion to programs that support the Hispanic Education Action Plan (\$800 million in new dollars), and soon the president will host a White House meeting to further discuss these issues and commit the nation to action.

It is time for us to empower Hispanic youth by giving them educational opportunities, teaching them to succeed, expecting more, and holding schools and communities accountable for their success.

We must forge solutions and create opportunities for Hispanic Americans for the new century, just as we have done for so many other groups pursuing the American Dream throughout our history.

When we achieve this, when we transcend stereotypes and overcome the tyranny of low expectations, and when we treat the language and culture of young Americans as an asset, and not a perceived deficit, then we will be able to guarantee everyone the key civil right for the 21<sup>st</sup> century—a quality education.

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## WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

Hispanic-Americans' enrollment in postsecondary education increased close to 60 percent in just six years- from about 782,000 in 1990 to about 1.3 million in 1996. Today, there are about 14.5 million students in postsecondary education, of which just over 9 percent are Hispanic. Of these, over 40 percent are in Hispanic-Serving Institutions (HSIs).

The White House Initiative on Educational Excellence for Hispanic Americans has made a firm commitment to support and promote HSIs for the important role they play in offering high-quality educational opportunities to all students, and most importantly to Hispanic students.

### **What Are Hispanic-Serving Institutions?**

Hispanic-Serving Institutions are accredited and degree-granting public and private nonprofit institutions of higher education with at least 25 percent total undergraduate Hispanic full-time equivalent student enrollment.

### **A Profile of HSIs (1997-98)**

- In 1997-98, there were 195 HSIs in 12 locations—11 states and Puerto Rico.
- The majority of HSIs (67 percent) are in three locations: California (58), Puerto Rico (43) and Texas (30).
- HSIs enroll over 1.1 million students, of which close to 50 percent are Hispanic.
- Just over half of HSIs (53 percent) are 2-year institutions of higher education.
- Most HSIs are public (68 percent) institutions of higher education.
- About 45 percent of HSIs are public 2-year institutions of higher education, and 25 percent are private 4-year institutions.
- At least one-third of HSIs are located in large cities and another one-third are in mid-size cities or on the urban fringe of large cities.
- Close to half of all HSIs (93) have 50 percent or more undergraduate Hispanic student enrollment.
- HSIs have an aggregate student body that is about 70 percent minority. About 50 percent of students are Hispanic, 10 percent are African American, 7 percent are Asian/Pacific Islander, and close to 1 percent are Native American.
- Just over half of HSIs (52 percent) offer an associate's or post-associate's degree as their highest degree. In comparison, 15 percent offer bachelor's, about 20 percent offer master's and 11 percent offer doctoral degrees as their highest degree.
- HSIs conferred about 42 percent of all degrees earned by Hispanics in 1996-97.
- In 1996-97, close to 70 percent of associate's degrees and 50 percent of bachelor's degrees awarded by HSIs were in the social sciences or business.

The list of HSIs and summary of data included in this HSI information kit were generated from the Department of Education's 1997-98 Integrated Postsecondary Education Data System (IPEDS).

# Excelencia



The White House  
Initiative on Educational  
Excellence for Hispanic  
Americans

January-May 2000

## New Commission Chair

Guillermo Linares was appointed the new chair of the President's Advisory Commission in January 2000. Mr. Linares replaces Ana "Cha" Guzman who now serves as a senior advisor in the Department of Education.

Mr. Linares has been a member of the Commission since its inception in 1994. He co-chairs the Commission's Committee on Children, Families, and Communities. Mr. Linares is a member of the New York City Council and the first Dominican American elected to office in the United States.

## President's Advisory Commission

The President's Advisory Commission met on March 9-10, in Washington, DC at the U.S. Department of Labor. During the meeting, the Commission focused on the impact of educational assessment practices, Latinos in higher education, federal agency support to increase the educational attainment of Latinos, national strategy sessions on educational excellence for Latinos, and the Commission's final report.

## Latinos in Higher Education

The Higher Education Committee of the President's Advisory Commission held a media briefing on Latinos in Higher Education, March 9, from 10:00am-12:00pm at the National Press Club. Commissioner Juliet Garcia, President, University of Texas at Brownsville, and Commission Chair, Guillermo Linares, New York City Councilman, focused on the strengths and needs of Latinos in higher education and addressed topics such as academic preparation, enrollment growth, and financial aid. A policy briefing summarizing their recommendations will be published this summer. For more information, please call Deborah Santiago, at (202) 401-7479.

## Showcase of Federal Programs on Executive Order 12900

Federal agency officials gathered on February 8, in the Truman Room of the

White House Conference Center, to focus on model federal agency programs that are working to fulfill Executive Order 12900. Federal agencies featured at the meeting were:

- HHS, Kevin Thurm, Deputy Secretary
- ED, Mario Moreno, Assistant Secretary
- USDA, Miley Gonzalez, UnderSecretary
- DOE, Peter Faletta and Cindy Musick, Program Analysts

Each official highlighted the strategies their agency developed to help them provide effective education and employment services to the Latino community.

The agencies and the programs featured at the meeting are representative of a growing effort within federal agencies to better serve America's diverse constituents while fulfilling the mission of their agencies.

For more information about federal agency efforts to assist the Latino community, please call Richard Toscano, Special Assistant for Interagency Affairs, at (202) 401-2147.

## Inter-Departmental Council on Hispanic Educational Improvement (IDC)

The IDC met on February 15, in the Truman Room of the White House Conference Center. Raul Yzaguirre, President of the National Council of La Raza and former chair of the President's Advisory Commission, addressed the IDC on the role the federal government must play in meeting the needs of the Latino community. Mr. Yzaguirre commented on the educational crisis that currently exists in the Latino community and stressed the importance of holding the federal government accountable for efforts, or lack thereof, in meeting the educational needs of this growing constituency.

The meeting agenda also included an update by Sarita E. Brown and Barbara Chow, IDC Co-Chairs, on the data

collection and analysis for the FY99/00 Annual Performance Report on implementing Executive Order 12900.

## New Publications

The White House Initiative staff has developed one page fact sheets that provide data on the conditions of Latinos in the educational pipeline from early childhood through graduate and professional education. To obtain free facts sheets, please call the White House Initiative at (202) 401-1411 or access them on our website at [www.ed.gov/offices/OIIA/Hispanic](http://www.ed.gov/offices/OIIA/Hispanic).

## Spring Policy Seminar Series

On April 27, The White House Initiative held the first of three policy seminars that will take place this Spring. The seminar entitled *K-16 Strategies for a Bilingual Workforce* focused on examples at the K-12 and post-secondary level of educational strategies to produce biliterate employees.

The second policy seminar, **Beyond Affirmative Action: Latinos in Graduate Education** will be held on Thursday, May 11, from Noon - 1:30p.m. in the Barnard Auditorium of the U.S. Department of Education, 400 Maryland Ave, SW Washington, DC.

The seminar will examine current Latino enrollment trends in graduate education. Panelists will discuss efforts to ensure diversity at the graduate level and within the faculty ranks particularly now after the Hopwood Decision and Proposition 209.

Please join us and mark your calendar to attend the final seminar:

June 16: *Starting Smart: Latinos in Early Childhood Education*

For further information about the seminars, please call (202) 401-1411.

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WHITE HOUSE INITIATIVE ON  
EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

Latinos in  
Higher  
Education

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NOT FOR CITATION DO NOT DUPLICATE

PRELIMINARY DRAFT – FOR DISCUSSION PURPOSES ONLY

## **FORWARD**

While Latinos have made great gains in higher education participation, they continue to lag behind their white peers in educational attainment. Coupled with the rapid changes in the racial and ethnic composition of the U.S. population, immediate action is required to address the condition of education for Latinos to ensure and strengthen the nation's human capital.

Higher education is study beyond secondary school at an institution offering programs terminating in a degree and is considered today as the most important path to ensure a better future in our nation's economy. The goal of higher education is to create a more educated workforce and citizenry. Differences in educational attainment and outcomes contribute to large disparities in earnings and life opportunities. For example, in 1997, a person with a high school degree would earn, on average, \$22-31,000 per year, while a person with a bachelor's degree would earn, on average, between \$35-49,000 per year.<sup>1</sup> The number of new jobs requiring a bachelor's degree will grow almost twice as fast as the average for all jobs.

The members of the President's Advisory Commission have learned not to assume anything about the knowledge base of decisionmakers when it comes to the condition of Latinos in education. Thus, the strategy in this publication is simple: to briefly examine the condition of Latinos in higher education, focussing on discrete areas—parent involvement, academic preparation, and access for educational attainment--and to provide some recommendations to more adequately address the strengths and needs of this growing population in the United States. It is our hope that this will lead to a more sophisticated level of discussion about the condition of Latinos in higher education, both the strengths and needs, and activities to improve their education--and those of all students.

