

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	Panel Facilitators (partial) (2 pages)	06/10/00	P6/b(6)
002. email	Brian A. Barreto to Bethany Little, Kendra L. Brooks, John B. Buxton, Ann O'Leary, James R. Kvaal and Christine A. Stanek re: Contact Information for Panel Facilitators (partial) (2 pages)	06/07/00	P6/b(6)
003. list	Handwritten List (partial) (1 page)	n.d.	P6/b(6)

COLLECTION:

Clinton Presidential Records
 Domestic Policy Council
 Kendra Brooks (Subject Files)
 OA/Box Number: 17895

FOLDER TITLE:

[Education - Hispanic File] [1]

kh6

RESTRICTION CODES

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

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

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

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

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



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



TO: Committee
FROM: Jackie and Julie
DATE: June 13, 2000
RE: Deliverables for Hispanic Ed Strategy Session

I. Deliverables by Placement in Conference:

A. POTUS Remarks

- (1) 5 National Goals
- (2) 2010 Alliance
- (3) CEA Report
- (4) Lightspan's partnership with HUD
- (5) Discovery Channel's PSAs reflecting our national goals
- (6) American Library Association's new literary award (possible)

B. Others' Remarks

- (1) DoEd's Report Card -- Secretary Riley
- (2) American Library Association's new literary award (possible)
- (3) VP may announce PTA's partnership with Hispanic Radio Network
- (4) VP (or Riley) may announce HEAP deliverables (DoEd's: Title I Outreach, partnership with HUD for Headstart Outreach, announcement with HHS of \$1 million in new grants, Technical Assistance Program, HSI grant announcements)
- (5) DOC, DOD and DOEs' internship programs
- (6) DoEd's "Idea Book" (possibly)
- (7) FuturaMente

C. Small Press Release

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

D. Comprehensive Press Release

- (1) Anything in POTUS' Remarks, Others' Remarks, and Small Press Release
- (2) American Associations of Museums
- (3) Reach Out & Read
- (4) Proctor & Gamble's "parent tool kit"
- (5) DoEd's "Title I Outreach Campaign"

II. Deliverables by Category

A. Unique

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

B. Social Marketing/Outreach

- (1) American Library Association
- (2) American Association of Museums
- (3) Reach Out and Read
- (4) PTA's partnership with Hispanic Radio Network
- (5) Proctor & Gamble's "parent tool kit"
- (6) Scholastic, Inc.
- (7) Discovery Channel's PSAs
- (8) HHS's "Soy Unica! Soy Latina! Campaign"
- (9) FuturaMente

C. Internships

- (1) HACU
- (2) Washington Mutual Bank
- (3) Sears
- (4) Dept. of Agriculture
- (5) Dept. of Energy
- (6) Dept of Commerce
- (7) Dept. of Education
- (8) Dept. of Defense student teacher internship

E. Technology

- (1) Lightspan/ HUD

F. HEAP

- (1) DoEd's Title I Outreach
- (2) DoEd's HSI grants
- (3) DoEd's Technical Assistance
- (4) DoEd's "Idea Book"
- (5) DoEd, HHS, HUD, White House Initiatives' partnership on Head Start

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

NON-PROFIT DELIVERABLES:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CORPORATE DELIVERABLES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

FEDERAL AGENCY DELIVERABLES

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

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

- **Department of Education (DoEd)**

Report Card:
POC: Heidi Ramirez 260-1728

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

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

HSI grants:
POC: Heidi Ramirez 260-1728

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

Technical Assistance:
POC: Heidi Ramirez 260-1728

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

DRAFT

US Department of Education Deliverables

White House Strategy Session on Educational Excellence for Hispanic Students

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

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

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

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

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

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

with the National Association of Bilingual Education, will launch a series of workshops aimed at helping local school districts respond to the needs and improve the academic achievement of Hispanic students. One set of workshops will be held in conjunction with the three regional Improving America's Schools Conferences to be held September 18 – 20 (Sacramento, CA), October 2-4 (Louisville, KY) and December 13-15 (Washington, DC). These workshops will inform district and school level educators about strategies for training teachers to address linguistic and cultural diversity in the classroom, the design and implementation of effective bilingual education programs, instructional practices that help English language learners become proficient readers, and ways of using community-wide resources to meet the needs of new students and their families.

In addition, the Department will conduct four regional, intensive full-day technical assistance programs for up to 100 school superintendents and principals who work in communities that have recently experienced a large increase in the Hispanic school-age population. The four regional technical assistance events will focus on how school leaders can work with staff and community members to improve academic performance and increase high school completion rates for Hispanic students. The technical assistance sessions will provide participants with information and opportunities to learn about recruitment and professional development of bilingual/ESL personnel, means of including limited English proficient students in local assessment systems, strategies for strengthening parent involvement and community support, and graduation enhancement programs. The first workshop will be held in this fall in cooperation with the North Carolina Department of Education. (Since 1990, the number of Hispanic students has increased more than ten-fold in approximately 20 North Carolina school districts.)

New Awards Support Hispanic Serving Institutions. Hispanic Americans will soon become the largest ethnic group in the nation yet they remain one of the most underrepresented groups in higher education. The FY 2000 grant awards for the Title V-Developing Hispanic Serving Institutions Program will assist institutions across the nation in providing crucial educational services to Hispanic-Americans. From Arizona to Washington, 76 institutions of higher education will benefit from the FY2000 grant awards. Grants are awarded to assist eligible Hispanic-Serving Institutions (HSIs) of higher education to expand their capacity to serve Hispanic and low-income students. Five-year development grants and one-year planning grants are awarded. In FY2000, 69 "development" grants and seven "planning" grants will be awarded. In addition, continuation awards will be made to 39 institutions.

The Title V program is evidence of the positive effects of the Administration's commitment to the Hispanic Education Action Plan, under which funding for the program has grown tremendously--from \$12,000,000 in 1997 to \$42,250,000 in FY 2000. Because HSIs have a successful track record of enrolling, providing a supportive environment for, and graduating large numbers of Hispanic students, the continued viability of HSIs is crucial to maintaining and extending educational opportunities for Hispanic Americans. HSIs enroll the majority of all Hispanic students nationally and also provide access for a large number of other disadvantaged students. Hispanic students at HSIs earn over 45 percent of the total associate degrees awarded and close to 50 percent of all bachelors' degrees awarded to Hispanics nationwide. HSIs serve over one million students, of which over 65% are minorities.

Status Report on Hispanic Education: Ensuring Accountability for Progress. Improving the education of Hispanics requires commitment to clear goals and

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

~~embargoed~~
CLOSE HOLD

June 15

Add Date

DRAFT

National Goals for Educational Excellence for Hispanic Americans

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

> Subject: WH Hispanic Ed Session

>

> Irma,

>

> I hope you are well and have time today to enjoy life.

>

> As a follow up to the Department's effort in support of the session, we
> are gathering data and information of projects and funding in support of
> Hispanic Education. Although the White Paper provided by the WH is a
> draft, we will use it as a guide to report our findings in the five areas
> you identified: (1) Access to Early Childhood Education, (2) Closing the
> Achievement Gap on State Assessments, (3) Hispanic Dropout Rate, (4)
> Language Proficiency, and (5) Higher Education. If the White Paper has
> been updated, please send us a copy of the new version.

>

> Due to the large volume of potential projects and funding levels, we will
> not have a preliminary version of our report by tomorrow. We do have the
> report that was developed for the White House Initiative on Educational
> Excellence for Hispanic Americans. However, that report does not reflect
> transportation related support; as an example, projects that built Head
> Start facilities. We are in the process of supplementing that report.

>

> Jose Ceballos is the primary coordinator for the department. Since my
> last e-message to you, I hope I have been added to the new list of
> Interagency members.

>

> Also, please have someone on your staff e-mail me or FAX me (202-366-6806)
> background information of the group effort. Jose has shared the DRAFT
> White Paper. Any other information you can send would be very helpful.

>

> I am specifically interested in knowing the defined OBJECTIVE or GOALS of
> the national strategy session. Are there specific measures to know how
> the objective or goals are met?

>

> How is the group effort different from the 1996 broad level report of the
> President's Advisory Commission on Educational Excellence for Hispanic
> Americans? The Commissioners did a great job of highlighting the
> condition of education for Hispanics, the barriers that keep Hispanics
> from attaining and sustaining high levels of excellence, and strategic
> recommendations for improving that condition.

>

> Will the President and First Lady's national session seek to identify
> practices of governments (Federal, state, tribal and local), academia,
> industry, business and community-based-organizations that increase levels
> of educational excellence? If so, a good place to start is to review the
> April 2000 report of the White House National Science and Technology
> Council: Ensuring A Strong US Scientific, Technical, and Engineering
> Workforce in the 21st Century. In it Neal Lane, Assistant to the
> President for Science and Technology, highlights the important role of
> Hispanics in helping America remain competitive in the 21st Century.

>

> Appendix B identifies practices in the Federal government that increase
> access of minorities (esp. Hispanics) into higher education in order to
> become scientists, engineers and super-technicians. In fact, one of the

> practices is at the Dept of Energy. It is lead by Samuel Rodriguez.
> Samuel needs to be a member of the group. Here is his contact info:
>
> Samuel Rodriguez
> Assistant Director, Office of Energy Research and Project;
> Director of Science
> Education, U.S. Department of Energy
> 202-586-7141; FAX 202-586-4120
> EMAIL: <Samuel.Rodriguez@science.doe.gov>
>
> If the background info I requested is to large to FAX, I am willing to
> pick it up.
>
> Thank you for your help.
>
> Edmundo DeLeon
> Office of the Secretary
> US Dept of Transportation
> 202-493-0545; FAX 202-366-6806
>
>
>

DRAFT-DRAFT-DRAFT-DRAFT

**WHITE HOUSE STRATEGY SESSION:
IMPROVING HISPANIC STUDENTS ACHIEVEMENT**

June 15, 2000

Roundtable Participants

1. President Clinton
2. Secretary Riley
3. Gov. Glendening
4. Guillermo Linares
5. Congressman Hinojosa
6. Senator Bingaman
7. AFT Teacher (Tom Gammon)
8. NEA Teacher (Lily Eskelsen)
9. Principal (Migdania Vega)
10. Superintendent (Anthony Amato)
11. Chief State School Officer (David Driscoll)
12. HEC Representative (Delia Pompa)
13. Higher Education Representative (Juliet Garcia)
14. Early Childhood Education Representative (Flo Abel)
15. Business Representative (John Kernan, Founder and CEO Lightspan)
16. Other HEC/Student/Stakeholder

Other Possibilities

Raul Izaguirre* or Cecilia Munoz (NCLR)
Discovery Espanol CEO
Rob Reiner* (Producer, founder of I Am Your Child Foundation)

*Have not confirmed attendance

Meet and Greet

Secretary Riley
Gov. Glendening
Guillermo Linares
Congressman Hinojosa
Senator Bingaman
Lt. Gov. Cruz Bustamante
Mayor Beverly O'Neill

Withdrawal/Redaction Marker

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001. email	Panel Facilitators (partial) (2 pages)	06/10/00	P6/b(6)

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Kendra Brooks (Subject Files)
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[Education - Hispanic File] [1]

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- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advise between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Clarence

4674

Record Type: Record

To: Brian A. Barreto/WHO/EOP@EOP
cc: See the distribution list at the bottom of this message
bcc:
Subject: Re: facilitators

just spoke w/ my facilitator (joanne spicehandler) -- some questions:

- she was expecting some info following up on the call on Friday -- i sent her the information JB describes below but she was expecting something from the people on the call, maybe it was notes from the call itself?
- what do we know about how we are allocating guests among the panels -- her concern is group size, she'd like to know to help her prepare for the conversation.
- is there going to be a professional notetaker? i told her i thought so but would check. also, will there be someone to take notes on the flip chart?

thanks.

Brian A. Barreto

Brian A. Barreto 06/10/2000 03:14:34 PM

Record Type: Record

To: John B. Buxton/OPD/EOP@EOP
cc: james r. kvaal/opd/eop@eop, Ann O'Leary/OPD/EOP@EOP, bethany little/opd/eop@eop, Kendra L. Brooks/OPD/EOP@EOP
bcc:
Subject: Re: facilitators

Just to be clear this is how I have the breakouts and who is responsible for them. If anyone is under a different impression please let me know and we should work it out.

Thanks.

Panel 1: Early Childhood (Ann O'Leary)

Sherry Tolliver
P6/(b)(6)
email. smtolliver@aol.com

left message

Panel 2: English Language (Bethany Little)

Denise Savage
tel. 202 723 9510
fax. 202 291 9514
email. savaggroup@erols.com

left message

P6/(b)(6)

Panel 3: Achievement Gap (Kendra Brooks)

Lisa Nabors
tel. 703 713 6851
fax. 703 713 6054
email. lagrella@aol.com

P6/(b)(6)

Confirmation of name

for security clearance for tomorrow's

even
conference

none
SS!
DOB:

[Redacted]

P6/(b)(6)

Panel 4: High School Completion (JB Buxton)

Thomas Bryant Junior
P6/(b)(6)
email. tbryantjr@aol.com

87-1997 -1n

[Redacted]

P6/(b)(6)

Panel 5: College Completion (James Kvaal)

Joanne Spicehandler
tel. 202 537 6633
spicehandler@msn.com

202
496 - 5228
Kendras #

P6/(b)(6)

John B. Buxton

John B. Buxton

06/09/2000 07:49:55 PM

Record Type: Record

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

cc:

Subject: facilitators

Had a very good call with the facilitators. At the bottom of the email is the list by session/panel. Please call them to touch base and also email them the following ASAP:

1. Goals (in speaker packet)
2. One page background piece (in speaker packet)
3. Public agenda (in speaker packet)
4. Your panelists (or all the panelists)
5. Any background information, literature, white papers on your subject area.

Facilitators may call to arrange a time to come by the OEOB and see the room in which they will be working. Please accommodate them if at all possible. Also, we have said that we would send them the strategies by goal sent to us by the groups. DPC will send that out to folks under separate cover.

Finally, the agreed upon format of the panel is as follows:

- Chair opens and makes remarks
- Panelists make remarks

EDUCATION WEEK

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States Giving Choice Bills Closer Look

Plans for Vouchers, Tax Breaks Multiply

By Darla Harris Bowman

Taking on one of the most divisive issues in education, a majority of state legislatures are examining proposals this year that would allow families to use public dollars or tax breaks to help send their children to private schools.

Both supporters and proponents of school choice agree that most of this year's bills stand little or no chance of becoming law, a fate they share with most similar proposals in years past. But some analysts say last year's passage of the nation's first statewide voucher program in Florida is encouraging states to take a harder, longer look at such plans.

"The number of states with legislation proposed is similar to other years; the seriousness of debate around these policies is what has changed," said Eric Hirsch, a senior analyst for the Denver-based National Conference of State Legislatures.

Another shift that seems to be occurring this year is that more policymakers are borrowing a page from Florida's book and linking their choice plans to the performance of public schools.

Continued on Page 24

Under Amato, Hartford Schools Show Progress

By Jeff Archer
Hartford, Conn.

It was the kind of promise that could make or break not just a career, but also the hopes of one of the country's most beleaguered school systems. When he took the reins of the Hartford public schools last spring, Anthony S. Amato pledged that the 24,000-student district would never again be shamed with Connecticut's worst test scores.

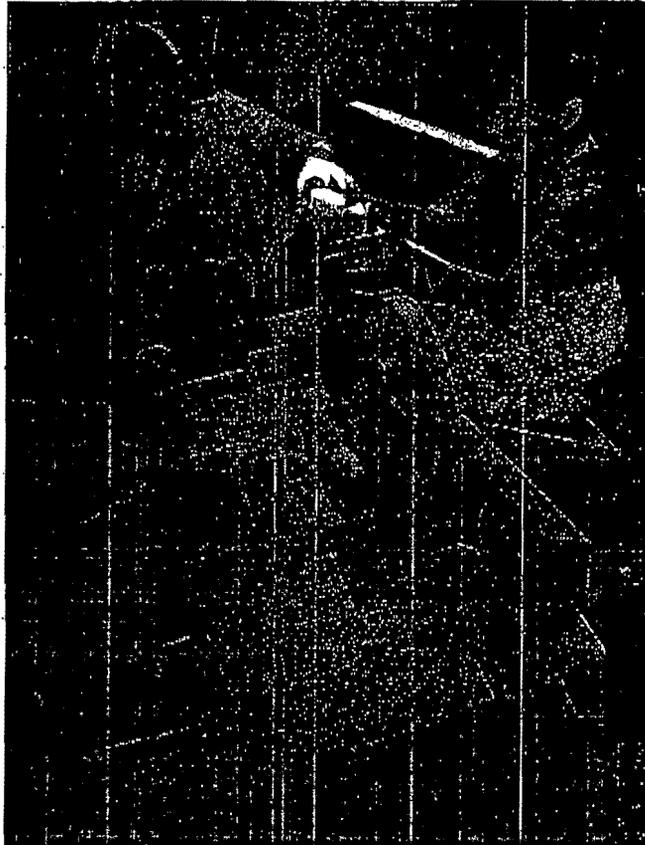
To some, the goal seemed akin to a moon shot. An urban system where more than four out of five children live in poverty, Hartford in 1998 had managed to get only 13 percent of its 4th graders to meet the state goal on Connecticut's reading test.

Nearly a year later, Mr. Amato himself admits that "I didn't sleep for a month while waiting for those test scores."

But when the state released its test results in February, a ranking calculated from the data showed Hartford outperforming four other Connecticut districts. In fact, the district improved more in 1999 in mathe-

ACROSS THE NATION

Getting Down to Basics



Students at Clinton Kelly Elementary School in Portland, Ore., work on a project inspired by "The Phantom of the Opera," the musical they are studying. The school belongs to the growing network of "Basic Schools" launched by Ernest L. Boyer shortly before his death in 1996. See Story, Page 8.

Riley Urges 'Review' of Standards

Secretary Also Backs Year-Round Teaching

By Joetta L. Sack
Durham, N.C.

Secretary of Education Richard W. Riley's call for a "midcourse review" of the standards movement comes at exactly the right time, supporters of the effort to raise academic expectations for students said last week.

"His caution is important because we're at a time where states have developed standards, but I don't think states have begun to put in place all the things they need to do to meet these standards," said Velma L. Cobb, the director of education policy and youth development for the National Urban League.

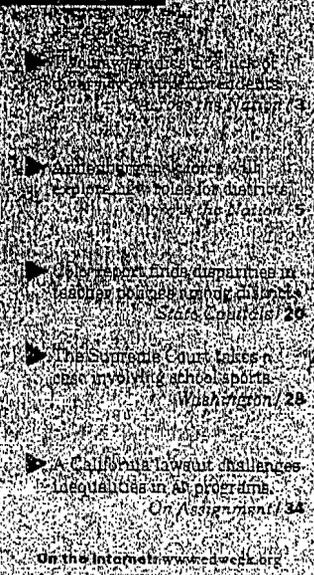
Mr. Riley issued his call at a high school here Feb. 22 during his seventh and final State of American Education speech. The address covered a wide range of proposals, including a pitch for making teaching a year-round profession.

His remarks on standards were designed to help states that are instituting higher academic standards head off criticism about how those changes are playing out, said Michael Cohen, the U.S. Department of Education's assistant secretary for elementary and secondary education.

"This is the first time all 50 states have ever tried something so ambitious. ... So it is important," Mr. Riley said, "that we have a midcourse review to make sure everybody understands what the stan-

Continued on Page 33

INSIDE



California Voters Weigh Making Facilities Bonds Easier To Pass

By Jessica L. Sandham
Vista, Calif.

Room 4 at Madison Middle School is more a commodity than a classroom. As the only available open space in a crowded, year-round school made up of nothing but portable class-

and school officials throughout the 26,000-student Vista Unified School District.

To keep pace with an expanding student population, school officials in this politically conservative, middle-class district north of San Diego have tried to pass school construction bonds three times in the past decade. Each time, more

Continued on Page 26

CAMPAIGN 2000

rooms, Room 4 is always in demand. It acts as a gym for physical education classes when it rains and a storage facility for state tests during exam season. It is a meeting place for teachers, a headquarters for auditors, and a base for students who take classes during school holidays.

It is also a symbol of the wide-scale



Students outside a middle school that...

Hartford Schools Show Progress, But Problems Remain

Continued from Page 1

maths and reading than in the previous four years combined. As Ron Quaglianoli, an English teacher at Quirk Middle School here, said recently: "I hate to use the Nixon phrase, but you don't have Hartford to kick around any more."

Despite the gains, the Amato method has its critics. Some contend that the superintendent has stifled creativity with his use of "codified curricula," by which educators are often told not just what to teach, but also how. And he has drawn complaints that he pushes educators to teach to the test.

But his many fans say the recent results legitimize his approach, and more importantly, demonstrate to other poor-performing districts that it needn't take years to turn things around.

An Instructional Leader

Residents of the state capital could be forgiven if they were skeptical when they first heard Mr. Amato's now-famous pledge. Time after time, earlier hopes of moving forward were dashed by infighting among those in charge of the Hartford district, which has seen nine top administrators come and go over the past decade.

Some of the more drastic attempts at improvement have included the hiring in 1994 of a pri-

vate management firm to run the system—a deal that collapsed in less than 18 months—and the disbanding in 1997 of the locally elected school board by the state legislature. A state-appointed board now oversees the district.

Adding to the turmoil has been a long-running desegregation lawsuit that in 1996 resulted in a state supreme court order to better integrate the area's schools.

Into this mire stepped Mr. Amato, the first schools chief hired by Hartford's state-appointed panel. The 52-year-old native of Puerto Rico had built a reputation for having raised the test scores of New York City's District 6 from dead last to about the middle of the city's 32 community districts. During his 12 years as superintendent there, he also won fame for introducing a program that gave laptop computers to thousands of students in some of the country's poorest neighborhoods.

Given the lethargy that had gripped Hartford for so long, the district's board of trustees could have hired an accountability czar—someone who said: "I don't care how you do it, just do it." But Mr. Amato sees himself as half chief executive officer and half instructional leader. He has set measurable goals, but he also brought with him a toolbox crammed with curricular programs and teaching strategies.



Hartford, Conn., Superintendent Anthony S. Amato visits Bernard Brown Elementary School, which is using the Success for All approach as part of Mr. Amato's efforts to improve achievement.

"If you don't give people the tools," he said, "then you're asking them to do a very different job with just a motivational speech."

His Way

Under Mr. Amato's approach, students with reading difficulties

are now pulled out of class to take part in small-group sessions called Early Success and Soar to Success. Students throughout the district have 40 minutes a day to work on computer-guided tutorials on literacy and numeracy skills. Under a strategy called "test sophistication," students are

gaining more familiarity with the format and content of the state assessments.

Beyond regular school days, students have been offered an extended-day program, called "Power Hour," as well as summer school geared to the skills covered on the state tests.

"To do this, I've had to really lay a heavy hand," Mr. Amato said. "I said, 'Here's our literacy improvement plan, and guess what? We've got exactly five months to make it happen.'"

Even still, he couldn't make everything happen by issuing orders. One of the most far-reaching strategies he's brought to the system is Success for All, the elementary school reading curriculum designed by Johns Hopkins University researcher Robert E. Slavin. The popular school improvement program, which is now used in some 1,550 schools nationwide, requires the approval of at least 80 percent of the teachers in a given school before the approach can be implemented.

In Hartford, the plan was rejected by just one of its 28 elementary schools, and that school already had successfully implemented another school improvement model. The system is now the largest in the country where Success for All is in place in virtually every elementary school class. Students in grades 1-6 are in the program for 90-minutes a day, while kindergartners are in it the entire day.

On the Same Page

A visit to Hartford's Dwight Elementary School in the city's working-class south end shows how Mr. Amato's changes are playing out.

At 9:30 on a Wednesday morning, 19 kindergartners sit on the floor around teacher Josie Costa as she goes over a story about a dog named "Sad Sam." The

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teacher reads the narrative, prompting the students—who have their own copies of the book—to chime in with the dialogue. When Ma Costa reads that the dog's owner loves Sam, but doesn't love that he jumps in puddles, they call out: "No, Sam! No!"

An almost-identical scene is unfolding in nearly every one of Hartford's elementary schools at about the same time. Kindergartners throughout the city are reading today about Sad Sam and his propensity for puddle jumping.

In the front of many classrooms, a laminated poster lists the order of the morning's Success for All lesson. Items include: "listening comprehension, 15 min.," "reading together, 55 min.," and "two-minute edit." Timers now are commonplace tools for many teachers here.

The "codified" approach shows up not just in elementary school. Middle school math teachers, for example, have "progress schedules" to help them keep their lessons on track with the rest of the system.

Pedagogically, many educators here say, the standardized approach makes sense for a district in which families—many of whom are recent immigrants—move around so frequently. Dwight Elementary is a four-story brick Victorian-era school that today serves students from Puerto Rico, Vietnam, Russia, and, increasingly, Bosnia and Albania.

"Why would you have one school handling things differently from another?" Principal Sandra Baker said. "If a child leaves and goes elsewhere in the city, they can just call up their old teacher here and say, 'What level is he at?'"

Teacher Support

Another of Mr. Amato's accomplishments has been to win the favor of the local teachers' union.

It helps that Success for All is strongly endorsed by the American Federation of Teachers, the parent organization of the Hartford Federation of Teachers. But the superintendent has also agreed to pay educators for much of the additional work he asks of them.

"It's very unusual," said HFT President Cheryl Daniels. "I've worked with seven superintendents in seven years, and he's the first one I've dealt with who has come to the union leadership and actually bounced ideas off of us."

Hartford teachers say the use of similar programs throughout the system also means they get materials on time. Many used to put in book orders in the summer and were lucky if they arrived by January.

And though some educators criticize Hartford's more prescriptive methods as a misguided attempt at "teacher proof" instruction, many teachers here say they appreciate the guidance.

"Before, you were pretty much on your own, and I struggled at every turn," said Kathy Greider, the Success for All facilitator at Dwight Elementary School.

"Teaching reading is such a phenomenal task. If I was given this program coming out of college, I would have been so thankful."

Not everyone is so thrilled. In his focus on the basics, Mr. Amato has deemed that all elementary and middle school students receive at least an hour of reading instruction each day, and an hour of math. For students who are to take the state test the next fall, he also has required teachers to spend weeks at a time focused almost exclusively on the mathematics, reading, and writing skills on the assessment. The concern is that the intense focus discourages innovation while squeezing out important areas not on the tests, such as social studies.

"I don't think anyone should criticize what he wants to do," said Lynda George, a social studies teacher at Quirk Middle School. "But there are some wonderfully creative teachers who just feel trapped in a box."

When Mr. Quagliaroli, the English teacher, began giving students their "test sophistication" training last spring, "everything else stopped," he recalled. Still, he believes that as teachers become more adept at imbedding the test preparation into their routines, they'll regain some flexibility in lesson planning.

"The rigidity will become structure," Mr. Quagliaroli said. "And then they'll see it as a structure that's really supportive."

To those who accuse Hartford of teaching to the test, Mr. Amato has a standard response: Focusing to a great extent on a test is only a problem when the test is flawed. But the Connecticut Mastery Tests are widely recognized as among the country's most rigorous.

"There's teaching to the test, and then there's teaching to the literacy and numeracy skills on the test," Mr. Amato said.

The way the superintendent articulated his hopes for Hartford's test scores in the beginning, however, grated even on state education officials. The point is not for districts to boost their rankings against other districts, Connecticut officials have said, but to improve on their own past performance. Hartford did both, but the fixation on district rankings this year prompted the education department to stop issuing a composite index of scores which in the past had allowed for easier comparisons among systems. Instead, a ranking was calculated and published last month by the local newspaper, the *Hartford Courant*, using the state data.

The sheer size of Hartford's gains has fueled speculation about their validity. Along with word of the district's improved placement came news that from 17 percent to 21 percent of Hartford's students had been exempted from taking the Connecticut assessments last fall. That news comes at a time of heightened national scrutiny of schools' testing practices, following reported incidents such as a cheating scandal involving educators in 32 New York City

schools, including three in Mr. Amato's former district.

Connecticut education department officials say, however, that Hartford's exemption rates for most of the tests were not significantly higher than in previous years. Mr. Amato points out that Hartford has higher-than-average numbers of students in legally exemptible categories, such as special education or limited English proficiency.

"If our kids did well, I want them to do well because they really did," he said. "I don't need anybody to cheat."

Out on Another Limb

Now that the school system has shown some dramatic gains, one of Mr. Amato's biggest challenges is reminding the community and the state that, by any measure, Hartford remains a district in crisis. Reading scores may be better than they were, but four out of five 4th graders there last fall still didn't reach the basic level on the state test.