### **Why focus on higher education?**

Some policymakers argue that those talking about Latinos in education should focus on the high dropout rate of Latino youth, rather than on higher education. The high dropout limits the pool of eligible Latinos who can access higher education. Without alleviating this dropout crisis in the educational pipeline for Hispanics, they argue, we cannot make great strides in higher education.

No one would dispute the need to improve the high school completion rate of Latino students. In 1998, the dropout rate for Latinos ages 16-24 was 30 percent (1.5 million), more than double the rate for African Americans (14 percent) and more than three times the rate for whites (8 percent).<sup>2</sup> However, the Latino community is also making great strides in education. It is important to look at the condition of Latinos in education not just in a deficit model approach, but look towards what elements are making the difference in the access and attainment of higher education for Latinos.

People should know about the increasing numbers of Latino students going on to college—their general characteristics, influences, where they go, and how they access, persist and complete higher education. The high school completion rate for Hispanics is just over 60 percent and the college-going rate is 36 percent. Unfortunately, the improvements Latinos are making in higher education often get diminished by the alarming dropout statistic.

There are many strengths and needs of Latinos in higher education. Latinos are in all components of the education pipeline and need to be addressed at all levels. The purpose in addressing higher education is not to mask or minimize the high dropout rate of Hispanic students, but rather to

address other components of the educational pipeline and begin to capture more of the story for Latinos who access and complete a higher education.

### **Latino or Hispanic?**

The terms "Hispanic" and "Latino" are used interchangeably in this report, and refer to a group of Americans who share common cultural origins and language. However, Hispanic Americans come from diverse nations and backgrounds with distinctive histories and distinctive socio-economic and political experiences. The three largest Hispanic subgroups are Mexican Americans, Puerto Ricans, and Cubans, but the number of recent immigrants from Central and South America has been growing very quickly over the last 15 years. These subgroups are concentrated in different parts of the United States, their economic circumstances vary, and the timing of their immigration differs. As diverse as the Latino population is, so are the many strengths and needs of the Latino student population.

### **Population and Enrollment Trends**

Hispanics are currently 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<sup>3</sup>. Commiserate with the population growth of Latinos, the representation of Hispanics in higher education continues to grow.

Between 1976 and 1996, the number of Hispanics enrolled in undergraduate education increased astronomically by 202 percent, compared with 13 percent for whites and 44 percent for African-Americans.<sup>4</sup> In fact, Hispanics' enrollment in postsecondary education increased close to 50 percent in just six years--from about 782,000 in 1990 to about 1.3 million in 1996. Today, there are about 14.5 million students in higher education, of which over 9 percent are Hispanic.<sup>5</sup>

Latino students in higher education are also concentrated in several key states. Just over 50 percent of all Hispanics enrolled in higher education are in 2 states: California and Texas. Almost 75 percent of Latinos enrolled in higher education are in 5 states: California, Texas, New York, Florida, and Illinois.<sup>6</sup> This enrollment pattern is even more telling when we consider the changes in affirmative action admission policies in 3 of these 5 states.

While it is sometimes problematic to generalize, many Latino students are first generation college students, are low-income, have less academic preparation than their white peers, and are concentrated geographically in a small number of states and institutions of higher education throughout the nation. While these statistics are important, it is also important to note that a large number of Hispanics in higher education are "non-traditional" students. They are older, work, attend part-time, and often are also caring for a family. These characteristics influence the decisions students make in accessing and completing their education.

### **The myth that Latino families do not value higher education**

While we have heard the myth that Latino parents do not value education, we reject the assertion. What we often find, is that Hispanics value their family and are making decisions based on the very limited information and experience they have with education system. Higher education is an entirely new to thousands, perhaps millions, of parents in this country and most particularly, Latino

parents. The challenge is familiarizing parents and their first-generation college students with the system. Thus, what we encounter at a familial level is an information gap, not a value gap.

Parents want what is best for their children, and Latino parents are no exception. In fact, the reason many Hispanic immigrants come to this country is to have an opportunity to have a better life for themselves and their families. However, we receive messages in the media or from educators inferring that Hispanic parents do not value a quality higher education. Why is this?

While some pockets of the Hispanic population have been here since before the creation of the United States, there is today, a very high number of immigrant and first-generation students, unfamiliar with our education system and how to traverse it to succeed in attaining a quality education. Unlike other immigrant groups, many Latino immigrants come with little formal education in their home country. Therefore, Latinos in this community have high levels of adult illiteracy. Coupled with their unfamiliarity of the education system, this creates low access and viability of education for them as adults, and limits their ability to guide their children in higher education decisions.

We have heard stories of strong academic Latino students being dissuaded or denied attendance to an ivy-league education by their parents. For example, a student in El Paso, Texas was accepted to Massachusetts Institute of Technology (MIT) to continue her education in engineering with a large scholarship. Despite attempts by school representatives to convince her parents to allow her to attend, the student was instead encouraged by her parents to attend the local community college to continue her studies. Translated by those unfamiliar with the Latino culture, it might be inferred that Latino families do not value education, or a high quality education. However, this is often an incorrect assumption.

We often find that it is not that Latino parents do not value education, rather, many parents, especially immigrant parents, are unaware of the differences in our education system. Those familiar with the U.S. education system know the value and prestige of an education from an ivy-league institution, such as "MIT". However, many Latino immigrant parents assume that the quality of education is the same in every institution of higher education. If the quality of education is the same, then why would one want to travel so far from the family or pay so much to get an education when there are institutions of higher education available nearby? How can they help, protect, and guide their child if their child is so many miles and states away, in an environment completely foreign to them?

The vast majority of Latino students attend public schools in their community (over 90 percent). Parents do not have a choice in selecting which public school their child attends. In fact, very few parents make decisions about their child's education throughout the K-12 system. Not only is the school "pre-selected", but so are the modes of transportation, teachers assigned, and courses required for graduation. Higher education is an entirely new system, and few parents, Latinos or first-generation students, are prepared to address this system. So, what we encounter from a familial level is an information gap, not a value gap, in higher education.

And, as first-generation college-goers, many Latino youth do not know where to turn for information to help guide them in making college decisions. For those who struggle to find out, they must do all of this while tending to their current education, and then inform and compel their parents.

## **Addressing the Information Gap**

So where do parents and Latino students go to find information about higher education so that they can make the best decisions for their future education? Early college awareness and preparation is key to college success for minority students and the financially disadvantaged.

Information is often available at the high school counselor's office or through occasional college fairs, but in neither of these activities are parents targeted to get the information. The perception of too many families is that college is not affordable or possible. Often this perception is based on a lack of knowledge. We often hear in the news about college tuition increasing while student aid is not keeping pace. When we ask about the cost to attend college, we hear amounts ranging from \$3,000 to \$30,000. Without a good sense of how to finance a college education, many students and families either do not consider college or limit their choices based on the listed cost of attendance.

Beyond financial aid, the admissions process is another big hurdle for many first-generation students. With all the recent attacks on affirmative action in higher education and access in the media, many Latino students are lead to believe that it is harder to get into college and assume they are not wanted. It seems simplistic to those so very well-versed in the intricacies of policies and politics of higher education, but for a first-generation college aspirant or their families, the message received is that it will be harder to get in and there will not be any help them get admitted.

Part of admittance is learning the right steps to take to go to college. Research shows if a student takes the SAT and applies for financial aid, regardless of what he makes on the SAT or the amount of aid offered, his chances of going to college are "very high"<sup>7</sup>. But first, students need to know what steps need to be taken along the way to even consider college a possibility. Again, it seems simplistic for those who know the education system, but students need to know that they should take the SAT and apply for financial aid before they can apply for college. They also need to know how to apply for the SAT and financial aid. None of these are small tasks for those not versed in the education system, and those in higher education should not take this for granted.

Two strategies to address this information gap at the national level are Think College Early and College is Possible. The Think College Early Initiative is sponsored by the U.S. Department of Education and College is Possible campaign is run by the American Council on Education. In both initiatives, the focus is on getting the word out to students and parents alike that gaining a college education is affordable and possible early on in the students' education and continually throughout their education. Locally, some colleges are trying to inform and reach out to the community as well. In tandem, these awareness campaigns can help to alleviate the lack of information Latinos have to make informed decisions about the right education for them.