This year, the superintendent has turned more of his attention to the district's high schools.

One new intervention program—designed for Hartford by Vermont's Landmark College, which specializes in serving students with learning disabilities—aims to take 9th graders who are reading years below grade level and turn them into college-bound students. Hartford also began passing out laptops to its freshmen three weeks ago, an effort Mr. Amato is betting will have a host of effects—from lowering the dropout rate to increasing parent involvement.

"It's not about the box," said the superintendent, who can speak from experience about giving students computers. "It's about the service the box offers you, in terms of having a reason and an excuse for you and your family to have a computer in a high-poverty neighborhood. All of a sudden, you have access and connectivity you never could have dreamed of."

He is about to go out on a limb again. Next fall, the Hartford chief plans to stake his reputation on another pledge: that all Hartford students will be able to get a job, go on to college, or go into the military when they graduate. "We will not let you fall through the cracks," he said.

In a kind of dry run this year, Mr. Amato has had one of his administrators start tracking what happens to each member of the class of 2000. The same person has been charged with uncovering unused college scholarships, starting job-training programs in the schools, and encouraging businesses to create more positions geared to Hartford's graduates.

To help keep the goal always in mind, Mr. Amato has hung a chart listing the names of all 786 seniors on his office wall. "This," he said, "to me, is the ultimate outcome of everything else we do."

Coverage of urban education is supported in part by a grant from the George Gund Foundation.

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Thursday, January 06, 2000

Page:A12 Section:EDITORIAL Edition: STATEWIDE Type: EDITORIAL

Illustration: Source:

HIGH STANDARDS = BIG RETURN

Since Superintendent of Schools *Anthony S. Amato* was hired last spring and made his audacious pledge that Hartford would never again be last on the Connecticut Mastery Test, preparation has been a consuming goal.

Today, Hartford students and teachers have something to brag about.

Success depended on complete cooperation among the central office staff, teachers, students and parents. It involved shedding entrenched methods, disrupting lesson plans when the school year was more than half complete and buying into Mr. Amato's elevated expectations and his way of doing things, no holds barred. The mobilization of the entire school system toward a single goal took faith, patience and perseverance.

Hours of extra teaching, added classroom time and persistence by pupils appear to be paying off. Children's scores, especially in reading and math, soared higher in one year than in the four prior years combined.

It's difficult to overplay the magnitude of this accomplishment. The test is given annually to fourth-, sixth- and eighth-graders. Students are measured against a statewide standard. Until now, Hartford's performance has been abysmal — dead last among the state's 164 school districts. To pull scores up in such a short time by double-digit percentages is phenomenal.

Preliminary results suggest that Mr. Amato may have accomplished what seemed impossible and made good on his promise to move Hartford out of the cellar.

So what exactly does that mean? As the superintendent himself points out, it represents the pride of accomplishing a goal and the reinforcement of high expectations.

Still, cramming for exams is not an enduring test of learning power. And six months' work does not make a trend. The most reliable measure of whether Hartford students are learning more effectively will come in a succession of improved scores, a lower dropout rate and students' consistent belief in their capabilities.

Some critics of Mr. Amato's style question the value of teaching to the test. But the state's mastery tests are among the toughest in the nation and not easy to teach to. They require critical thinking and well-rounded answers that take more than a lucky guess.

The students' biggest achievement is living up to Mr. Amato's faith in them. They've proved that being last is a state of mind. That is a big step toward leaving that label behind.

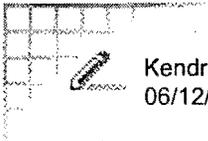
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Kendra L. Brooks
06/12/2000 03:51:26 PM

Record Type: Record

To: Kendra L. Brooks/OPD/EOP@EOP

cc:

Subject: Chair and staff contact

Loretta Sanchez - *only 25-2910*

Daley or Menendez - *805-5059*

Congressman Barcelo -Romero -David Berg or Yvonne Benner (225-2615)

Secretary Louis Caldera - Melissa Gonzalez (695-1717)

Gene Sperling - James Kvaal

~~#~~ 6-2561
code - 4725

52531 6-6755
code 4725

Carina Perez



Kendra L. Brooks
06/12/2000 04:39:38 PM

Record Type: Record

To: See the distribution list at the bottom of this message
cc: Brian A. Barreto/WHO/EOP@EOP, Reynaldo Valencia/WHO/EOP@EOP, Mark D. Magana/WHO/EOP@EOP, Bobby D. Conner/WHO/EOP@EOP
Subject: Chair staff conference call

I would like to have a conference call with chair staffers to discuss roles/agenda. I reserved a conference call line that will accommodate 10 people for 1:30 tomorrow. The call line is 6-2561. The code is 4725.

STAFFER for PRINCIPAL

Amy Slavin	(Goal 1 - Representative Loretta Sanchez)
?	(Goal 2 - Secretary Daley or Menendez)
David Berg	(Goal 3 - Congressman Romero-Barcelo)
Melissa Gonzalez	(Goal 4 - Secretary Caldera)
James Kvaal (?)	(Goal 5 - Gene Sperling or ?)

Handwritten notes:
 - *Monica* (written vertically next to Melissa Gonzalez)
 - *703-695-177-Monica* (written across the bottom of the table)
 - *Ameyssa / Cam* (written above the first goal)
 - *Laura Astrid* (written above the second goal)
 - *David Berg* (written above the third goal)

Message Sent To:

John B. Buxton/OPD/EOP@EOP
 Bethany Little/OPD/EOP@EOP
 Ann O'Leary/OPD/EOP@EOP
 James R. Kvaal/OPD/EOP@EOP
 William T. Glunz/WHO/EOP@EOP

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. email	Brian A. Barreto to Bethany Little, Kendra L. Brooks, John B. Buxton, Ann O'Leary, James R. Kvaal and Christine A. Stanek re: Contact Information for Panel Facilitators (partial) (2 pages)	06/07/00	P6/b(6)

**This marker identifies the original location of the withdrawn item listed above.
For a complete list of items withdrawn from this folder, see the
Withdrawal/Redaction Sheet at the front of the folder.**

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Kendra Brooks (Subject Files)
OA/Box Number: 17895

FOLDER TITLE:

[Education - Hispanic File] [1]

kh6

RESTRICTION CODES

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

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

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

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

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

Brian A. Barreto

06/07/2000 02:07:06
PM

Record Type: Record

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

cc: Christine A. Stanek/WHO/EOP@EOP

Subject: Facilitators

Below is contact information on the facilitators that we have secured for the breakouts - How do you want to handle contacting each of them and making sure they are on board with what we want them to do at the breakout.

Kendra - can you help coordinate this?? Figuring out which facilitator will be assigned to which breakout , etc. . . .

Thanks.

Lisa Nabors
Strategic Performance Group
8000 Towers Crescent Drive, Suite 1350
Vienna, VA 22182
703-713-6851 - office

P6/(b)(6)

Thomas C. Bryant, Jr.
TCB Corporation

P6/(b)(6)

P6/(b)(6) / 202-671-1947 - office

P6/(b)(6)

Denise Savage

Savage Group, P6/(b)(6)

P6/(b)(6)

202-723-9510 - office

P6/(b)(6)

Joann Spicehandler

P6/(b)(6)

202-537-6633 - office

P6/(b)(6)

Sheri Tolliver

FutureSkill, 3001 N Street S.E.

Washington, D.C. 20019
202-581-4884 - office

P6/(b)(6)

Message Sent To:

Bethany Little/OPD/EOP@EOP
Kendra L. Brooks/OPD/EOP@EOP
John B. Buxton/OPD/EOP@EOP
Ann O'Leary/OPD/EOP@EOP
James R. Kvaal/OPD/EOP@EOP

WH SS: IHSA

PRELIMINARY DRAFT 6/12/00

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

~~On Educating Hispanics~~

FOR IMPROVING

HISPANIC STUDENTS ACHIEVEMENT

June 2000

**A Report by
The Council of Economic Advisers**

EXECUTIVE SUMMARY

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

- *The Hispanic population is a rapidly growing, increasingly important segment of the U.S. population.* In 20 years about 1 in 6 U.S. residents will be of Hispanic origin, and by the middle of this century—when today's young children are middle age—this ratio will increase to about 1 in 4. The future productivity of the U.S. labor force hinges to a considerable degree on our nation's ability to provide high value-added education for Hispanic young people who will play a vital role in the labor market in future decades.
- *Despite tangible evidence of improvements for some groups, at present, there are troubling lags in the educational attainment of Hispanics.* Over the past several decades the average education of native-born Hispanics has increased substantially, and the gap between this group and whites has declined. Still, the high school completion rate among young adults is only 63 percent for Hispanics—compared to ~~about~~ 88 percent for whites and African Americans generally. The ~~fraction~~ of Hispanics who graduate from 4-year colleges is less than half that of whites generally. While these lags are partially attributable to the relatively lower educational achievement of immigrant Hispanics, even among Hispanics who were born in the U.S. and whose parents were also born in the U.S., the high school dropout rate is twice as high for Hispanics as for non-Hispanic whites.
- *The economic advantages to education are on the rise.* The importance of improving educational outcomes for Hispanics is underscored by statistics on the increasing value of education in the labor market. Two decades ago, a male college graduate earned 57 percent more than an individual with no high school education, whereas today a college graduate earns 147 percent more. Gaps in educational attainment thus are leading to progressively larger gaps in economic success.
- *Currently, the relatively low levels of Hispanic earnings are explained in large measure by lower levels of educational attainment. Earnings premiums that accompany higher education are much the same for Hispanics as for non-Hispanics.* An analysis of recent data indicates that Hispanics have much lower earnings than non-Hispanic whites. Median earnings are 21 percent less for native-born Hispanics and 41 percent less for foreign-born Hispanics. These pay differentials are explained in large measure by differences in education between these groups. After accounting for differences in demographics (age and gender) and education, the earnings gap declines to 6 percent for native-born Hispanics.
- *Hispanics in rapidly growing IT sector are generally successful.* Analysis presented in the report indicates that in IT occupations Hispanics earn marginally less (about 7 to 8 percent) than non-Hispanics of the same age level and education, and that both Hispanics and non-Hispanics earn far more in IT than in other occupations. Hispanics earn 100 percent more in IT than in non-IT occupations, and non-Hispanics earn 62 percent more in IT.
- *Hispanics are greatly underrepresented in the IT sector.* An analysis of recent data indicates that while Hispanics are 11 percent of the U.S. labor force, they are only 4 percent of workers in IT.

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1. INTRODUCTION

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

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

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

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

The IT case study illustrates that the consequences of underachievement in education are two-fold: it hurts the future prosperity for the students themselves, and reduces the number of individuals prepared to contribute in "new economy" occupations. Individuals' economic success in the modern economy depends on being well educated. In turn the performance of the American economy is strong in part because of the ingenuity and skills of our labor force, especially in new economy sectors like IT. In light of the rapid growth of the Hispanic population in the U.S., the gap in educational achievement between Hispanics and their peers is a matter of critical importance for Hispanic young people ~~themselves~~ and ~~also~~ to society more generally.

19 Nov 91
highly paid

nouns & pro-nouns have to be singular or plural, but not both

2. A BRIEF OVERVIEW OF TRENDS IN HISPANIC EDUCATION

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

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

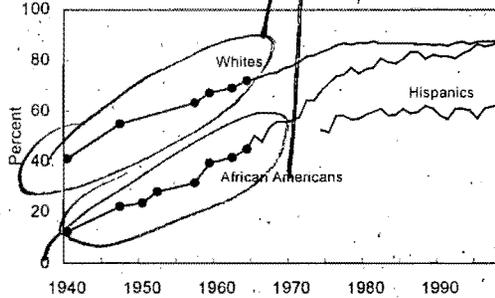
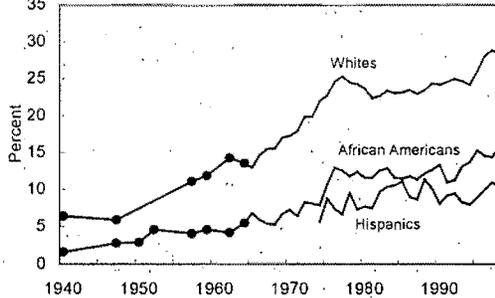


Chart 2. College Completion Rates of 25- to 29-Year-Olds by Race and Ethnicity



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

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

Part of the education gap stems from the fact that a disproportionate number of individuals in the Hispanic population are immigrants,² many of whom have relatively low levels of education. Table 1 (see next page) provides some recent historical perspective on this issue. In 1970, 1980, and 1990, native- and foreign-born Hispanics trail native-born whites in average education (2000 data are ~~of course~~ not yet available.) Over this period, the gap was narrowing between the whites and native-born Hispanics. In contrast, the gap in average education between whites and immigrant Hispanics became wider.³

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

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

³ For additional analysis see Julian Betts and Magnus Lofstrom, "The Educational Attainment of Immigrants: Trends and Implications," National Bureau of Economic Research Working Paper 6757, October 1998.

Table 1. Average Years of Education for Individuals Aged 16 to 64

	1970	1980	1990
Men			
Native White	11.63	12.65	12.88
Native Hispanic	9.46	10.83	11.44
Immigrant Hispanic	8.83	9.09	8.86
Women			
Native White	11.49	12.36	12.77
Native Hispanic	9.24	10.51	11.34
Immigrant Hispanic	8.38	8.97	9.05

Source: Betts and Lofstrom (1998), based on data from the U.S. Census.

Two pieces of additional recent evidence underscore the differences in the relative educational achievement of native and immigrant Hispanics. The first concerns high school completion rates for 25- to 29-year-olds over the last half of the 1990s.⁴ Chart 3 shows that for 1995-96, 1997-98, and 1999-2000, the rate of high school completion is about 93 percent for non-Hispanic whites.⁵ The completion rates for native-born Hispanics are about 80 percent,⁶ while the rates for foreign-born Hispanics are below 50 percent.

The second piece of evidence comes from an analysis of 1998 data on dropout status among 16- to 24-year-olds.⁷ (Dropouts are individuals who were neither enrolled in nor had completed high school.) Chart 4 shows that the dropout rate is especially high for foreign-born Hispanics ("first generation immigrants") and for native-born Hispanic youth who had at least one parent born outside the U.S. ("second generation immigrants"). Even for Hispanics who were born in the U.S. and whose parents were also born in the U.S. ("third generation" or higher),

Chart 3. High School Completion Rates, Aged 25-29

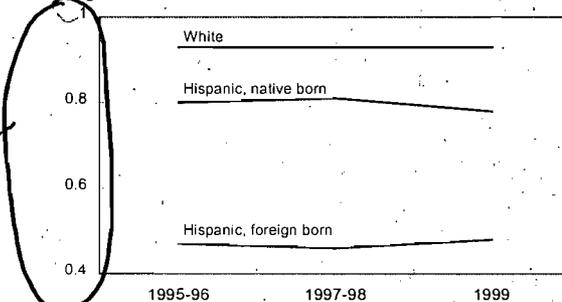
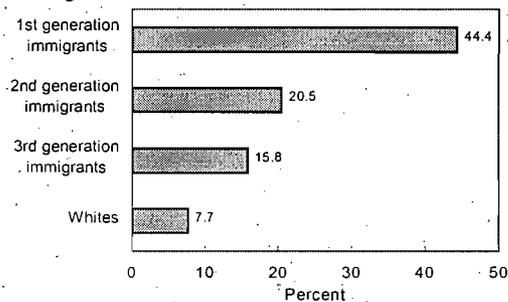


Chart 4. Dropout Rates for Hispanic Immigrants and Decendants and Whites



⁴ This analysis uses the Current Population Survey (CPS) for 1995 through the first 3 months of 2000. Consistent with the definition used by the Census Bureau, this analysis (as well as all other original analysis conducted for this report) defines individuals as "native born" if they were born in the United States or outlying area of the United States, and U.S. residents who were born in a foreign country but who had at least one parent born in the U.S. Data on Hispanic ethnicity are available in the CPS since 1994.

⁵ This completion rate of 95 percent for non-Hispanic whites is higher than the 88 percent completion reported in Chart 1 which is for whites generally (i.e., including Hispanic whites).

⁶ These is a slight drop in the high school completion rate for native-born Hispanics from 81.0 percent in 1997-98 to 77.6 percent in 1999. This finding is based on fairly small samples (812 and 877 for the two respective periods), but the difference is statistically significant at the 0.02 level.

⁷ Phillip Kaufman, et al., "Dropout Rates in the United States," U.S. Department of Education, National Center for Education Statistics, November 1999. This analysis compares those born in the 50 states and District of Columbia compared with those born elsewhere.

approximately

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is this supposed to be percentages ???

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This

the dropout rate was twice as high for Hispanics as for non-Hispanic whites—15.8 percent vs. 7.7 percent. Clearly the Hispanic education gap is not solely the consequence of relatively low educational attainment among immigrant Hispanics. A central challenge for improving Hispanic educational outcomes, then, lies in improving prospects of both immigrant and native-born Hispanic youth.

Much of the disparity between Hispanics and non-Hispanic whites stems from large differences in family background and income. ~~And~~ this disparity in educational outcomes appears among young children—long before children reach the ages when they are making decisions about completing high school and continuing on to college.⁸ One study found that at age 15, 23 percent of non-Hispanic white children had fallen one or two years behind the grade level of ~~most other 15-year-old children~~—apparently because these students started school at older ages or were not advanced along with other children in their elementary school classes. *Disturbingly,* Nearly twice as many Hispanic children, 44 percent, had fallen behind the expected grade level. The authors found that the racial and ethnic educational gap that developed for these 15-year-olds could be explained almost entirely by differences in such family background characteristics as household income and parents' education. ~~In fact,~~ *Falling* behind by age 15 greatly affected the future prospects of completing high school and going on to college for Hispanic and non-Hispanic students alike. For students who were 2 years behind the expected grade level, 67 percent of Hispanics and 80 percent of non-Hispanic whites failed to complete high school or earn a GED by age 24. Virtually none of these students (1 percent of Hispanics and 2 percent of non-Hispanic whites) had attended college by the age of 24. Similar patterns were identified for those who were 1 year behind.

Additional evidence points to an ethnic education gap even among the very young. One report using 1999 data indicates that among 3- to 5-year-olds not yet enrolled in kindergarten, Hispanic children were less likely than non-Hispanic children to regularly engage in such “home literacy” activities as being read to, told a story, or taught letters, words, or numbers. These home literacy activities in turn were found to *generally* be associated with higher levels of “children’s emerging literacy.” Thus, the Hispanic children in the study were less likely to recognize all letters, count to 20 or higher, write their names, or to read or pretend to read storybooks.⁹ At older ages, Hispanics on average trail non-Hispanic whites in reading and mathematics proficiency (as measured by the National Assessment of Educational Progress, at ages 9, 13, and 17). Not surprisingly then, Hispanics on average also score lower than non-Hispanic whites on college entrance exams. This latter difference can be traced in part to family background. Hispanic students who take the Scholastic Aptitude Test (SAT) are much less likely than non-Hispanic whites to *have a parent* with a college degree, who might be in a better position assist their child in the college-preparation process.¹⁰ For example, Hispanic SAT takers are less likely than their non-Hispanic counterparts to have taken the Preliminary SAT.¹¹

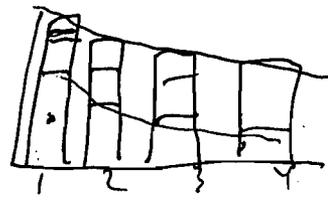
*more
ambiguous
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singular*

⁸ The research reported in this paragraph is from Stephen V. Cameron and James J. Heckman, “The Dynamics of Educational Attainment for Blacks, Hispanics, and Whites,” National Bureau of Economic Research working paper 7247, July 1999.

⁹ See Christin Winquist Nord, et al., “Home Literacy Activities and Signs of Children’s Emerging Literacy: 1993 and 1999,” NCES, 1999.

¹⁰ About one third of Hispanic SAT takers have a parent with a college education, compared with more than half of non-Hispanic Whites. See the National Science Foundation, 1999, *Women, Minorities, and Persons with Disabilities in Science and Engineering: 1998*.

¹¹ Statistics also indicate that for Hispanic groups as well as for other racial and ethnic groups, performance on the American College Test (ACT) is clearly correlated with family income. (National Science Foundation, 1999, *Women, Minorities, and Persons with Disabilities in Science and Engineering: 1998*.)



This evidence indicates that the ethnic disparities in high school completion and college attendance stem in large measure from a lifetime of disadvantage. The existing disparities must be addressed among disadvantaged students well before they reach the ages at which they are most likely to drop out of high school or face the decision of going on to college.

While evidence suggests that children from low-income families are less likely to be college-ready (by failing to earn a high school degree or failing otherwise to acquire skills or prepare to attend college), researchers also argue that low family income can be an important direct determinant of college attendance.¹² The high cost of college education can pose a serious deterrent. As indicated in Table 2, high-income families are much more likely than low-income families to send their children to college, and they are particularly likely to send them to four-year colleges.¹³

Table 2. Percentage of Students From Families In Each Income Quartile Enrolling in Post-Secondary Schools Within 20 Months of High School Graduation

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

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

The vast majority (90 percent) of students whose parents were in the top quartile of the income distribution were pursuing post-secondary education within 20 months of high school graduation, compared with only 60 percent of students whose parents were in the bottom quartile of the income distribution. And of those lower income students enrolling in post-secondary education, fewer than half of students enrolled in 4-year college, compared with almost three-quarters of students from the top income group. The author of the research from which these statistics are drawn notes that much of these differences in youths' college attendance may arise from the differences in preparedness for college we have just discussed (and also potentially because of differences in family attitudes toward education) rather than from financial barriers. However, even after considering such family background influences, parental income remains an important determinant of college attendance.¹⁴

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

These findings are relevant for Hispanic families in particular because family incomes are far lower for Hispanic households than non-Hispanic white households.

¹² As of 1998 median income for Hispanics was \$28,330 compared with \$42,439 for non-Hispanic whites. Data from the 1993 Survey of Income Program Participation suggest that the median net worth of non-Hispanic white households was over 10 times that of Hispanic households. The *Economic Report of the President*, February 1998, provides a detailed overview of racial and ethnic disparity in income and assets.

¹³ Thomas J. Kane, "Rethinking The Way Americans Pay For College," *The Milken Institute Review*, Third Quarter 1999.

¹⁴ This paragraph is also based on Kane's analysis.

none of these appear to be percentages ???

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3. THE IMPORTANCE OF EDUCATION FOR ECONOMIC SUCCESS

The current economic returns to education for both Hispanics and non-Hispanic whites are documented in Chart 5. The reported earnings premiums are derived from an analysis that examines the relationship between educational level and earnings controlling for gender, and age.¹⁵ The earnings premiums show that percent increase in earnings for education at the high school level and above compared to those who drop out of high school after receiving 10 or more years of education. (For example, the chart shows that non-Hispanic white high school graduates earn 24 percent more than those who drop out of high school with 10 grades or more. The

Chart 5. Earnings Premium by Education Relative to Completing Only Grade 10 or 11

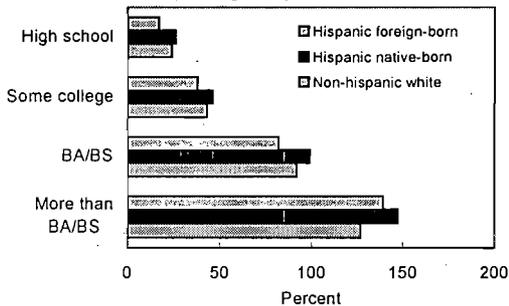
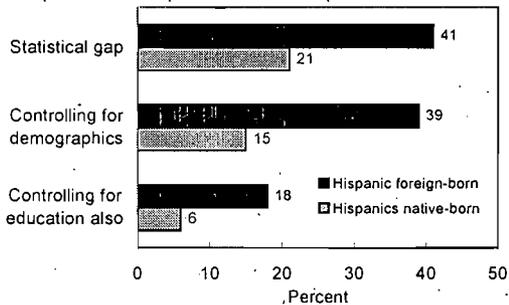


Chart 6. Difference in Earnings between Hispanics Groups and Non-Hispanic Whites



corresponding wage premium for native-born Hispanics is a very similar 26 percent.) The education premiums are shown separately for whites, native-born Hispanics and foreign-born Hispanics. The dramatic relationship between educational attainment and labor market success clearly holds for Hispanics and non-Hispanic whites alike.¹⁶

Another way of underscoring the importance of education to economic success of Hispanics in the U.S. is to evaluate the high earnings gap that now exists between Hispanics and non-Hispanic whites. Over the last half of the 1990s, median hourly earnings of Hispanics were one-third less than those of non-Hispanic whites. Native-born Hispanics earned 21 percent less than whites, while foreign-born Hispanics earned 41 percent less. Part of these earnings gaps were due to differences in gender and age composition; after adjusting for these demographic factors the gap is 15 percent for native-born Hispanics and 39 percent for foreign-born Hispanics. After

¹⁵ Specifically, this is based on a regression model estimated using a pooled sample of the 1995 through March 2000 monthly data from the Current Population Survey (with respondents in 1995-1998 included only in their last survey months and respondents in 2000 included only in their fourth survey months). The dependent variable is the log of individuals' per hour earnings, and explanatory variables are gender, age (included as indicator variables for 5-year age groupings), and educational category (less than grade 10, grade 10 or more but no high school degree, high school, some college, BA or BS, graduate education). The analysis focuses on full-time workers aged 20 or older who are not self-employed. Earnings are converted to December 1999 dollars using the monthly CPI-U. Sample sizes are 262,843 non-Hispanic whites and 30,650 Hispanics. Median regression is used, which allows one to safely ignore earnings top-coding of the CPS data. Coefficients reported in Chart 5 are for educational levels of high school and above. They are transformed to represent percent changes in earnings.

¹⁶ In all of our analysis using the CPS it is useful to know that some differences between native-born and foreign-born Hispanics may stem from the inclusion in the CPS data of illegal immigrants, many of whom are presumably in a poor position to compete for good-paying jobs in the U.S. (For evidence about the presence of illegal immigrants in the CPS data, see Guillermina Jasso, et al., "The New Immigrant Survey Pilot (NIS-P): Overview and New Findings About U.S. Legal Immigrants at Admission," *Demography*, February 2000.)

controlling for available measures of educational attainment, the gap declines further to 6 percent for native-born Hispanics and 18 percent for foreign-born Hispanics (see Chart 6). Part of the remaining “unexplained gaps” may be the consequence of differences in the quality and type of education at measured levels (for example, if in the U.S. non-Hispanic whites typically live in communities with higher quality public high schools than Hispanics, or if immigrants received relatively lower quality education in their home countries). Additionally, these gaps may reflect differences in language ability, variations in regional labor markets, as well as any wage differentials arising because of discriminatory employment practices. (Among foreign-born Hispanics the differential might also stem in part from the inclusion of illegal immigrants.) The central conclusion, though, is that for native-born and immigrant Hispanics alike earnings disparities are due in substantial measure to differences in levels of educational attainment.

There is well known evidence that the importance of education to labor market success has increased over the past two decades. In 1999 men with a high school education earned 47 percent more than individuals with lower levels of education, up from 22 percent in 1979.¹⁷ In addition, research shows that high school students who develop strong cognitive skills receive clear economic gains.¹⁸ Among individuals with a high school education, but no college, those with a greater mastery of basic math and reading skills have higher wages. Moreover, this link between basic skills and wages appears to have grown stronger over time, perhaps as a result of the structural shifts in the economy toward service sector or computer-intensive jobs. The relative value of college education has similarly increased over the past two decades. Between 1979 and 1999 the premium earned by college graduates (relative to those with no high school education) increased from 57 percent to 147 percent.

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

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

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

By most accounts the U.S. economy is experiencing a technological transformation that has changed the nature of work and placed a premium on a new set of skills. While this transformation has affected many jobs in the economy, there is a core set of occupations at the forefront of the revolution—occupations in information technology. Although there is no exact definition of an IT worker, there are a number of occupations that quite clearly fall into the

¹⁷ Unlike the wage premiums reported in Chart 3, these wage gaps do not control for demographic factors. They do give an accurate sense about the rapid rise in the rewards to education.