## **Academic preparation**

Success in higher education depends on solid academic preparation in high school, both in curriculum and in academic achievement. Hispanic students in secondary education represent 13 percent of the current school population in grades 9-12. By the year 2030, Latinos in this age group will make up almost 25 percent of the school population in grades 9-12. This projected increase will provide a strength and challenge to the nation's education systems, especially given the high dropout rate and limited academic preparation for college.<sup>8</sup>

A rigorous high school curriculum is a better predictor than test scores or high school grades whether a student will complete a college education.<sup>9</sup> Yet, due to the low expectations by school personnel (teachers, counselors, principals), Hispanic students are more often than not, tracked into general courses that satisfy only the basic requirements and do not provide access to four-year colleges or to rigorous technical schools. More Hispanic students (50 percent) are enrolled in general programs of study than either Whites or African Americans (about 40 percent respectively). Further, only 35 percent of Latino students, compared to 50 percent of white students and 43 percent of African Americans, are enrolled in college preparatory or academic programs.<sup>10</sup> In fact, many Latino students are in schools that do not offer the courses required for a rigorous curriculum, or the opportunity to take Advanced Placement (AP) courses. To further the concern, almost one-third (34 percent) of Hispanic students were enrolled below grade level, among 15-17 year olds in 1996. Enrollment below grade level is significant because it is the highest predictor of school dropout rates.<sup>11</sup> It also limits the academic rigor and achievement of these students.

In some academic areas, Latino students are doing well. Hispanic students have earned more credits in computer science, foreign languages, and English than other groups. Despite increases in upper level course selection for Hispanic high school students, Hispanic students still earn fewer credits in history, science, and mathematics than other groups.<sup>12</sup> In other areas of achievement, Latino students are not generally performing at the level of their peers. For example, in 1996, the average scores in NAEP of Hispanic students age 17 were well below their white peers in math, reading and sciences.<sup>13</sup>

Another factor in academic preparation is higher education aspirations or expectations. Greater numbers of Hispanic high school seniors plan to attend college. Hispanic seniors who planned to continue their education at a four-year college doubled from 24 percent in 1972, to 50 percent in 1992. Between 1972 and 1992, the percent of Hispanic seniors who planned to attend a two-year program increased from 12 percent to 20 percent, while the percent of white seniors remained unchanged (12%).<sup>14</sup>

As mentioned earlier, the Hispanic high school completion rates were 63 percent in 1998. While this is a slight increase from several past years, this increase is not as high as that of their white or African American peers (90 percent and 81 percent, respectively).<sup>15</sup> Hispanic students enroll in college immediately upon graduation at a rate similar to other groups, but Hispanic 18-24 year old high school completers enroll in college at much lower rates—36 percent versus 46 percent for whites and about 40 percent for blacks.<sup>16</sup>

### **Affirmative Action**

Many elite institutions lack a campus climate that fosters and provides the students with the services they may need to succeed. Distance, unfamiliarity, limited support network, and financial need, are all reasons that Latino students do not persist in higher education.

In the College Board's recent report, *Reaching the Top: A Report of the National Task Force on Minority High Achievement*, the researchers note that "... despite the current debate over affirmative action, our public institutions have pursued relatively few education policies specifically targeted to minorities. Rather, most minority-oriented work has been pursued through initiatives

designed for the disadvantaged in general.”<sup>17</sup> Affirmative action was only one tool, among many, to address the need to increase educational opportunities and diversity in higher education.

In recent years there has been a rollback of affirmative action admission policies at public colleges and universities in several states, including those with largest Latino student populations-- California, Texas and, just recently, Florida. In total, these states have about 60 percent of the Latino student population in higher education.

In 1997, Texas implemented its “10 percent solution” as a result of the Hopwood v. Texas decision. The ruling held that the use of race as a criterion in admissions was unconstitutional. The 10 percent solution is an automatic-admissions plan mandating that all 35 public universities offer automatic enrollment to students who graduate in the top 10 percent of their high school class, without regard to the students’ grade point average or SAT scores. Proponents contend the plan generates hope at high schools and initial enrollment numbers show that enrollment of minority students has increased almost 30 percent from 1996. Critics argue that these policies ignore problems of inadequate K-12 funding, discrepancies in the abilities of graduates from high schools of different calibers, decades-long discrimination, and assume class rank successfully predicts how students will perform in college.

The total number of students in all Texas colleges does not come close to reflecting the percentages of minority residents in the state. In 1999, just over 30 percent of the population in Texas is Hispanic. However, officials at UT-Austin shared that in 1998, only 14 percent of the freshman class was Hispanic. Further, they also acknowledge that it is difficult to discern if the 1 percent increase in Latino enrollment from 1997 was due to the 10 percent solution or simply reflects the continuing growth in the state’s Hispanic population.

In California, the top 5 percent of high school graduates are guaranteed admission into a public university. Researchers are beginning to report on the initial impact of this system, and are questioning whether this process is actually creating a tier system within their higher education structure. It has been noted that minority students are tending to enroll in the lesser known University of California branches—such as Irvine, and San Diego--rather than the more academically prestigious branches—Los Angeles or Berkley.

The Florida State Cabinet just approved ending the use of race and gender as factors in college admission (February, 2000). As part of their “One Florida” plan, which some have labeled the “Talented 20”, admission is guaranteed into one of the ten state universities for students who graduate in the top 20 percent of their high school class and complete a college preparation curriculum. State officials estimate that an additional 1,200 minority students would be eligible for admissions due to the high concentration of minority students in some high schools. Further, Florida intends to expand this plan to graduate and professional education by 2001. Critics argue that the plan would punish minority students from academically strong high schools and rewards those who attend weak high schools. Again, this strategy does not address the academic preparation or needs of these students.

Research has shown that many Latino youth are segregated in schools with poor academic and physical resources, and, while more Latinos might thus be eligible for automatic admission, they may not be academically prepared to take advantage of this benefit. Further, this automatic admission does not address the financial or student support needs of the student in any overt

manner. Many universities in these states are finding that they still must combine need- and merit-based financial aid and a network of academic and social support to successfully recruit and retain Latinos in higher education.

## **Financial Aid**

Students take many factors into account when selecting a college, such as cost and aid availability. The cost of their education, making it affordable among their many expenditures are factors considered when determining where they are going to go. While conceptually, and politically, federal financial aid is based on the premise of making accessibility and choice standard by allowing for portable aid, the reality is that the system is too complicated for many students to traverse. Learning how to finance higher education is not as simple as being provided a pamphlet of information and does impact their higher education expectations.

In 1997-98, the average undergraduate tuition and fees and room and board was \$9,536. For 4-year institutions that amount was \$11,227 and for 2-year institutions the average was \$5,075<sup>18</sup>. There is no doubt that student financial aid and programs that provide outreach and support services have helped to facilitate this increased access to postsecondary education for those who otherwise would have found it difficult to finance a college education. However, for first-generation college students unfamiliar with the intricacies of financing higher education, the cost of a higher education can be very daunting.

Looking at the how Latinos finance their higher education raises some interesting questions. Of undergraduates in 1995-96, almost 55 percent of Hispanics received some financial aid. More of that financial aid was also federal aid. When comparing federal to nonfederal aid, less Latinos received nonfederal aid than any other ethnic group.<sup>19</sup> Why do Latinos receive less nonfederal aid than other ethnic groups?

Latino students also tend to borrow less to pay for their higher education. As first year students, close to 50 percent of Hispanics received grants while less than 30 percent received loans to pay for their education. In comparison, close to 60 percent of blacks received grants and 42 percent received loans, and 46 percent of whites received grants and 31 percent received loans.<sup>20</sup> Some policymakers attribute this loan aversion as a factor of college selection. Since many Hispanic students attend part-time and/or at community colleges, and the tuition at community colleges is less than that of a 4-year institution, Latinos have less need to borrow funds for their education.

Some organizations are making great strides to address the financial needs of Latino students and to improve their financial opportunities to attain a higher education. One such organization is the Hispanic Scholarship Fund. Over 20 years, the Hispanic Scholarship Fund has awarded grants to more than 35,000 students. With recent contributions from the Lily Foundation and the Gates Millennium Fund, the Hispanic Scholarship Fund is poised to exponentially increase the number of nonfederal grants to Latino students.

## **Institutions of higher education**

A majority of Hispanic undergraduates are enrolled in 2-year institutions (53 percent) than in 4-year institutions. In comparison, the majority of white and African American undergraduate students are enrolled in 4-year institutions (56 percent and 51 percent respectively).<sup>21</sup> Community colleges are

the gateway for opportunity for many students, and open admission policies allow for many the opportunity to participate in higher education in a way few thought possible. The "ivy league" institutions of higher education do not educate a large number of Hispanics, and never have.

A higher percentage of Hispanic students (45 percent) are enrolled part-time compared to either white or African American students (about 40 percent respectively<sup>22</sup>). Often it is community colleges that can provide a flexible educational environment for many of the non-traditional Latino students. Many Hispanics in higher education are older, attend part-time, and work. For this reason, community colleges are very attractive higher education opportunities for Latinos. These institutions are affordable, located in their community or nearby, provide flexible schedules, are open-access, and have smaller class sizes. Given the community focus of these colleges, they also tend to work with the businesses in their community to facilitate the lifelong learning or retraining of the local workforce. What these institutions do not have is a lot of prestige in the broader higher education community.