¹⁸ See the *Economic Report of the President*, February 2000.

awkward

general domain of IT.¹⁹ The analysis in this report considers a number of core IT occupations for which data are available from the CPS, a large nationally representative sample with information on workers' weekly earnings, demographic characteristics, and occupation. These core IT occupations are:

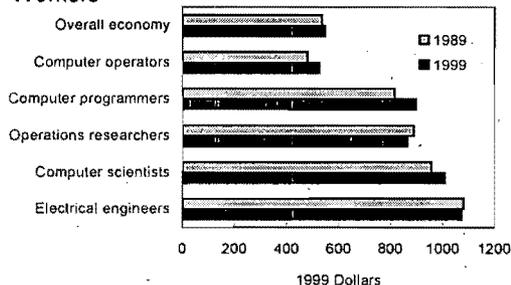
- electrical and electronic engineers;
- computer systems analysts and scientists;
- operations and systems researchers and analysts;
- computer programmers; and
- computer operators.

Definitions of these occupations are provided in the Appendix.

IT Occupations: High Wages and Rapid Growth

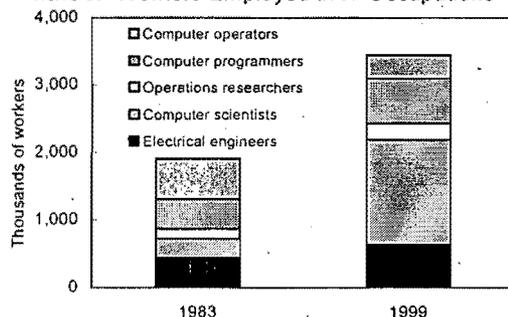
The combined employment level in these five occupations has grown by almost 81 percent since 1983 (Chart 7), with particularly strong growth in the last five years. In contrast, total employment in the overall economy grew by just 32 percent since 1983. Today these IT occupations comprise approximately 3.4 million workers (about 2.6 percent of all employed workers). Employment projections by the Bureau of Labor Statistics suggest that rapid growth for computer-related occupations is expected to continue well into the 21st century.

Chart 7. Median Weekly Earnings of Full-Time Workers



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

Chart 8. Workers Employed in IT Occupations



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

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

In addition to experiencing high employment growth, these occupations are also characterized by high wages. Median weekly earnings for four of the five IT occupations—all but computer operators—easily exceeded median weekly earnings for all workers in 1999 as well as in 1989 (Chart 8). The median earnings for the highest-paid IT occupation—electrical and electronic engineers—were almost twice that of all workers (\$1,073 vs. \$549 in 1999).

Hispanics in IT Occupations

¹⁹ For a further discussion of these and related issues see Carol Ann Meares et al., "The Digital Workforce: Building Infotech Skills at the Speed of Innovation," U.S. Department of Commerce, Office of Technology Policy, June 1999.

move to next page

As in many other higher-paid occupations, Hispanic Americans are severely underrepresented in IT. An examination of data from the Current Population Survey (CPS) shows that over the late 1990s (1995 to the most recent available data, March 2000), Hispanics represented 11 percent of all employed workers, but only 4.1 percent of the workforce in these 5 IT occupations. And this underrepresentation of Hispanics in the IT sector is indeed much the same now as it was a decade ago.²⁰

The underrepresentation of Hispanics in IT contributes to the ethnic economic gap because Hispanics and non-Hispanics alike earned far more in IT than in other occupations. Median hourly earnings for non-Hispanic whites were 62 percent higher in the 5 IT occupations than in non-IT occupations, and Hispanics in IT earned 100 percent more than Hispanics in other occupations. Moreover, evidence suggests that Hispanics in IT earned only modestly less than similar non-Hispanics. ⁽¹⁾ In an analysis of earnings that accounts for differences in education, age and gender, native-born Hispanics earn about 6 percent less than non-Hispanics while foreign-born Hispanics earn about 8 percent less.²¹ These "unexplained" pay gaps are not significantly different than the 5 percent gap that emerges in the general labor market for native-born Hispanics ~~once one controls for demographics and education.~~ ^{even controls for} demographics and education.

The general conclusions about Hispanics in IT—that Hispanics earn only slightly less than non-Hispanics but are greatly underrepresented in IT—are reinforced when a somewhat broader set of science and technology occupations is examined. This broader set includes the 5 IT occupations and also engineers of all types (aerospace, metallurgical and materials, mining, petroleum, chemical, nuclear, civil, agricultural, industrial, mechanical, marine and naval architects), mathematical scientists (including actuaries and statisticians), natural scientists (physicists and astronomers, chemists, atmospheric and space scientists, geologists and geodesists, physical scientists, agricultural and food scientists, biological and life scientists, and medical scientists), and technicians of all sorts (electrical and electronic, industrial engineering, mechanical engineering, biological, chemical, and science technicians). In this expanded sample an analysis that controls for age, gender, and education, indicates that native-born Hispanics earn virtually the same as non-Hispanic whites—about 4 percent less—while foreign-born Hispanics earn just 6 percent less.²² However, a very large gap exists in Hispanic employment: Hispanics are 11 percent of all employed workers but only 4.3 percent of workers in these science and technology occupations.

²⁰ This latter conclusion comes from comparing average representation of Hispanics in various IT occupations in 1987-89 with 1997-99. For computer operators this improved from 6 percent to 7 percent, and there was a similar 1 percentage point change for computer systems analysts and scientists and computer operator. The statistics are slightly better for electrical engineers (a 1.4 percentage point increase change in the same period), but worse for operations researchers (a 0.8 percentage point drop).

²¹ This is based on a regression model estimated using a pooled sample of the 1995 through March 2000 monthly CPS data, with a dependent variable, log of individuals' per hour earnings, and explanatory variables, gender, age category, Hispanic and foreign-born Hispanic indicators, and educational category (less than high school, high school, some college, associate degree, BA or BS, and graduate education). The analysis focuses on full-time workers aged 20 or older who are not self-employed. Earnings are converted to December 1999 dollars using the monthly CPI-U. The sample is 8,469 Hispanics and non-Hispanic whites, of whom 355 are Hispanics. ~~Median regression was used. The coefficient for "Hispanic" was significantly different from zero (t-statistic of -2.0), and "foreign-born Hispanic" was not (t-statistic of -0.5).~~

²² The sample is 17,213 Hispanics and non-Hispanic whites, and includes 718 Hispanics. The coefficient for "Hispanic" is not significant (t-statistic of -1.6) nor is the coefficient for "foreign-born Hispanic" (t-statistic of -0.6).

Too technical

this may be

too technical
do these reports usually have such technical info?

This is confusing, just split this into Hispanic and non-Hispanic white.

As detailed in a 1999 Office of Technology Policy report, the lack of Hispanic workers in these high-paid and rapidly-growing occupation stems from disparities in education that exist before young people are ready to enter the labor force.²³ In particular, the report emphasizes that as of 1996 Hispanic college students earned bachelor's degrees in science and engineering at the same rate as whites (33 percent of students major in science or engineering). And rates are comparable also in engineering specifically (5.3 percent for Hispanics and 4.9 percent for whites) and computer science (1.8 percent for Hispanics and 1.7 percent for whites). The shortage of Hispanics in new economy jobs is not the consequence of Hispanic college students shying away from technical fields. Instead, the key to increasing Hispanic representation in science and engineering appears to be identifying and implementing strategies to increase the overall pool of Hispanic undergraduates.

5. CONCLUDING REMARKS

In light of the rapid growth of the Hispanic population in the U.S., the gap in educational achievement between Hispanics and their peers is a matter of critical policy importance. This report emphasizes a number of facts salient to this issue. First, while there has been improvement in the education of native-born Hispanics, a large gap between the education of Hispanics and non-Hispanic whites remains. The ethnic education gap stems in part from the comparatively low levels of education among immigrant Hispanics, but much of the gap is also the consequence of continued poor educational outcomes among native-born Hispanics. Closing the education gap will require improved educational outcomes for immigrant and non-immigrant Hispanics alike. Second, this ethnic gap in education is a strong contributing factor to a corresponding gap in economic status. Hispanics in the U.S. earn substantially less than non-Hispanic whites, in large measure because of the education gap. Third, the education gap contributes to a serious digital divide in employment in IT occupations and other science and technology jobs. Hispanics who work in these occupations generally have high earnings—only moderately less (4 to 8 percent) than similar non-Hispanic whites. However, Hispanics are severely underrepresented in these new economy occupations in part because relatively few Hispanics achieve the necessary educational levels. Underachievement in education hurts the future prosperity of the students themselves and also reduces the number of workers in the labor force prepared to contribute in “new economy” jobs.

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

²³ “The Digital Work Force: Building Infotech Skills at the Speed of Innovation,” U.S. Department of Commerce, Office of Technology Policy, June 1999. This report also highlights that women generally are underrepresented in IT occupations. In contrast to racial and ethnic minorities, women are underrepresented because they are less likely to choose science and engineering fields when in college.

Pell in

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

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

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

Finally, the federal government has a number of programs to aid students in preparing for post-secondary education and to help make college affordable. GEAR UP partnerships of middle schools, colleges, and community organizations mentor, tutor, and raise the aspirations of disadvantaged students starting middle school. Another example is the TRIO programs—educational outreach programs designed to motivate and support students from low-income families. Evaluation of one type of TRIO program, Upward Bound, found that students in the program were four times more likely to earn a college degree than students from similar backgrounds who were not in TRIO. (Need cite.) Other prominent examples include programs that provide financially needy students with assistance, most prominently the \$3.5 billion (Check) Hope Scholarship and Lifelong Learning tax credits and the \$7.6 billion provided in the 2000 budget for Pell grants.

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APPENDIX. DESCRIPTIONS OF IT OCCUPATIONS STUDIED IN THIS REPORT

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

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

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

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

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

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

IT occupations. The Hispanic "digital divide" does not stem from a lack of success of well-educated Hispanics who are in IT but rather because the relatively low educational level of Hispanics prevents many from entering the IT labor market. This underrepresentation contributes to the economy-wide Hispanic pay gap because these IT jobs pay considerably more than other jobs.

15 underachievement!
The IT case study illustrates that the consequences of underachievement in education are two-fold: it hurts the future prosperity for the students themselves, and reduces the number of individuals prepared to contribute in "new economy" occupations. Individuals' economic success in today's modern economy increasingly depends on being well educated. In turn the performance of the American economy is strong in part because of the ingenuity and skills of our labor force, especially in new economy sectors like IT. In light of the rapid growth of the Hispanic population in the U.S., the gap in educational achievement between Hispanics and their peers is ~~the~~ a matter of critical importance for Hispanic young people ~~themselves~~ and ~~also~~ to society more generally.

not consistent

these two are plural

this one is singular

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- P3 Release would violate a Federal statute [(a)(3) of the PRA]
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June 9, 2000

MEMORANDUM FOR THE PRESIDENT

From: Maria Echaveste
Bruce Reed

RE: White House Strategy Session on Educational Excellence for Hispanic Students

As you know, on Thursday, June 15, you will host the White House Strategy Session on Educational Excellence for Hispanic Students. The Strategy Session will serve as a follow-up to the First Lady's convening on Latino youth last summer. It will be held at the White House. Prominent educators, researchers, national, state, and local elected officials, and leaders from the private sector and the philanthropic community will be in attendance. The session will be a one-day conference held entirely within the White House complex. The morning will be devoted to an opening session and small discussion sessions. The opening will feature Secretary Riley, California Lt. Governor Cruz Bustamonte, and chair of the Congressional Hispanic Caucus, Rep. Roybal-Allard. Following the opening, participants will attend small discussion sessions focused on the major challenges and strategies for addressing five key issue areas: 1) early childhood education, 2) English language acquisition, 3) closing the achievement gap, 4) high school completion, and 5) college completion.

After lunch, you will lead an interactive "roundtable" discussion session in the East Room. Fifteen individuals representing the education, nonprofit, business, and policymaking communities will join you for that discussion. Among those joining you for the discussion will be Secretary Riley, Governor Glendénning (MD), Senator Bingaman, Rep. Hinojosa, the chair of your commission on Hispanic Education, Guillermo Linares, and leaders from the education, business and Hispanic advocacy communities. The discussion will be attended by the Strategy Session's other 110 participants. At the conclusion of the session, there will be a small reception in the State Dining Room.

It is important that the strategy session be viewed not as "constituency politics" in an election year, but rather as one that is focused on an open discussion of challenges and strategies for improving Hispanic education and one that realizes that what Hispanic parents want for their children—a good education and an opportunity to enjoy the "American Dream"—is no different than what other parents want for their children. The dominant message is that while gains have been made in Hispanic educational attainment and we are moving in the right direction, the nation must commit itself to accelerating the pace of progress and redouble its efforts to close the achievement gap and open opportunity for Hispanic students. To that end, the strategy session will focus attention on the educational situation for Hispanic Americans, highlight your work on behalf of Hispanic Americans including the efforts of your Advisory Commission on Educational Excellence for Hispanic Americans, and establish goals to hold future administrations and state and local officials accountable for addressing these issues.

Toward this end, you will announce several deliverables at the conference, including five national goals for improving Hispanic education to be achieved by 2010 (attached for your review). Together with the goals, you will announce and release a Progress Report on Hispanic Education that will be the first installment of an annual measure of the nation's progress toward meeting the five goals. You will also release a report from your Council of Economic Advisors, "Educational Attainment and Success in the New Economy: an Analysis of Challenges for Hispanics Education." This report will cover the educational attainment of Hispanics, the importance of education to economic success, and focus on the need for greater representation of a fast-growing demographic group in the engine of the new economy: the information technology sector. In addition, you will announce the creation of the 2010 Alliance, a partnership of the Ford and Kellogg foundations, Univision, State Farm Insurance, and _____, which will accept the challenge from the White House and coordinate efforts to keep the nation focused on achieving the national goals for Hispanic education over the next decade. Other public-private partnerships and government initiatives to improve Hispanic educational achievement and opportunity will be highlighted as well.

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

*2010
POTUS Newberry
UNDAVE*

NON-PROFIT DELIVERABLES:

- **Project 2010**
- **American Library Association (ALA):** *all*
POC: Emily Sheketoff (202) 628-8410, ext. 211

The American Library Association has committed:

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

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

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

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

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

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

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

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

• **National PTA**

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

*Remarks
Small P.P.*

National PTA and the Hispanic Radio Network, announce a new partnership that will bring the message of importance of parent involvement in education to millions of Hispanic families nationwide. The 6.5 million member National PTA and the Hispanic Radio Network, with 100 affiliate stations in the United States, Puerto Rico and Latin America, have joined forces to produce a series of one-minute radio programs that will:

- (a) highlight the positive affects of parental participation on student academic achievement;
- (b) offer ideas to parents on how to promote safe, effective, community-centered schools; and
- (c) identify resources targeted to Spanish-speaking parents.

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

*By P.P. and
Removal*

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

CORPORATE DELIVERABLES

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

Lomera
(Contract)

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

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

Small
P.P.