Not only are many Latino students in higher education in community colleges, many are also enrolled in Hispanic-Serving Institutions. Hispanic-Serving Institutions (HSIs) are accredited and degree-granting public or private nonprofit institutions of higher education with at least 25 percent or more total undergraduate Hispanic full-time equivalent student enrollment. Just over half of HSIs (53 percent) are 2-year institutions and are public (68 percent) institutions of higher education. In 1997-98, there were 195 HSIs in 12 locations predominately in the Southwest—11 states and Puerto Rico. The majority of HSIs (close to 70 percent) are in three locations--California (58), Puerto Rico (43) and Texas (30)--and enroll over 1.1 million students. At least one-third of HSIs are located in large cities and another one-third are in mid-size cities or on the urban fringe of large cities.<sup>23</sup>

These 195 institutions served about 40% of Hispanic undergraduate students in higher education in 1997-98.<sup>24</sup> This should also not be surprising given that these locations also have the highest concentrations of Latinos in the country. There is a direct intersection between the overall population growth of the country, the concentration of the Latino population in the k-12 population and the location of these HSIs. In essence, the k-12 system becomes the feeder system to these institutions, accounting for the high concentration of Latinos. This mapping also shows that Latinos do not tend to pursue inter-state options for their higher education as commonly as other groups.

Another unique characteristic of Latinos in higher education is that many Latinos are participating in a more diverse higher education environment than most other students in higher education. Close to half of all HSIs (93) have 50 percent or more undergraduate Hispanic student enrollment. However, HSIs have an aggregate student body that is about 70 percent minority. About 50 percent of students are Hispanic, 10 percent are African American, 7 percent are Asian/Pacific Islander, and close to 1 percent are Native American.<sup>25</sup>

One limitation to the concentration of Latinos in HSIs is that many of these institutions do not offer higher level degrees. Just over half of HSIs (52 percent) offer an associate's or post-associate's degree as their highest degree. Another, 15 percent offer bachelor's, about 20 percent offer master's and 11 percent offer doctoral degrees as their highest degree. Despite these limitations, HSIs conferred about 42 percent of all degrees earned by Hispanics in 1996-97. Close to 70 percent of associate's degrees and 50 percent of bachelor's degrees awarded by HSIs were in the social sciences or business.<sup>26</sup> But degree attainment at HSIs only tells a part of the story for Latinos in higher education.

## **Educational Attainment**

Access to postsecondary education is not enough to ensure opportunities of success; completion of a college education is also important. Completion is integral to many of the social and economic opportunities that exist in the United States today. While more Hispanics are completing a higher education than ever before, sizable disparities in educational attainment still separate Latinos from their peers in the educational pipeline.

In total, Hispanics doubled their undergraduate degree attainment from 1975-76 to 1995-96. In 1996, Hispanic students earned 7 percent of all associate's degrees 5 percent of all bachelor's degrees. While this is an improvement, Hispanic students (35 percent) are also more likely than white or African American students to take more than six years to receive a bachelor's degree (25 percent and 32 percent respectively).<sup>27</sup> This is not too surprising given that Latino students are more likely to be enrolled part-time and in community colleges. However, this length of study also increases the chances that a student will not complete their higher education.

Although Hispanics have increased their undergraduate attainment, it has not been commiserate with their increases in college enrollment. As mentioned earlier, Latinos currently represent about 10 percent of students enrolled in higher education. Recent analysis has also shown that, of Hispanics enrolling in college, only 34 percent complete a college degree. Issues of persistence and retention beyond enrollment are factors that need to be considered and addressed to bridge the gulf in educational attainment for Latinos.

Latinos do tend to concentrate in several disciplines throughout the educational pipeline. The top three disciplines for associate's degrees awarded to Hispanics were liberal arts, business, and the health professions. In 1996, the top three disciplines for bachelor's degrees awarded to Hispanic students were business, social sciences and education.<sup>28</sup>

The degrees in liberal arts are very common for students aspiring to transfer from a 2-year institution to a 4-year institution. However, the transition between community colleges and universities is often difficult. Latino students face many of the same challenges to access a 4-year institution as they did in accessing a 2-year institution. There are renewed challenges of academic preparation, financial aid, and admissions. In addition, students must figure out how many credits will be accepted at the new institution, change in location and expanded campus culture. This same transition concern applies to Latino students interested in pursuing graduate education.

## **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. Hispanics have increased their enrollment in graduate education, but are still less represented than other groups. In 1996, Hispanics represented 4 percent of graduate students, while whites represented 73 percent, and African-Americans represented 6 percent of graduate students. However, in 1976, Hispanics represented only 2 percent of graduate students, so the representation of Latinos has doubled in the past 20 years.<sup>29</sup>

In general, more Hispanic women are pursuing graduate education than men and more Latinos are enrolling full-time. As seen in undergraduate education, Hispanic women have surpassed Hispanic

men in graduate enrollment in the past 20 years. In 1976, 45 percent of Hispanics enrolled were women compared to 55 percent of men. In 1996, 60 percent of Latinos enrolled in graduate education were women compared to 40 percent of men.<sup>30</sup>

While in undergraduate education, Latinos are slightly more likely to be enrolled part-time, in graduate education, Latinos are slightly more likely to be enrolled full-time. While their enrollment numbers are small, Hispanics in graduate education are more likely to enroll full-time than either whites or blacks. Of Hispanics in graduate education, 42 percent are full-time, compared with 37 percent of whites and 39 percent of blacks.<sup>31</sup>

However, for Latinos in graduate education, financial aid is even more difficult than in undergraduate education. Hispanic full-time master's degree and first professional students receive less aid than any other ethnic group. Only 65 percent of Hispanic students receive any aid, compared to 76 percent of whites and 90 percent of blacks. In 1995-96, just over 20 percent of Hispanics received grants, compared to over 30 percent of both whites and blacks. In tandem, 20 percent of Hispanics received assistantships, compared to 10 percent for blacks and 9 percent for whites. [NCES, "Student Financing of Graduate and First-Professional Education, 1995-96". May, 1998. Table 2.3a]

Despite the limited financial assistance, more Latinos are continuing on to graduate education and are earning degrees. In 1996, Latinos earned about 4 percent of all master's degrees awarded. The four disciplines with the most master's degrees conferred to Hispanics were education, business, public administration and the health professions. [NCES, Digest of Education Statistics, 1998, Table 268] They also earned 2 percent of all doctoral degrees in 1996. The four disciplines with the most doctoral degrees conferred to Hispanics were education, psychology, biological/life sciences and social sciences/history. [NCES, Digest of Education Statistics, 1998, Table 268]

The participation in graduate education has other implications beyond professional study. Graduate education is also the pipeline for higher education faculty. In 1992, Latinos represented less than 3 percent of full-time instructional faculty and staff in higher education. [Instructional Faculty and Staff in Higher Education Institutions: Fall 1987 and Fall 1992, National Center for Education Statistics, U.S. Department of Education, 1997.] While there are indications that the percentage has increased slightly since then, the fact is that too few Latinos are attaining graduate degrees and entering their fields as academic faculty.

Given the importance and complexities of accessing and completing graduate education, the White House Initiative will address more in depth the condition of Latinos in graduate education in a policy seminar in the summer of 2000.

### **Recommendations for Action**

These recommendations for action to address the strengths and needs of Latinos in higher education are by no means unique or new. In fact, as pointed out in parts of this brief, there are already some examples of groups or organizations that are making a difference in the educational opportunities and attainment of Latino youth through similar activities. Many of these recommendations have been made before in other publications, but they bare repeating in an effort to focus their effectiveness for Latinos.

1. **Close the information gap by widely disseminating precise information on college preparation and financing higher education and more effectively target outreach to Latino communities.** This does not always mean translating it into Spanish and merely making it available to the public. Concerted outreach is required early on in the student's educational career and continually. This dissemination effort must also include parents as well as students, since it is parents who help to guide the educational choices of their children.
2. **Increase awareness about the strengths and needs of Latinos in higher education and throughout the educational pipeline.** This data can inform educators and institutional officials and guide strategies focussed on improving the educational opportunities and achievement of Latino students.
3. **Aggressively confront low expectations of Latino students by school personnel and work to raise academic levels and provide student support services to ensure their success.** Latino students must be better prepared academically to pursue a higher education and improving the academic levels for in a strategy that combines increasing Latino enrollment, retention, and graduation rates can only strengthen the educational opportunities and attainment for Latino students.
4. **Disseminate and promote wider use of proven strategies for helping Latino students achieve at high levels and develop better strategies.** There are many organizations and programs in place today that have proven success in improving the educational levels of Latinos in their communities that other could benefit from. However, these programs often focus their resources on providing services directly to their students rather than thoroughly evaluating or widely disseminating their programs.
5. **Foster a K-16 strategy to education.** Curricula improvements and alignment with educational expectations can improve the quality of education a student receives and can facilitate their pursuit of higher education. For example, given that many HSIs are in communities with large Latino populations, the feeder patterns should be improved in tandem with the institution of higher education to improve the quality of education all students receive.
6. **Provide an appropriate level of financial aid, both federal and nonfederal, to help Latino students access, retain, and attain a higher education.** As mentioned in the brief, there are financial needs and constraints that limit the higher education decisions of Latino students. This financial aid system must also be made easier for the students to understand and navigate.
7. **Focus energy on improving articulation between 2- and 4-year institutions of higher education.** Given that so many Latino youth begin in 2-year institutions, effective articulation would improve the opportunities of Latino students to continue their education and to pursue higher degrees of education.