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

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

Small
P.P.

Scholastic Inc. is partnering with the National Latino Children's Institute and Univision to launch a nationally focused and locally targeted public awareness campaign to support Latino families and caregivers in raising their young children's literacy skills and overall student achievement. The campaign entitled "Discover the Excitement of Reading" will include:

- (a) nurturing and expanding the love of reading and storytelling within the Latino community;
- (b) providing national, broad messages to the Latino community communicating the importance of reading every day--in any language--to young children;
- (c) getting quality, affordable children's books into the hands of Latino children, specifically targeting children without easy access to books; and
- (d) encouraging and promoting new Latino authors and increasing the number of culturally appropriate materials available for Latino children.

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

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

- **Lightspan;**

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

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

POCUS remarks Small P.P.

- **Washington Mutual Insurance Company**

POC: Ms. Judy Morgan Phillips 626-931-2002

Small P.P.
Small P.P.

- **Sears**

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

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

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

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

*possible small part
share people remarks*

FEDERAL AGENCY DELIVERABLES

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

Big PP

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

- **Department of Education (DoEd)**

Report Card:
POC: Heidi Ramirez 260-1728

*photo pack
Big PP*

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

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

HSI grants:
POC: Heidi Ramirez 260-1728

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

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

Technical Assistance:

POC: Heidi Ramirez 260-1728

HEAP # of edua

Vamos a la Escuela Video (see National PTA):

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

press release

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

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

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

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

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

H3

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

By [signature]
Partnership with DoEd:

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

By [signature]
Head Start Grant:

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

after [signature]
Department of Energy (DOE)

POC: Samuel Rodriguez 586-7141

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

• Department of Defense (DOD) (Education Agency)

POC: Ms. Marilee Fitzgerald 703-696-3866 x 2808

Grants to Historically Minority Colleges and University

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

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

HACU Grant

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

Summer Research Programs for Hispanic College Students and Faculty

Individual branches of the Armed Services offer summer research programs to Hispanic Serving Institutions. These programs have sponsored Hispanic faculty members to participate in research.

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

DELIVERABLE OR MODEL???

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

"Sponsor a Scholar"

Partners: The Topeka Community Foundation, The Topeka Capital Journal, local business community, Topeka Public Schools, USD 501

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

"Let's Communicate"

Partners: The Topeka Community foundation, Kansas State University, Washburn University, Topeka Public Schools, USD 501

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

"Pathways to Success"

Partners: The University of Kansas, The International Telementor Center, Youth-Friends, The Topeka Community Foundation, Topeka Public Schools, USD 501

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



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

Summary for WH Planning Meeting, June 9, 2000

A Public-Private Partnership for Latino Youth

Context

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

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

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

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

Objectives

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

Strategies

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

- Produce an enhanced music CD that will contain:
 - A compilation of popular current hits and Latino artists *We have already secured commitments from the following artists: Los Jaguares, Mana, La Ley, Cafe Tacuba, Alex Sintek, Ella Baila Sola, Fiel a la Vega, Enanitos Verdes, Control Machete.*
 - Video and audio clips of artists delivering "stay-in-school" and "going to college" messages
 - Packaging and liner notes that offer information about educational resources
 - Website with hotlinks to selected education sites recommended by the President's Advisory Commission
- Secure corporate sponsors to fund the project that will include the production of a minimum of 1 million CDs and a national dissemination strategy with public schools, community based organizations, advocacy and educational organizations and local area media. *There is a*

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

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

Will You Join Us?

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

Should you have any questions please feel free to call:

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White House Initiative on Educational
Excellence for Hispanic Americans
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FuturaMente

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

The campaign will initially include the following components:

- **New Mother Outreach:** AHAA, in partnership with corporate sponsors, will provide new mothers with information about the value of early education and the importance of their involvement in the early stages of the child's education. This effort will also equip the new child with their own "little shelf" of books and other tools needed to start developing a passion for learning.
- **Parents of 3-4 year olds:** AHAA will utilize its collective creative resources to develop a multi-media campaign educating parents about the importance of early education and to teach them how to create a learning environment within the home. This effort will equip parents with "culturally actionable" tips on how they can help/motivate their child.
- **Senior High School students:** AHAA will create multi-media advertising in English and Spanish that will encourage Hispanic youth to pursue a career in teaching and will inform students that the country needs teachers that not only understand Spanish but can culturally reach Hispanic youth.
- **Operation Your Mine:** AHAA will leverage its extensive reach in the Hispanic market to create a program that will involve successful neighborhood people that are familiar to Hispanic youth and parents, are part of their community and can serve as role models to teach kids how to obtain success.

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



LA POSADA DE SANTA FE

RESORT & SPA

FAX COVER SHEET

DATE: 6/9/2000

TO: Srita Brown
COMPANY: White House

PHONE: _____
FAX: 202.401.8377

FROM: Natalie Judd

PHONE: 505-986-0000, Ext.
FAX: 505-982-5474

RE: info for your meeting.

NUMBER OF PAGES: _____

MESSAGE: Here is the quick summary you requested.

call at 203.435.5916 if you have questions.

TO: JB Buxton
Belmont Little
11:44
JC



PARTNERSHIP FOR FAMILY INVOLVEMENT IN EDUCATION
400 INDEPENDENCE AVE., SW
WASHINGTON, DC 20202-8173

PARTNERSHIP
for Family
Involvement
in Education



VOICE: 202-401-0056

FAX: 202-205-9133

TO: ANDREA KANE

FAX NO.: 202-456-7431

TOTAL NUMBER PAGES INCLUDING THIS COVER: 32

FROM: M Herman

MESSAGE: Potential Education deliverable

C

COVER

DRAFT: 6/6/00

A CALL TO COMMITMENT:

FATHERS' INVOLVEMENT IN CHILDREN'S LEARNING

U.S. DEPARTMENT OF EDUCATION
AND
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

This document was prepared by the National Center for Fathering under contract
ED-99-PO-3558 to the U.S. Department of Education

This report does not necessarily reflect the position of the Department of Education, and
no official endorsement of the Department should be inferred

Richard W. Riley
U.S. Secretary of Education

Donna E. Shalala
U.S. Secretary of Health and Human Services

June 2000

The full text of this public domain document is available on the Web site of the Partnership for Family Involvement in Education at <http://pfie.ed.gov> and in alternate formats, such as Braille, large print and audio, upon request. Feel free to photocopy and reprint this document.

For more information please contact us at:
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Acknowledgments

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From the U.S. Department of Health and Human Services:

Thanks are also due to Linda Mellgren and Lisa Gilmore of the U.S. Department of Health and Human Services and to the support of its partners: Maternal and Child Health Bureau, Health Resources and Services Administration; Office of Child Support Enforcement, Administration for Children and Families; Office of Minority Health, Office of Public Health and Science; Office of the Assistant Secretary for Planning and Evaluation; Office of the Associate Director for Minority Health, Centers for Disease Control and Prevention; Office of the Deputy Secretary, Office of the Secretary; and Substance Abuse and Mental Health Services Administration.

Acknowledgment is also due to the following institutions that worked with the Office of the Vice President and the Partnership for Family Involvement in Education on the initial teleconference "Fathers Matter!" which aired on October 28, 1999: The U.S. Department of Health and Human Services and the Los Angeles County Office of Education.] ?

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INTRODUCTION

There is overwhelming evidence that a parent's involvement in a child's education makes a very positive difference. In the past, often an unstated assumption was made that "parent involvement" meant "mother's involvement." New research shows that the involvement of both mother *and* father is important. Because of the lack of much previous work on expanding fathers' involvement, this publication will concentrate on this area of opportunity.

Specifically, research has shown that fathers, no matter what their income or cultural background, can play a critical role in their children's education. When fathers are involved, their children learn more, perform better in school, and exhibit healthier behavior. Even when fathers do not share a home with their children, their active involvement can have a lasting and positive impact.

At the U.S. Department of Education, we are working proactively to make sure that the Partnership for Family Involvement in Education recognizes and includes fathers as well as mothers. Our colleagues at the U.S. Department of Health and Human Services are also working for fuller recognition and inclusion of fathers in all of their programs, policies and research.

Both agencies' efforts respond to an Executive Memorandum issued by President Clinton in June 1995.
 We know that promoting fathers' involvement depends greatly on the knowledge, attitudes and skills of the teachers, administrators, childcare providers and social support staff who work with families every day. We also know that many of these professionals have not been exposed to the latest research and practices regarding fathers' involvement.

On October 28, 1999, the U.S. Department of Education and the U.S. Department of Health and Human Services jointly convened a national satellite teleconference to begin offering educators and other providers of services to children the ideas, strategies and tools they need to successfully involve fathers in children's learning, including readiness to learn at home, at school and in the community.

This publication is designed to inform, promote, and celebrate fathers' increased participation in children's learning. We have seen a growth in programs to support fathers in becoming actively involved in their children's learning at school, at early childhood development centers, at childcare centers and throughout the community. The question is, How can we increase this momentum based upon what we have learned and accomplished?

Section I of this publication provides the research context for the topic of fathers' involvement. It describes research on the benefits of family involvement and includes a discussion of how fathers' involvement in learning contributes to student educational success. Current research tells us about the kind and scope of fathers' involvement in education for fathers who are part of two-parent families or single-parent families, or are nonresident fathers. The section concludes with a discussion of the primary barriers to family involvement in children's education—all of which contribute to fathers' isolation from their children's learning.

Section II provides a discussion of strategies for improving and extending fathers' involvement in their children's education, whether they are resident or nonresident dads. There is agreement

that responsibility for parents' (generally) and fathers' (specifically) involvement in children's education must also be shared by schools and educators, as well as by early childhood development centers and the larger community. The many recommendations made to educators, childcare providers and other community partners for supporting parent involvement in children's learning include some special tips for recruiting fathers' participation.

Section III provides a list of current model programs that involve fathers in children's learning and their good practices. The comprehensive list of organizational and Internet resources in the appendices extends the reader's access to additional information, strategies and programs related to family and fathers' support of their children's learning. Particular resources that support family involvement in education that are available from the U.S. Department of Education and the Department of Health and Human Services are also in the appendices. References cited in this publication follow the appendices.

Finally, a fact sheet on the Partnership for Family Involvement in Education and a form the reader may fill out to receive more information about family involvement complete the publication.

I. THE CONTEXT: WHAT RESEARCH TELLS US

Benefits of Family Involvement in Education

Families are considered the primary context of children's development. Whether children are "ready" for school and experience success throughout their school career depends, in large part, on their physical well-being, social development, cognitive skills and knowledge and how they approach learning (NCES, 2000). Family characteristics and home experiences also contribute to this readiness and later success. If families don't provide the necessary support and resources that their children need to increase their chances of succeeding in school (Macoby, 1992), their children are placed at increased risk for school failure.

It is well documented that family involvement is a "win/win" for both students and schools. Thirty years of research shows that students benefit by achieving higher grades, better attendance and homework completion, more positive attitudes toward school, higher graduation rates and greater enrollment in college.

Enhanced performance can be measured by a student getting mostly As, his or her enjoyment of school and his or her involvement in extracurricular activities. These last two measures are probably as important as the first. After all, children who enjoy school are more likely to perform better academically and to remain in school (Csikszentmihalyi, 1990). And, participation in extracurricular activities reduces the risk of poor behavior, dropping out of school, becoming a teen parent and using drugs (Zill, Nord & Loomis, 1995).

Schools benefit by improved teacher morale, higher ratings of teachers by parents, more support from families and better reputations in the community (Henderson & Berla, 1994).

What's Special About Fathers' Involvement?

Research shows that students perform better academically, have fewer discipline problems, and become more responsible adults when their parents are actively involved in their learning. But, over the years, "parent involvement" often has meant "mothers' involvement." In schools, pre-schools and Head Start programs, and within the family itself, it has been assumed often that mothers have the primary responsibility for encouraging the children's learning and development. These assumptions miss the importance of fathers' involvement. In addition, the adverse effects of a father's absence on the development of his children are well documented. Nevertheless, over half of the children in the United States will spend part of their childhood in a single-parent home (Cherlin, 1992).

Following are some areas in which fathers' involvement has significant effects on children.

Modeling adult male behavior. Fathers demonstrate to their children that male adults can take responsibility, help to establish appropriate conduct, and provide a daily example of how to deal with life, how to dress, how to regulate closeness and distance, and the importance of achievement and productivity. If they have an active religious or

spiritual life, fathers, like mothers, can serve as models in that area as well. (Hoffman, 1971)

Making choices. Children glean from their fathers a range of choices about everything from clothing to food to devotion to a great cause. This promotes positive moral values, conformity to rules and the development of conscience. (Hoffman, 1971)

Problem solving abilities. Research shows that even very young children who have experienced high father involvement show an increase in curiosity and in problem solving capacity. Fathers' involvement seems to encourage children's exploration of the world around them and confidence in their ability to solve problems (Pruett, 2000).

Providing financial and emotional support. Economic support is a significant part of a father's influence on his children. Another are the concrete forms of emotional support that he gives to the children's mother. That support enhances the overall quality of the mother-child relationship, for example when dads ease moms' workloads by getting involved with the children's homework (Abramovitch in Lamb, 1997).

Highly involved fathers also contribute to increased mental dexterity in children, increased empathy, less stereotyped sex-role beliefs and greater self-control. When fathers are more actively involved, children are more likely to have solid marriages later in life. (Abramovitch in Lamb, 1997).

Enhancing student performance. In families where both the father and the mother are highly involved with their children, the children enjoy several advantages.

- Children's enjoyment of school is enhanced.
- In two-parent families where fathers are involved in children's learning, the students are more likely to get better grades and enjoy school than in families where fathers have low involvement, even after taking into account a variety of other child and family conditions that may influence learning. In fact, children are more likely to get mostly As if their fathers are involved in their schools. For this particular outcome, a father's involvement is more important than a mother's.
- In general, children have better educational outcomes as long as either the mother or the father is highly involved. Children do best when both parents are highly involved.
- When the parents are considerably involved in their children's schools, the parents are more likely to visit museums and libraries, participate in cultural activities with their children, and have high educational expectations for them. (NCES, 1997).