## Endnotes

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19. Digest of Education Statistics, 1998, Table 314, p.338.

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31. National Center for Education Statistics, U.S. Department of Education, Digest of Education Statistics, 1998, Table 208



## Work Plan 2000

### WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

This is a working document, created to maximize the work of the President's Advisory Commission on Educational Excellence for Hispanic Americans during this final year of President Clinton's and Secretary Riley's Administration. Throughout the year, briefings and other outreach events will be added to this workplan as time permits. While the staff of the White House Initiative anticipates that the completion dates of the projects included in this workplan may move from month to month, we are committed to completing all of the projects listed in this document by December 2000. This workplan was approved by the President's Advisory Commission at their meeting held on March 9-10, 2000.

April 24, 2000

#### JANUARY

- ✓ Meeting, President's Advisory Commission Executive Board (Washington, DC) [January 8]
- ✓ Support Hispanic Education Action Plan (HEAP) implementation – outreach and Education Department (ED) technical assistance
- ✓ Creation of the "Latinos in Education" fact sheets – early childhood, elementary education, secondary education, higher education, and graduate education
- ✓ Work with federal agencies to meet FY1999 Annual Performance Report submission deadline
- ✓ Continue work with White House taskforce on Hispanics in education
- ✓ Continue collaboration with the stakeholders working towards a possible Spring meeting on Latinos in education
- ✓ Present at HACU intern orientation (Washington, DC) [January 21]
- ✓ Present at the U.S. Department of Interior's Diversity Partnership Roundtable, (San Antonio, TX) [January 21 and 22]
- ✓ Support Southwest Border Initiative Briefings in McAllen and Eagle Pass, TX by facilitating distribution of relevant ED and WHI materials

#### FEBRUARY

- ✓ Briefing to the National Association of School Boards [February 1] (Washington, DC)
- ✓ Showcase of Model Programs Implementing Executive Order 12900 in collaboration with White House [February 8] (Washington, DC)
- ✓ Begin follow-up with *Excelencia en Educación* conference series partners--5 cities [February 9]
- ✓ Interdepartmental Council Meeting with guest speaker Raul Yzaguirre, NCLR President [February 15] (Washington, DC)
- ✓ Co-sponsor, with the Education Taskforce of the CHC, a briefing on the FY1998 Federal annual performance report and other interagency work [February 16] (Washington, DC)
- ✓ Begin individual meetings with federal agencies on completion of FY1999 Federal agency annual performance reports in collaboration with Office of Management and Budget (OMB) examiners
- ✓ Dissemination of FY1998 Annual Performance Report addressing Latinos in federal education and employment programs and activities
- ✓ Briefing at the National Association for Bilingual Education (NABE) National Meeting (San Antonio, TX) [February 17]
- ✓ Support ED's HEAP Technical Assistance Workshop offered in collaboration with NCCEP (Edinburg, Texas) [February 23]
- ✓ Briefing at NCPIC First Annual Conference on Family Involvement in Education (Washington, DC) [February 23]
- ✓ Attend Interfaith Alliance Foundation (IAF) conference (Dallas, TX) [February 25]
- ✓ Provide guidance to Rep. Matthew Martinez (LA) and ED staff in the development of a technical assistance workshop in Los Angeles, CA on ED programs (Washington, DC) [February 29]
- ✓ Continue to support White House taskforce on Hispanics in education
- ✓ Continue collaboration with the stakeholders working towards a possible summer meeting

## Work Plan 2000

- ✓ Develop federal agency, private sector, and foundation commitments for Secretary Riley's speech on Latinos in education, March 15th. Work in collaboration with ED offices
- ✓ Support the development of the Univision Special broadcast on "Educación A Tu Alcance", a half-hour special on financial support for college.

### MARCH

- ✓ President's Advisory Commission media briefing on the Status of Latinos in Higher Education (Washington, DC) [March 9]
- ✓ President's Advisory Commission meeting (Washington, DC) [March 9-10]
- ✓ Univision's broadcast of "Educación A Tu Alcance" [March 11]
- ✓ Status of Latinos in Education speech, Secretary Riley (Washington, DC) [March 15]
- ✓ Preliminary draft of "Latinos in Higher Education" issue brief completed for review [March 20]
- ✓ "New American Youth in New York: Public Policy in the Immigrant City", New School University (New York City) [March 21]
- ✓ Continue to support White House taskforce on Hispanics in education event
- ✓ Continue collaboration with the stakeholders working towards a possible July meeting
- ✓ Meetings with federal agencies on completion of the FY1999 annual performance report

### APRIL

- ✓ Disseminate draft outline for final Commission report for review by Commissioners [April 15]
- ✓ Disseminate Begin Spring 2000 three-part policy seminar series, which will address: graduate education, early childhood education, and dual language acquisition. First seminar: *K-16 Strategies for a Multilingual Workforce*. (Washington, DC) [April 27]
- ✓ Wide dissemination of the "Latinos in Education" fact sheets
- Continue to support White House taskforce on Hispanics in education
- Continue collaboration with the stakeholders working towards a possible July meeting
- Analysis of FY99 federal agency annual performance plans
- Follow up on commitments from Secretary Riley's March 15 speech

### MAY

- Participate in White House event, Raising Responsible Teenagers (Washington, DC) [May 2]
- Continue three-part policy seminar series: *Beyond Affirmative Action: Latinos in Graduate Education* (Washington, DC) [May 11]
- Release of joint publication with ETS on Generation Y and Latinos (Washington, DC) [May 24]
- Continue to support White House taskforce on Hispanics in education
- Analysis of FY99 federal agency annual performance plans concludes
- Follow up with federal agency, private sector, and foundation commitments for Secretary Riley's March 15 speech
- Circulation and feedback of *What Works for Latino Youth: Second edition*
- Continue collaboration with the stakeholders working towards a possible July meeting
- Wide dissemination of Commission Assessment Committees's publication, *Testing Hispanic Students in the United States: Technical and Policy Issues*. Include White House Initiative publication, *Education Standards, Assessment and Accountability: A New Civil Rights Frontier*
- Preliminary draft - Excelencia series update/summary information.
- Preliminary draft of final Commission report for review [May 30]

### JUNE

- White House event to address Latino Educational Excellence (Washington, DC) [June 15]
- Conclude three-part policy seminar series: *Starting Strong: Latinos in Early Childhood Education* (Washington, DC) [June 16]
- Draft Parent Tool Kit developed from the conference series, *Excelencia en Educación*, reviewed by stake holders
- Interdepartmental Council Meeting (Washington, DC) [June 20]
- Preliminary draft of FY99 federal agency performance report

## Work Plan 2000

- Department of Education's Early Childhood Summit (Washington, DC) [June 23-24]
- Briefing at LULAC national conference (Washington, DC) [June 30]
- New America Alliance meeting (Washington, DC) [June 22-24]
- Briefing at NALEO national conference (Denver, CO) [June 24]

### JULY

- Possible July meeting with stakeholders, "A National Day of Commitment: Closing the Latino Educational Achievement Gap" (Washington, DC)
- Briefing at NCLR national conference (San Diego, CA) [July 1-4]
- Second draft of final Commission report for review [July 1]
- Briefing on federal activities on HSIs, outreach, and employment
- Summary of federal agency, private sector, and foundation commitments for Secretary Riley's March 15 speech.

### AUGUST

- Completion and wide dissemination of FY1999 federal agency reports addressing Latinos in education and employment
- Summarizing "Lessons Learned" from the White House Initiative's national *Excelencia en Educación* conference series for wide dissemination
- Complete Parent Tool Kit based on *Excelencia en Educación* series
- Final Commission report completed for publication [August 15]

### SEPTEMBER

- *Excelencia en Educación: The Role of Parents in the Education of their Children* conference (Washington, DC) [September 9]
- Collaboration with Hispanic Scholarship Fund for their national conference (Washington, DC)

### OCTOBER

- President's Advisory Commission summary event:
  - Federal agency, private sector, and foundation commitments
  - FY99 Federal Agency Annual Performance Report
  - Final Commission report to the Nation
- Possible joint meeting of the three White House Initiatives (HBCUs, TCUs, and WHIEEHA)
- Commissioner briefings on final report for Washington based educational and Latino advocacy organizations
- Wide dissemination of the Commission's final report
- Meet with ED career staff on WHI lessons learned and recommendations for future

### November

- Dissemination plan of all Commission and WHI publications and implementation
- Review of WHI files and personnel to facilitate office continuity during administration transition

### December

- Dissemination of all Commission and WHI publications
- Meetings with new administration transition team members to present Commission findings and recommendations



**White House Initiative on  
Educational Excellence  
for Hispanic Americans**

## *Beyond Affirmative Action: Latinos in Graduate Education*

Spring Policy Seminar Series

### *Beyond Affirmative Action: Latinos in Graduate Education*

**Thursday, May 11, 2000  
Noon - 1:30 p.m.**

Barnard Auditorium  
U.S. Department of Education  
400 Maryland Ave, SW  
Washington, DC

**RSVP: (202) 260-9430**

#### **Save the Date:**

**June 16: *Starting Smart:  
Latinos in Early Childhood  
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. While Hispanics have increased their enrollment in graduate education, they are still less represented than other groups. The purpose of this seminar is to examine current enrollment trends of Latinos in graduate education. Panelists will discuss efforts to ensure diversity at the graduate level and within the faculty ranks particularly after the Hopwood Decision and Proposition 209.

#### **Speakers:**

**Jules LaPibus**, President, Council of Graduate Schools

**Teresa Sullivan**, Vice President and Graduate Dean, University of Texas at Austin

**Raymund Paredes**, Associate Vice Chancellor for Academic Development, University of California at Los Angeles

**Margarita Benitez**, Director, Office of Post-Secondary Education, U.S. Department of Education





**White House Initiative on  
Educational Excellence  
for Hispanic Americans**

***Starting Smart: Latinos in  
Early Childhood Education***

Early childhood education encompasses education programs for children up to 5 years of age, and may provide related services to meet children's psychological and health needs. This policy seminar will focus on Latino participation in early childhood programs and implications for school preparation. Panelists will address outreach efforts, as well as how community-based-organizations can work with HHS and other federal agencies to begin new Head Start programs and new school-family partnerships.

Spring Policy Seminar Series

*Starting Smart: Latinos  
in Early Childhood  
Education*

Friday, June 16, 2000  
Noon-1:30 p.m.

Barnard Auditorium  
U.S. Department of Education  
400 Maryland Ave, SW  
Washington, DC

RSVP: (202) 260-9430

**Speakers:**

**Patricia Montoya**, Commissioner on Children, Youth and Families, U.S. Department of Health and Human Services

**Naomi Karp**, Director, National Institute on Early Childhood Development and Education, Office of Educational Research and Improvement, U.S. Department of Education

**Anthony Carnevale**, Vice President for Public Leadership, Educational Testing Service



# WHITE HOUSE INITIATIVE

## ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

PRESIDENT'S ADVISORY COMMISSION UPDATE — Fall 1999

### Looking Towards a New Century

By Ana M. "Cha" Guzman—Chair,  
President's Advisory Commission

As the Commission and its partners prepare to move the cause of Hispanic learning and achievement into a new century, we must recognize how far and how fast we have come in making quality education for Hispanics a national priority. From the 1996 release of our report, *Our Nation on the Faultline: Hispanic*

*American Education* to the over \$500 million commitment of FY99 appropriations, we have seen real progress. This past year has

been a milestone in our efforts to leverage government support to our cause. We have worked to foster government commitment to Hispanic education and employment not just at the federal level but at state and local levels as well. We have focused on the role of Latino parents in encouraging academic success. And we have studied the effects of education reform and the practices of assessment on Latino students.

Our goals are unchanging. We labor to level the playing field and bring educational opportunity for hundreds of thousands of bright and capable Latino students in cities, towns, barrios and migrant camps around the country. We know that in less than 15 years, a quarter of America's youth population—ages 5 to 18—will be Hispanic. Our agenda

today will help to determine the quality of life for all Americans in the next century.

As the term of the Commission comes to an end, we believe it is time to plan a National Meeting on Latino Educational Excellence for Spring 2000. Its purpose is three-fold:

- ★ to consider the impact of past and current White House Initiatives on Educational Excellence for Hispanic Americans;

- ★ to take stock of the strategies and organizations that improve educational opportunities for Latinos;

- ★ to focus on what we

still need to do, not as a Commission or Initiative but as a community and a nation, to improve educational opportunities for Latinos throughout the country.

Yes, our scope is ambitious but we will focus on the outcomes and their impact on our community. We envision our National Meeting as an opportunity to embrace our partners in corporations, foundations and federal agencies as well as in community-based organizations and the education community.

We hope you will join in this effort.

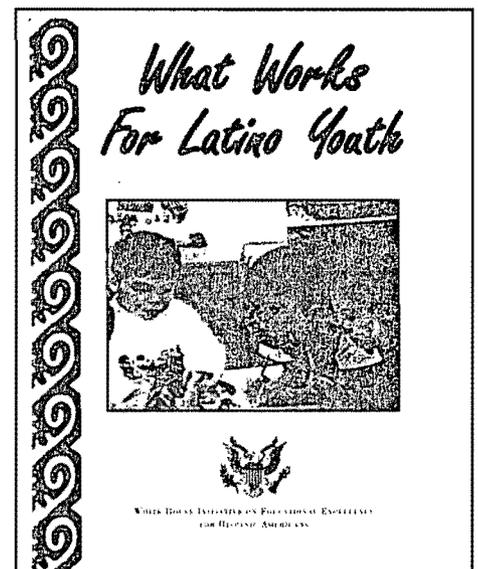
Ana M. Guzman

### First Lady's Convening

Hillary Rodham Clinton opened the first-ever White House Convening on Hispanic Children and Youth on August 2, 1999 with a call for action. "There are many who promise to fight for children and the schools they attend," she said. "But, I am reminded of something my mother taught me growing up: 'Watch what they do, not what they say.'"

With action in mind, the convening brought together not only scholars and politicians, but community activists from around the country. Their purpose was to examine the many challenges and opportunities facing Hispanic young people, particularly in the areas of early childhood development, educational attainment, and adolescence.

★ A CALL TO CONVENE ★  
A National Meeting on  
Latino Educational Excellence  
SPRING 2000  
Watch for details at:  
[www.ed.gov/offices/OIIA/Hispanic](http://www.ed.gov/offices/OIIA/Hispanic)



This convening also highlighted promising efforts across the country  
*continued on page 7*

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## WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

*It is essential to understand that each step in the education system is a building block... Research shows that children succeed when schools recognize and support parents as the child's primary teacher; when parents are welcomed and involved in all aspects of school life... These conditions routinely exist in middle-class, white schools... Such routine conditions often do not exist in low-income and Latino schools.*

Our Nation on the Fault Line: Hispanic American Education  
President's Advisory Commission on Educational Excellence for Hispanic Americans

### The Creation of *Excelencia en Educación*

***Excelencia en Educación: The Role of Parents in the Education of Their Children***, is a series of conferences sponsored by the White House Initiative on Educational Excellence for Hispanic Americans. The decision to focus on the role of parents was based on the conviction that the heart of the Latino community is the family. Latino parents know that a quality education provides their children with the skills to achieve the best this country has to offer. America needs the talents of all its citizens to face the challenges of the 21st century. As the fastest growing community in the country, Latinos still have lower educational attainment rates than other groups--a cause for great national concern.

First, a little more background: The White House Initiative supports a Commission appointed by President Clinton in 1994 comprised of national educational leaders from all segments of the educational pipeline. In 1996, the Commission submitted to the President their report, **Our Nation on the Fault Line: Hispanic American Education**. This comprehensive report lays out issues in Latino educational attainment from pre-K through graduate and professional education. Equally important, the report includes an action plan for federal, state and local levels.

The Administration used the report as they developed their Hispanic Education Action Plan announced by Vice-President Gore in February 1998. The President's plan provided over \$520 million in new educational investments for programs that can make a difference in the quality of education for hundreds of thousands of bright, capable, Latino students. Responding to the Administration's achievement, the White House Initiative and the President's Advisory Commission on Educational Excellence for Hispanic Americans developed a strategy to more directly engage the Latino community in the pursuit of a quality education. The stage was set for the *Excelencia* conference series.

In developing a workplan for 1998-2000, Commissioners Gloria Rodriguez and Guillermo Linares encouraged a focus on *nuestros padres*, our parents--a strength within the Latino community. *Excelencia en Educación* is the resulting series of conferences and facilitates interactions among the federal government, Latino advocacy organizations, parents, teachers and other educational stakeholders. The strategy for the conference series was to have Commissioners from each of the five cities selected to anchor the conference.