While children do best when both parents are highly involved, as long as either the mother or father is highly involved, children have better educational outcomes in general than those whose parents are not so involved. For example, in single-parent families with higher father involvement:

- 32 percent of children in grades K-12 got mostly As compared to 17 percent of those with low-involvement fathers;
- 11 percent of children in grades K-12 were suspended or expelled compared to 35 percent of those with low-involvement fathers;
- 13 percent of children in grades K-12 repeated a grade compared to 18 percent of those with low-involvement fathers; and
- 44 percent enjoyed school compared to 30 percent of those with low-involvement fathers. (NCES, 1997)

In addition, children do better academically when their fathers are involved in their schools, whether or not their fathers live with them, or whether or not their mothers are involved. When non-custodial fathers get involved with their children's learning, the children do much better in school, particularly in grades 6 and above. (NCES, 1997)

NOTE: CAN WE PUT THESE CHILDREN'S AND PARENTS' QUOTES (SEE BELOW) IN SIDEBARS OR BOXED OFF ON SIDES TO ENLIVEN RESEARCH TEXT??? (RESPONSE WAS "YES" FROM DEPARTMENT OF EDUCATION EDITOR AND HHS EDITOR)
————BEGINNING OF QUOTES TO BE IN SIDEBARS OR BOXED IN MARGINS:

What Our Children Tell Us

"My parents, like, want me to have the best education I can have. So, if my parents weren't involved, I might not get as good a teacher or something like that. And, it might affect my grades or my learning." (1999 National Teleconference)

"I don't think parents need to be in the building or like active in the classrooms or PTA, but I think they need to know what their child is learning. I think they need to know the homework situation, and how they can help their kid if their kid needs help. I think children should know that they can come to their parents." (1999 National Teleconference)

From an 18-year-old: "They (parents) were extremely involved because they had such a stake in it. My dad would go to PTA meetings. They have always wanted to get involved, always making sure that I was getting everything out of the school that I could. I'm extremely glad now because I think it did a lot to shape me." (Galinsky, 1999)

From a 12-year-old: "I miss him. He's gone for short times. He calls from where he is. I'd rather have him at home during that time, but I know he has to do it because it's part of his job." (Galinsky, 1999)

"I can't spend much time with him because he's working. Sometimes I go with him to work on the weekends. But I just wish that he wouldn't work so much." (Galinsky, 1999)

From a 14-year-old: "If a child has something to say, listen to them. They might teach you something." (Galinsky, 1999)

From a 17-year-old about a nonresident father: "I get very angry at him. There're some things that I think he should do, but he doesn't. My school is really family oriented; we have Mother-Daughter this, Father-Daughter that. I would invite him and he'd be like, 'No, I don't want to go,' and it's like well, I mean, I think we should. It's like we don't have quality time really, cause I mean we don't spend time together like that." (Galinsky, 1999)

What Parents Tell Us

A father of a nine-year-old boy: "Time is something, once it's gone, it's gone forever. So, you can look back and think, 'Well, gee, I wish I would have spent more time with my kids when they were younger. I wish I would've spent more time with them when they were in high school,' whatever. But once time is gone, that's it." (Galinsky, 1999)

In the mornings, "We got to ride in the car together – we had a good time in the car. We could say a few nice words to each other and start the day in the right way." (Galinsky, 1999)

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Fathers' Involvement in Education

Kind and scope of family involvement. High involvement by the father or mother can make a positive difference for children's learning across grades K-12.

High involvement at the early childhood level refers to the frequency with which parents interact with their young children, such as how often they read, tell stories, and sing and play with their children (Bredenkamp & Copple, 1997). These experiences contribute to children's language and literacy development and transmit information and knowledge about people, places and things.

High involvement in school-related activities means that *both* parents have done three or more of these activities during a school year: attended a general school meeting, attended a regularly scheduled parent-teacher conference, attended a general school or class event and served as a volunteer at school. Parents are said to have low involvement in their children's schools if they have done none or only one of the four activities. (NCES, 1997)

In 1999, the National Center for Fathering conducted a national telephone survey researching involvement among resident and non-resident fathers. Given what we know

about the effects of high involvement, the results were staggering. Over 40 percent of fathers had never read to their school-aged children.

The National Household Education Survey (NHES, 1996-see NCES, 1997) collected data on the academic achievement of students based upon their family's involvement in their schools during the first quarter of 1996. Phone interviews were conducted with parents and guardians of over 20,700 children from three years old to twelfth-graders. Here's what the survey found about the overall kind and scope of family involvement.

- The most common involvement activity in which parents participate is a general school meeting, such as a back-to-school night (NHES, 1996).
- Most parents do participate in at least some of the activities in their children's schools. But parents in two-parent homes tend to divide the task of involvement between them. To save time, one or the other will attend, but usually not both (NHES, 1996).
- Parents who are highly involved in their children's schools are more likely to also be involved at home. Similarly, families who are involved in their children's schools tend to share other activities with their children as well (NHES, 1996).
- Highly involved parents are more likely than all others to believe that their children will attend school after high school and will graduate from a four-year college (NHES, 1996).
- Highly involved parents offer their children greater connections to the larger community. These parents are more likely to belong to an organization such as a community group, church, synagogue, union or professional organization. They are also more likely to participate in an ongoing service activity and to attend religious services on a weekly basis (NHES, 1996).
- Parents are more likely to be highly involved if their children attend private, as opposed to public, schools. But private schools often make parental involvement a requirement; thus, part of the higher involvement may be a matter of school policy (NHES, 1996).
- High involvement in schools tends to decrease as school size increases. However, the decreases are not uniform and are often not significant (NHES, 1996).

Other sources add to the research on the kind and scope of family involvement.

- Parents tend to *decrease* their involvement as their children move up the educational ladder. This decrease may be due to parents' idea that involvement in schools is not as important as children grow up. Additionally, there have been fewer opportunities for parental involvement as children become older. (Zill and Nord, 1994)

- Parents are more involved when they are confident that they can be of assistance to the child, when they believe that the child is capable of doing well in school and when they have high educational aspirations for the child (Abramovitch in Lamb, 1997).

Two-parent families: kind and scope of fathers' involvement. The involvement of one parent in a two-parent home motivates the other parent to be involved. However, dads are less likely than moms to attend a parent-teacher conference or volunteer at school. Stepparents are less likely to be involved than natural or adoptive parents.

Parental education appears to be a more important influence on parental involvement than is family income. For example, nearly 60 percent of first-time kindergartners were read to every day by a family member if one or more parents had a bachelor's degree or higher while less than 40 percent of first-time kindergartners were read to every day by a family member if that member had less than a high school education (NCES, 2000).

As the labor force participation rate of mothers with young children has increased, so has the percentage of children receiving child care from someone other than their parents before entering first grade (West et al., 1993) or during their kindergarten and primary school years (Brimhall et al., 1999). Those children whose mothers have less than a high school education are more likely to receive before- and/or after-school care from a relative than from a non-relative or center-based provider (NCES, 2000).

Full-time maternal employment (moms who work 35 or more hours per week) negatively affects maternal involvement at all grade levels. However, at all grade levels, fathers with full-time working wives increase their involvement.

Parental involvement in schools is closely linked to parental involvement at home. Higher father involvement is particularly related to the number of activities the family participates in with the children, the frequency with which a parent helps with homework and whether a parent regularly participates in an ongoing community service activity.

However, in general, fathers' involvement in their children's schools decreases as children grow older. The decline may also be attributed to the school offering fewer opportunities for parental involvement as children grow older. However, the pattern of decline differs between fathers in two-parent families and those in single-father families.

- In *two-parent families*, the proportion of children with highly involved fathers drops from 30 percent to 25 percent between elementary (grades K-5) and middle school (grades 6-8), but then drops only slightly, to 23 percent, in high school (grades 9-12).
- Among children living in *single-father families*, there is no decrease in the proportion that have highly involved fathers between elementary and middle schools (53 percent

at both grade levels), but a large decrease between middle and high school (to 27 percent). (NCES, 1997)

Single-parent families: fathers' involvement. Single fathers are more likely to be involved with students in grades 6-8 than with those in high school. For older children, discussion of future plans and an increase in activities increase their dads' involvement. A father's expectation that his child will graduate from college likewise increases his involvement. Children of any age getting mostly As does not affect the involvement of single dads as it does fathers in two-parent families.

Involvement of nonresident fathers. Involvement of nonresident dads is substantially lower than that of dads in two-parent homes. Nonresident father contact with children *and* involvement in their schools within the past year are associated with the same three factors:

- fathers paying child support;
- custodial moms being more educated; and
- custodial homes not experiencing financial difficulties.

Nonresident fathers tend to become less involved with their children's schooling as the children grow up. These nonresident dads are more likely to be involved in their children's education if the mothers have not remarried.

Barriers to Fathers' Involvement

Strategies that strengthen family involvement in education must take into account barriers that confront families, schools and communities. According to a 1992 National Center for Fathering Gallup Poll, 96 percent of those surveyed agreed that fathers need to be more involved in their children's education. Furthermore, 54 percent agreed that fathers spend less time with their children than their fathers did with them, and only 42 percent agree that most fathers know what is going on in their children's lives. Why are fathers not more involved in their children's education?

Getting fathers into the school building. Some schools, preschools and childcare programs don't have family-friendly environments and are not organized to work with families. Also, when parents are invited into the schools or centers, fathers are less likely, on average, to respond to these invitations for involvement. Why? Part of the reason is that parents often assume that such invitations are for mothers only. Though incorrect, that assumption is understandable: in our society, the word *parent* in the school context and others has often been interpreted to mean *mother*. Moreover, some parents believe that schooling should be left to the education experts, and the family's role is one of caring and nurturing outside of school.

Institutional practices. Fathers ranked institutional practices and barriers imposed by the workplace as the most important reasons for their low levels of involvement. Paternity

leave is the most frequently discussed means of enhancing paternal involvement, even though some research indicates that flextime schedules would be of greater value in encouraging fathers' involvement (Abramovitch in Lamb, 1997).

Language and cultural barriers. Some fathers can't read or are functionally illiterate. Or, they can't communicate in English. They are embarrassed to come to school and interact with educators because they lack, or may believe they lack, these necessary communication skills.

Disconnected community-based organizations. Community-based organizations that attract families with children, such as churches and childcare centers, are often disconnected from schools. They operate their own programs within their neighborhood centers. They are missed opportunities to link families with schools. Recently, there have been expanded attempts to link school and community through these organizations. The results look promising.

Education of parents. Parents' education is a more significant factor than family income in whether or not they will be involved in their children's education. If mom and dad have less education, they are less likely to be involved. Not surprisingly, if they are highly involved with their children at home, they are more likely to be involved at school.

Lack of time. Today's workers are increasingly asked to do more with less, and thus work longer hours. Dual-career families may face scheduling conflicts and have less control over work hours, further aggravating the balancing act of work and family.

Not knowing what to do. Parents, generally, and fathers, specifically, may not know how to assist their children with their education. Parents can be intimidated by new, unfamiliar course content, higher expectations for learning and computer technology. Their response may be to do nothing.

Unsafe neighborhoods. Unsafe conditions in neighborhoods can also isolate parents from schools. Safety concerns restrict families from traveling to schools, particularly after dark.

Spousal/adult support. The involvement of one parent in a two-parent home tends to spur the involvement of the other. If dad is not involved, mom may not get involved, and vice versa. Fathers may need the support of their wives to overcome the disconnectedness that plagues some fathers today, and mothers may need help adjusting to fathers' desire to be involved.

Separation/divorce processes. Divorce severely impacts a father's ability to be involved with his children. In 82 percent of marital breakups today, fathers end up being the non-primary parent (U.S. Bureau of Census, 1996). This in turn contributes to academic, social, mental and physical difficulties for children (Pruett, 2000).

II. STRATEGIES TO IMPROVE FATHERS' INVOLVEMENT IN EDUCATION

There are strategies to reduce obstacles to fathers' involvement in education. To help dads warm up and get involved with their children means to convince them of the significance of small, very simple interactions with their children--interactions that may seem very insignificant to the dads, but mean a great deal to their children.

It is important to remember up front that both sensitivity and self-confidence are greater than any specific skills in paternal behavior and influence. Sensitivity is critical to both involvement and closeness. The closeness of the father-child relationship is the crucial determinant of the dad's impact on a child's development and adjustment. Developing sensitivity enables a dad to evaluate his child's signals or needs, and respond to them appropriately. (Abramovitch in Lamb, 1997).

What Fathers Can Do at Home, at School and in the Community

Fathers can initiate or participate in activities that help their children succeed academically. Helping children learn can increase success in school. The nature and frequency with which parents interact in positive ways with their children reflect the parents' investment in their children's education (NCES, 2000). Here are some steps that fathers can take at home, at school and in the community that make a positive difference for their children's education.

At home, fathers can:

- **Read with their children.** The ability to read well is known to be one of the most critical skills a child needs to be successful. Parents and caregivers often ask how they can get their children interested in reading, interested enough to turn off the TV and to read on their own?

Years of research shows that the best way is for the parent to serve as a model reader by reading to the child and by reading themselves. If the father can't read the text, he can stimulate his child's imagination by telling stories using a picture book. In addition, he can ask other significant adults to read to younger children and ask older children to read to him. He can take frequent trips to the library with the child to check out books and get to know the children's librarian and children's library programs.

- **Establish a daily routine.** Fathers can set a time for homework, chores and other activities; use TV wisely by limiting viewing to no more than two hours a school day; and work with their child on homework and special projects, guiding them through the steps involved and encouraging them along the way. Parents don't need to have in-depth knowledge of a subject, but be supportive of their child working through "tough spots."
- **Make the most of bedtime.** Bedtime is a terrific opportunity for fathers to connect with their children. For one thing, the audience is definitely captive! There are also fewer distractions. But perhaps most importantly, there is no judge standing by with a scorecard rating the dad on his performance.

At bedtime, a father can enrich a child's life merely by recounting what he did during the day. Discussing the day's events shows interest in the child and builds his or her knowledge. A father may also tell or read a story. Every moment he spends and every word he says builds a relationship with his child.

At school and other childcare and child development programs, fathers can:

- **Participate in efforts to keep their children's schools or childcare centers safe.**
- **Plan for the future** by talking with their children and school counselors about future high school courses and postsecondary career options.
- **Attend parent-teacher conferences and school or class events.**
- **Volunteer at school.** Fathers are welcome at schools as tutors, as leaders of afternoon or evening clubs, as chaperons for field trips, social activities or athletic events, or as classroom speakers who share information about their work and the world of work and how education contributed to their expertise on the job.
- **Visit their child's school or center.** Father-child breakfasts or lunches are good opportunities to informally share a meal with children and learn about their daily school experiences, successes and concerns.
- **Meet their child's teachers** and learn about school curriculum, and how to become involved in activities.
- **Pitch in to help meet school and program needs**, such as installing new playground equipment, cooking at a school picnic or painting and repairing school property.
- **Join the Parent Teacher Association or other parent groups** at their child's school or childcare center. At meetings, they can make their voices heard regarding their concerns and ideas for school improvement.