The academic emphasis of the conference series is mathematics, reading and college readiness. 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 should have even better ideas for brightening the future of young Hispanics and prepared to serve as catalysts for enhancing parental involvement throughout the nation.

The first *Excelencia en Educación* was launched in October 1998 with AVANCE in San Antonio, Texas. AVANCE's founder and CEO is Commissioner Gloria Rodriguez. For the inaugural conference, the White House Initiative brought together five federal agencies--Education, Health and Human Services, Labor, Interior, and the Small Business Administration—as well as over four hundred parents, educators, Latino advocacy organizations and leaders from the private sector. At each conference, members of the Clinton/Gore Administration and members of the Congressional Hispanic Caucus have spoken. Small Business Administrator Aida Alvarez and Representative Ruben Hinojosa and Representative Ciro Rodriguez participated. Univision, the largest Spanish-speaking television network, also plays a significant role in the conference series. In San Antonio, Univision president Henry Cisneros announced their plan to develop a multi-year education campaign. Our corporate allies, Univision, State Farm, and AT&T were also in attendance and described their commitment to addressing the strengths and needs of the Latino community and pledged to be with us for the entire national conference series.

In Los Angeles, in March 1999, the White House Initiative restaged the *Excelencia en Educación* conference in collaboration with the following five organizations: the Mexican American Legal Defense and Educational Fund (MALDEF), the Annenberg project in Los Angeles (LAAMP), University of California at Los Angeles (UCLA), Los Angeles Unified School District (LAUSD), and PUENTE Learning Center. Over 800 participants, primarily parents of students enrolled in schools in East Los Angeles, heard from speakers including California Governor Gray Davis, Univision President Henry Cisneros, current chair of the Congressional Hispanic Caucus (CHC) Lucille Roybal-Allard, and the former chair of the CHC Xavier Becerra. Commissioner Ruben Zacarias, Superintendent of Los Angeles Unified School District, and Commissioner Sonia Hernandez, Deputy Superintendent for the California Department of Education, facilitated the conference.

On June 4-5, 1999, the conference was restaged in New York City at CUNY-City College with Commissioner Guillermo Linares, New York City Councilman facilitating the conference. Partnering with the White House Initiative were the Hispanic Federation, Community Association of Progressive Dominicans (ACDP), United Way of New York City, New York Board of Education, CUNY-City College, and ASPIRA of New Jersey. Secretary of Education Richard Riley opened the conference and Congress member Robert Menendez sent a message on behalf of the Congressional Hispanic Caucus. Janet Murgia, Associate Director for Legislative Affairs spoke to the participants about the Administration's activities and commitment and both Vice President Gore and First Lady Hillary Clinton provided messages on behalf of the Administration. Univision continued its support for the conference by having two of its personalities, Rafael Pineda of their local station, and Giselle Blondet of *Despierta America*, participate in the program.

On November 5-6, 1999, the conference was restaged in Chicago, Illinois with the leadership of Commissioner Miriam Cruz. Partnering in the Chicago event were the Chicago Public School system and Mayor Daley's office. Activities began on November 5 at the University of Illinois-Chicago with Gery Chico, President of the Chicago School Board opening the conference. On November 6 the conference moved to Saucedo Scholastic Academy. Conference highlights included a call from Vice President Gore describing the Administration's efforts to increase educational opportunities for all Americans; Mickey Ibarra, White House Director of Intergovernmental Affairs and Assistant to the President, addressing, "Keeping the American Dream Alive", and Congressman Luis Gutierrez, Congressional Hispanic Caucus member from the 4<sup>th</sup> District in Illinois, sharing his commitment that all children deserve the best this country has to offer. Rafael Romo, a local Univision news reporter, closed the conference by moderating the final panel session.

The final conference in the series was held at Miami High School in Miami, Florida on December 4, 1999. Partnering in the Miami event were Miami-Dade Community College/InterAmerican Campus, Miami-Dade County Public Schools, Broward County Schools, Abriendo Puertas, ASPIRA of Florida, and the Cuban American National Council. Conference highlights included an address entitled *Making*

*Excelencia Para Todos a Reality*, by Ray Martinez, Deputy Assistant to the President for Intergovernmental Affairs and a video message from First Lady Hillary Rodham Clinton sharing her perspectives on educational excellence. There was also active involvement from local educational leaders and Univision personalities. Alina Mayo Azze, Guillermo Benites, and Giselle Blondet, all supported the conference by moderating sessions and summarizing Univision's national and local commitment to education through their community efforts. Commissioner Eduardo Padron, President of Miami-Dade Community College, and Commissioner Diana Wasserman, member of the Broward County School Board, served as facilitators on behalf of the President's Advisory Commission. Miami also included a pre-conference workshop where federal agency representatives met with educational leaders and community-based organizations to discuss ways to share information on federal programs and services that can assist Latino students and parents. This special pre-conference workshop generated new ideas and strategies that can facilitate partnership building between federal agencies and local communities.

Having concluded the national series, we are now working to bring *Excelencia* to our nation's capital. On September 9, 2000 the White House Initiative will work with local leaders including the Latin American Youth Center, the District Public Schools, the Office of the Mayor to stage the conference.

We are also working with federal and private partners to produce a resource kit for local organizers to stage similar conferences around the country. Proctor and Gamble has agreed to partner with the White House Initiative on the development of the kit and a national distribution. We are working to complete this project in time to release this new kit in Fall 2000.

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

**Ana M. "Cha" Guzman,**  
Chair, Austin Community College, Austin, Texas

**Cipriano Muñoz**  
William Taft High School  
San Antonio, Texas

**Guillermo Linares,**  
Vice-Chair, New York City Council Member, Manhattan New York, New York

**Harry Pachon**  
Tomas Rivera Policy Institute  
Claremont, California

**Erlinda Archuleta**  
Colorado Department of Education, Denver, Colorado

**Eduardo Padron**  
Miami-Dade Community College, Miami, Florida

**Cecilia Burciaga**  
California State University Seaside, California

**Janice Petrovich**  
Ford Foundation  
New York, New York

**George Castro**  
San Jose State University  
San Jose, California

**Gloria Rodriguez**  
AVANCE  
San Antonio, Texas

**Darlene Chavez**  
Tuscon, Arizona

**Waldemar Rojas**  
San Francisco Unified School District, San Francisco, California

**David Cortiella**  
Latino Professional Network  
Boston, Massachusetts

**Isaura Santiago-Santiago**  
Teacher's College  
New York, New York

**Miriam Cruz**  
Equity Research Corporation  
Washington, DC

**John Phillip Santos**  
Ford Foundation  
New York, New York

**Juliet Garcia**  
University of Texas and Texas Southmost College  
Brownsville, Texas

**Samuel Vigil**  
Luna Vocational-Technical Institute, Las Vegas, New Mexico

**Jose Gonzalez**  
InterAmerican University of Puerto Rico, San Juan, Puerto Rico

**Diana Wasserman**  
Broward County School Board, Ft. Lauderdale, Florida

**Sonia Hernandez**  
California Department of Education, Sacramento, California

**Ruben Zacarias**  
Los Angeles Unified School District, Los Angeles, California

### The White House Initiative Staff

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Executive Director

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**Deborah A. Santiago**  
Deputy Director

**Edmundo De Leon**  
Hispanic Serving Institution Program Manager

### For more information, please contact:

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Washington, DC 20202-3601

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**Web page:** [www.ed.gov/offices/OIIA/Hispanic](http://www.ed.gov/offices/OIIA/Hispanic)

# Educational Excellence

## for Hispanic Americans



# The White House Initiative on

# Educational Excellence for Hispanic Americans

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

**President Clinton, February 22, 1994**

Recognizing the importance of increasing the level of educational attainment for Hispanic Americans, President Clinton established the White House Initiative on Educational Excellence for Hispanic Americans through Executive Order 12900 in September 1994. Guiding the White House Initiative is the President's Advisory Commission whose responsibility is to advise the President, the Secretary of Education, and the nation on the most pressing educational needs of Hispanic Americans. The White House Initiative also provides the connection between the Commission, the White House, the federal government and the Hispanic community throughout the nation.

Current White House Initiative activities include convening policy seminars and coordinating a new round of high-level efforts across the national government to improve Hispanic education. These activities are driven by a two year work plan that provides a strategic and purposeful response for addressing the educational challenges outlined in the September 1996 President's Advisory Commission's report "Our Nation on the Fault Line: Hispanic American Education." The report responds to the President's request to assess:

- Hispanic educational attainment from pre-K through graduate and professional school;
- Current federal efforts to promote the highest Hispanic educational attainment;
- State, private sector, and community involvement in education;
- Expanded federal education activities to complement existing efforts; and, Hispanic federal employment and effective federal recruitment strategies

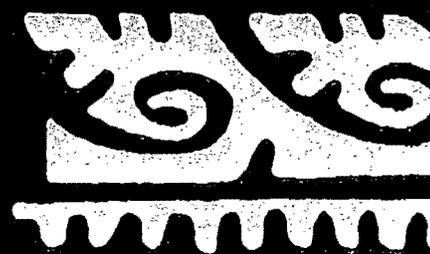
Assisting the White House Initiative tackle the many educational challenges facing Hispanics is the Inter-Departmental Council on Hispanic Educational Improvement. The Council—comprised of high level federal agency representatives—is responsible for overseeing government-wide efforts to provide greater opportunities for Hispanic Americans to participate in and benefit from federal programs designed to improve educational attainment. The Council meets three times a year and relies on structured working groups to develop inter-departmental strategies and programs.



To learn more about the White House Initiative, please visit our World Wide Web site at [www.ed.gov/offices/OIIA/Hispanic](http://www.ed.gov/offices/OIIA/Hispanic). The web site provides a wide range of information including text of Executive Order 12900, the Commission Report "Our Nation on the Fault Line": Hispanic American Education," the Initiative work-plan, up-coming Initiative events, and other topics related to Hispanics in education.

Accelerating the educational success of Hispanic Americans is among the most important keys to America's continued success. Please join us in ensuring educational excellence for all Americans.

We welcome your input about our activities.





White House Initiative  
on Educational Excellence  
for Hispanic Americans  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-3601  
(202) 401-1411

<http://www.ed.gov/offices/OIIA/Hispanic/>



## White House Initiative on Educational Excellence for Hispanic Americans

Spring  
Policy Seminar Series

**K-16 Strategies  
for a Biliterate  
Workforce**

**Thursday, April 27, 2000  
10:30 am - 12 pm**

400 Maryland Ave. SW  
Washington, DC 20202

Biliteracy is the ability to function in two languages and cultures and is a powerful workforce tool not only in the U.S. business environment but also in the new global economy. The policy seminar will focus on how today's American educational system is responding to the need for biliterate employees.

Panelists will describe selected K-16 Strategies at different educational levels, from high school academic programs to workforce development efforts of national corporations. Speakers will discuss the ongoing creative collaborations between schools and businesses that strive to achieve the goal of a biliterate workforce.

**Future seminars:**

**May 11th:** 12pm

Beyond Affirmative Action: Latinos in Graduate Education

Speakers:

**Teresa Sullivan**, Vice President and Graduate Dean, University of Texas at Austin

**Raymund Paredes**, Associate Vice Chancellor, Academic Development, UCLA

**Jules LaPidus**, President, Council of Graduate Schools

**Margarita Benitez**, Office of Post-Secondary Education, US Department of Education

**June 16th:** 12pm

Starting Smart: Latinos in Early Childhood Education

Speakers:

**Patricia Montoya**, Commissioner, Administration on Children, Youth and Families; Department of Health and Human Services

**Naomi Karp**, Director, National Institute on Early Childhood Development and Education, Office of Educational Research and Improvement;

**Anthony Carnevale**, Vice President for Public Leadership, Educational Testing Service.

**Introduction**

**Sarita E. Brown**

*Executive Director, White House Initiative on Educational Excellence for Hispanic Americans*

**Speakers:**

**Juliet Garcia**

*President University of Texas at Brownsville and Texas Southmost*

**Sandra H. Fradd**

*University of Miami, School of Education*

**Julio Valella**

*Director of Strategic Programs and Educational and Productivity Solutions, Texas Instruments*

**Angela Beneyto-Badillo**

*Compliance Manager, Chicago Public Schools, Office of Language and Cultural Education*

**Judith Lunde**

*Vice President, Patient Services, Edgewater Hospital, Chicago*

**Questions and Answers**

**Closing Comments**





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## White House Initiative on Educational Excellence for Hispanic Americans

Spring  
Policy Seminar Series

**Beyond Affirmative Action:  
Latinos in Graduate  
Education**

**Thursday, May 11, 2000  
Noon - 1:30 pm**

400 Maryland Ave. SW  
Washington, DC 20202

Graduate education provides the opportunity to rise to the professional level of a discipline and to become an expert in a field of study. While Hispanics have increased their enrollment in graduate education, they are still less represented than other groups. The purpose of this seminar is to examine current Latino enrollment trends in graduate education. Panelists will discuss efforts to ensure diversity at the graduate level and within the faculty ranks particularly now after the Hopwood Decision in the Fifth Circuit and Proposition 209 in California.

**Final Seminar: June 16th**

12pm in the Barnard Auditorium at the Department of Education

**Starting Smart: Latinos in Early Childhood Education**

**Speakers:**

**Patricia Montoya**, Commissioner, Administration on Children, Youth and Families; Department of Health and Human Services

**Naomi Karp**, Director, National Institute on Early Childhood Development and Education, Office of Educational Research and Improvement;

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**Jules LaPidus**, *President, Council of Graduate Schools*

**Raymund Paredes**, *Associate Vice Chancellor for Academic Development, University of California at Los Angeles*

**Margarita Benitez**, *Director of Institutional Development and Undergraduate Education Services, Office of Post Secondary Education, U.S. Department of Education*

**Teresa Sullivan**, *Vice President and Graduate Dean, University of Texas at Austin*

**Questions and Answers**

**Closing Comments**





# White House Initiative on Educational Excellence for Hispanic Americans

Visit our website and find out more about:



Who We Are



Calendar of Events



Excelencia en Educación Conference Series



Federal Resources



Hispanic-Serving Institutions



Hispanic-Serving School Districts



President's Advisory Commission



President's Commitment



Research and Resources

Hispanic Americans are the nation's fastest growing population. Today's Latino youth represents one quarter of the future workforce of America. Yet Latino students lag behind other Americans in academic achievement. The federal government has a powerful role to play in closing this performance gap and ensuring that quality education for Hispanic Americans is part of the national agenda.

The White House Initiative on Educational Excellence for Hispanic Americans is helping the nation both to make policy changes and to take dynamic action for change. This website can help you learn about what is happening and how you can get involved.

**".....We need to hold our leaders at all levels—federal, state, and local—accountable for the results they achieve, or fail to achieve, in student learning."**

*Sarita E. Brown, Executive Director  
White House Initiative on Educational  
Excellence for Hispanic Americans*

400 Maryland Avenue,  
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Washington, D.C.  
(202) 401-1411

White House Initiative URL:  
<http://www.ed.gov/offices/OIIA/Hispanic>

# Education Archive List

1. School Modernization Day
2. School Modernization Day 1998
3. Service Learning
4. 98. Communique Conference
5. Civil Rights Proposals 1997
6. Affirmative Action - Significant OCR Cases / Assessment Outline
7. White House / Higher Education Diversity Initiative Meeting at ACE - 4/8/98
8. Correspondence -- Food Service Programs
9. Correspondence -- Preparing Schools and School Systems for the 21st Cent. / League of Urban Schools / Texas Optional Extended Year Program
10. Correspondence -- Hispanic Education Plan / Limited English Proficient
11. Retirement Letter for Samuel Sauc
12. Correspondence -- Louisiana Endowment for the Humanities "Prime Time Family Read"
13. Correspondence -- Mexican American Legal Defense and Educational Fund
14. Correspondence -- Children Dismissed at WMST
15. Correspondence -- Messages to the Future Project
16. Correspondence -- Chevron Corp. "Education Award for Best Classroom"
17. Correspondence -- School Safety
18. Presidential Correspondence
19. Bruce Reed Correspondence
20. Correspondence -- Delta Kappa Gamma Society
21. Charter Schools
22. Education Accomplishments
23. Ameri Corps
24. Links Project

## Education Archive List

25. Annual School Safety Report 1998
26. School Safety Planning Meeting Agenda 1998
27. Lake Research Affirmative Action
28. Clips - Nat'l Tests
29. 7/29 Urban Sign Up Event
30. Native North American Almanac
31. Back To School Planning
32. Race Initiative
33. Committee on Human Resources 1997 Annual Meeting
34. Public Policy and International Affairs Fellowship Program
35. Statement of Administration Policy - OMB
36. Hispanic Association of Colleges and Universities
37. Education Opportunity Zones Act of 1998
38. E-d-Flex Provisions
39. Volunteer Tutoring Programs Review
40. Title V - Teacher Recruitment
41. Netscape - Useful Instructions
42. Alcohol Advertising from the Internet
43. Testing Proposal
44. Carina Correspondence
45. School Safety - Conference Invites 1998
46. Crime Boston

# What Works For Latino Youth



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE  
FOR HISPANIC AMERICANS

First Edition

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