In the community, fathers can:

- **Play or coach a game or sport** they like with their children on a regular basis.
- **Become involved in community activities** by joining a community group, place of worship, union or professional group to participate with their children in an ongoing service activity.
- **Take time for family outings** to places such as libraries, zoos, museums, concerts and sports events or other recreational events.

- **Use their community learning center** to participate in after-school and evening educational and recreational activities such as English as a Second Language, parenting, literacy, arts and music programs and crafts or computer classes. These courses are often designed for parents and their children to learn together.

What Schools, Educators, Programs and Providers Can Do

Most schools, preschools and Head Start programs want to involve parents in their children's learning. They offer information about learning at home and child-rearing issues. They hold back-to-school nights, parent-teacher conferences and athletic events to promote parental involvement. Schools and centers keep families informed of their children's progress and performance through ongoing contact including newsletters, conferences, telephone calls and e-mail.

In order to engage fathers more fully as partners in children's learning, schools, programs and providers need to challenge the assumption that parent involvement means only *mothers'* involvement by proactively encouraging fathers to be part of the family learning team. A "family friendly environment" must also mean a "father friendly environment" and a "mother friendly environment."

How can schools take the lead to expand fathers' involvement in their children's education?

Use the National PTA Standards as a guide. The National PTA Standards for Parent/Family Involvement Programs clearly outline six types of parent involvement in education. Use these PTA standards to evaluate what your school is doing and to identify areas you would like to strengthen for working with families, especially fathers. These are:

- **Communicating**—Communication between home and school is regular, two-way, and meaningful.
- **Parenting**—Parenting skills are promoted and supported.
- **Student Learning**—Parents play an integral role in assisting student learning.
- **Volunteering**—Parents are welcome in the school, and their support and assistance are sought.
- **School Decision-Making and Advocacy**—Parents are full partners in the decisions that affect children and families.
- **Collaborating with Community**—Community resources are used to strengthen schools, families, and student learning. (National PTA, 1997)

Communicate with fathers. Whether fathers are in two-parent families or single-parent families, or are nonresident fathers, they should be encouraged to be actively involved in their children's education and in supporting the school, preschool or Head Start program through volunteer work.

- **Provide nonresident fathers** with student progress reports and other important information as well as the mother.

- **School notices:** Mothers and fathers should know they are welcome at school and should receive communications from school. If mother and father live in the same home, address school notices to both of them – not just to the mother. If one parent does not live in the same home as the child, that parent should also receive notices from the school unless there is a legal reason to the contrary. Discretion should also be used in cases where separation exists for the protection of family members.

Expect fathers' involvement. If educators and childcare providers do not see fathers involved, it is natural for them to assume that fathers do not want to be involved. However, it is often the case that fathers and mothers do not think the schools and centers want dad to be involved. The best way to break out of this "chicken-and-egg" dilemma is to communicate clearly to all parents that fathers and mothers as well are *expected* to be involved. There are many simple ways to do this.

- **Enrollment forms:** When enrolling a child in your school or early childhood development program, ask explicitly for the father's name, address and phone numbers.
- **Calls home:** When calling a child's home, do not assume that you have to speak to the mother. Your completed enrollment form will give you an indication of whether dad resides in the same household.
- **School or center meetings:** When inviting parents to a meeting, make clear that you would like and expect both parents to attend, if possible. It may be necessary to reschedule some meeting times to ensure that mother *and* father are able to attend.
- **Alternatives to volunteering:** Let fathers know that parent involvement does not only mean volunteering at school, preschool or Head Start program. Helping their child learn at home or outside of school are important forms of involvement.

Provide information and training to parents and school or center staff. For many dads, fathering education would positively affect their ability to impact their child's education. Schools, centers and programs can provide classes or sessions on building a warm, caring relationship with children that includes strategies like: listening to a child's problems, giving advice, explaining rules, monitoring school performance, helping with homework, engaging in projects and giving praise and using discipline, without the use of physical force, to deal with misbehavior. Note that many nonresident dads put the emphasis on having "fun" while they are with their children because they do not want to risk starting a conflict.

Teaching mothers and fathers how to tutor their children in basic subjects and/or help their children, for example with motor skills development has also been designated as an area of need. This support to children's learning can be given through home visits or at parent workshops in schools or other childcare and community centers.

For school staff, information and training could include technical assistance on topics such as making home visits and positive phone calls, appreciating diversity and family strengths,

developing skills for parent-teacher conferences that address both mothers' and fathers' questions and concerns and helping families become stronger learning environments.

Establish family resource centers in schools. In centers, parents can read or borrow books on parenting, meet informally with teachers, attend small workshops, and learn of local jobs, services and programs. Provide books, workshops and meetings specifically for fathers.

Adjust school and childcare activity schedules to meet family needs. Host father-child breakfasts before the work day begins or dinners after work so that fathers can meet teachers, childcare providers and other school or center staff.

Create a father friendly environment. Many men feel uncomfortable visiting their children's school for reasons that school personnel may not even realize. If a father did not do well in school himself, he may feel insecure any time he enters a school setting. There are many easy ways to make fathers feel welcome. Include fathers in parent/teacher conferences, after-school and extracurricular activities, in mentoring and tutoring activities and in making classroom presentations on careers and the educational preparation needed for these careers. Holding specially designed support groups for dads encourages them to focus on common issues of importance to them.

- **Warm greetings.** Nothing breaks the ice like a warm welcome. Greet fathers by name when they attend school events, and tell them how glad you are to see them.
- **Recognize children's progress.** All parents love to hear good news about their children. Whether fathers are visiting school or a center for regularly scheduled meetings, or because their child is having some particular problem, find something positive to say about their child's progress.
- **Reinforce fathers' contributions.** All parents want to know – and rarely hear – that they are contributing to their children's education. If you recognize the contribution a father is making to his child's learning, he will be more likely to want to return.
- **Father-to-father strategies.** Develop strategies and programs that encourage older fathers to mentor young fathers and young fathers to mentor first-time fathers.
- **Parent-teacher meetings.** When fathers attend parent-teacher meetings, make sure to include them in the discussion. Too often dads feel as if they were the invisible figure at what was, in effect, a "mother-teacher" meeting. Teacher body language is a good sign of whether or not dad is being included. Is your chair swiveled towards mom? Is your eye contact mostly with mom? Are you inviting questions from the father as well as the mother?
- **Images on display.** Posters, photos and drawings on the walls of classrooms and hallways can send a powerful message to parents about who is welcome in the school. Check the images you have on display to verify whether fathers are welcome in your school.

- **Find out what fathers want.** One of the most effective but least used ways to involve fathers is to find out what interests them about their child's school or childcare program and what they would like to contribute to the school.

Deal with resistance to change. Although all staff members are likely to agree with the *idea* of getting fathers more involved in children's learning, their *feelings* are often otherwise. The same goes for mothers. For example, women who have been abused or abandoned by men may have reservations about reaching out to fathers. Dealing with emotional resistance to the involvement of fathers in children's learning is not easy, but it is important.

- **Group discussions** can be an effective way to identify feelings and to help people realize they are not the only ones with those feelings. A staff group or a group of mothers can gather to discuss their relationships with their own fathers while they were growing up, what it would have meant to have their own fathers more involved and what it would take to involve more fathers in children's learning. To channel what will be an emotional discussion in the most constructive way, consider having a trained professional from your staff – a psychologist or social worker – serve as the discussion leader.
- **Men and women together.** Under the direction of a skilled group leader, a dialogue between mothers and fathers can be a very effective way to learn what's keeping men from being more involved – and what it would take for them to become more involved.

Staffing early school positions with males. Staffing childcare facilities (infant to school-age care) with male teachers and other caregivers helps make dads more comfortable and feel that their stake in their children's success is as great as the mothers'. A greater number of fathers and other males related to the child are involved in such settings and attendance at parent conferences has increased there (Braver and Griffin, 1996). Today more male teachers, teacher aides and social workers are being hired at all levels of schooling.

What Other Community Partners Can Do

Employers can:

- **Offer more flexible work schedules** so fathers can take time off to attend and become involved in school and related educational activities, such as parent-teacher conferences, the Parent Teacher Association, field trips, athletic events and other social activities.
- **Initiate volunteer programs** that encourage employees to become mentors, coaches and tutors or to help improve schools' technology infrastructure, buildings and grounds.
- **Offer fatherhood and parenting education sessions** for interested dads.

- **Provide information services** to parents related to post-secondary education and training for their children.

Communities can:

- **Encourage civic, service, religious and charitable groups to promote responsible fatherhood** within their membership and across the country.
- **Open their facilities to encourage after-school and evening educational and recreational activities and courses** for children and their parents.
- **Provide opportunities for community wide social and recreational events** for families.
- **Organize school, family, community college and university and public and community agency support** for families within their community.

III. EXAMPLES OF MODEL PROGRAMS THAT ENGAGE FATHERS IN CHILDREN'S LEARNING

The following father involvement programs are examples of how communities across the country are meeting the need to support fathers' involvement in children's learning. These examples are by no means exhaustive; they are intended to illustrate the kinds of fathers' involvement programs that are working in schools, childcare centers and communities.

- **The Buhner Elementary School (Pre-K-5), Cleveland, Ohio,** provides family math courses for mothers and fathers and all home-school communications are in at least two languages. The school has organized block parent meetings that are held at locations other than school so that those parents who cannot come to the school for meetings can address issues nearer to home with school staff who attend. *Results:* 18-20 parents attend a typical block meeting with an annually increasing number of block parents attending school functions.
- **At Cane Run Elementary School (K-5), Louisville, Kentucky,** families participate in the Even Start Program, with parents studying for the General Education Diploma while children are in school or the on-site nursery. The school's Family Resource Center links fathers and mothers to many community services, and runs after-school tutoring and recreational programs for children. *Results:* PTA membership and the number of mothers and fathers visiting the school building daily have both been multiplied by a factor of 10. During the last two years, discipline referrals have declined 30 percent each year while attendance has maintained a steady 94 percent.
- **R.E.A.D. to Kids--Reconnecting Education and Dads, Kansas City, Missouri,** is a project of the Urban Fathering Project. This activity helps dads develop a reading program for their children. *Results:* Over 450 dads in 12 schools participated in the program in its first year.
- **Kindering Center (Pre-K and elementary), Bellevue, Washington,** has established a weekly support group for fathers of children with special needs, run by the National Fathering Network. It now has affiliates in 35 states. *Results:* Enrollment has grown from 25 to 100 participating fathers, all of whom are better able to manage the stresses of having a child with special needs.
- **Avance Child and Family Development Program, (Pre-K) San Antonio, Texas,** offers a 33-week fatherhood curriculum, covering topics such as child growth and development, handling stress, learning to live without violence, and childhood

illnesses. The program also offers a General Education Diploma and English as a Second Language classes. *Results:* The program teaches parenting and personal skills to more than 60 men per year, encourages fathers' involvement with their children, and strengthens relationships with their children's mothers.

- **The Mary Hooker Elementary School Family Resource Center** in Hartford, Connecticut, primarily serves Puerto Rican low-income families who are either bilingual in Spanish and English or speak Spanish as their primary language. Program activities with fathers, conducted in both English and Spanish, are often held in evenings or on Saturdays. Activities include parenting classes, picnics, field trips and early education classes. Babysitting is provided as needed. *Results:* Many of the 250 parents who attended the program's parental involvement meeting also attended the meeting's fatherhood workshop.
- **The Pinellas County Head Start's Accepting the Leadership Challenge** in Florida, a male involvement initiative, began by taking 30 men away for the weekend and leading them through a bonding exercise which helped them to form a group. The program offers fathers training in parenting, nutrition, literacy and computers; educational travel; and opportunities for successful family time. *Results:* Now in its ninth year, the number of male involvement groups has expanded.
- **At the Fairfax-San Anselmo Children's Center** (pre-K and after-school), Fairfax, California, on one Saturday per month, as part of the Men's Breakfast Program, fathers first have breakfast with their children, then have a fathers-only discussion led by the center director, and then rejoin their children to do yard work and other fixing up of the center. *Results:* Before the program, very few fathers participated in parent-teacher meetings or other aspects of center life; now, virtually all fathers participate.
- **The Florence S. Brown Pre-K Program**, Rochester, New York, holds one lunchtime meeting per month and one evening meeting per month. Both of these meetings bring fathers to the center to spend time in the classroom with their children and to do handiwork and yardwork (for example, fixing broken toys, repairing the playground). *Results:* Fathers took a lead role in a successful lobbying effort to prevent cutbacks in state funding for the entire Pre-K program.
- **At the Sunbelt Human Advancement Resources, Inc. Head Start (SHARE)** in Greenville, South Carolina, male volunteers visit men at the Perry Correctional Center to provide inmate fathers with information on Head Start and its services to children and families, as well as mentoring and life-skills training. *Results:* visits to the center provide male involvement volunteers with ideas for their mentoring program with youth in group homes to prevent these young boys from become a part of the justice system.
- **Parents as Teachers (Pre-K)**, St. Louis, Missouri, is a statewide program, widely recognized as a national model, that advocates that parents are children's first teachers. The Ferguson-Florissant High School has adapted this program for teen parents and parents-to-be, offering both "Dads Only" and "Moms Only" classes. The school also runs a preschool-based

"Messy Activities" night to encourage fathers to play with their children. *Results:* There has been increasing involvement by fathers in families who participate in the program.

- **At Hueco Elementary School (Pre-K-6), El Paso, Texas,** all parents participate in the "Super Readers" program, which provides incentives for parents to read with their children. About 20-30 parents attend monthly Parent Communication Council meetings and teachers receive release time to conduct home visits. *Results:* Parents involved in at least one activity at school increased from 30 percent to 80 percent per year. Parent participation has increased to include school decision-making, classroom instruction, furthering their own educational goals, and helping children more at home.
- **At Roosevelt High School (9-12), Dallas, Texas,** teams of faculty, parents and other community leaders walk door-to-door during their "Walk for Success." These teams talk with parents about their needs, interests and school improvement. Parents of sophomores attend classes about state tests and a parent liaison makes 30-60 calls to parents per day to reinforce communication between home and school. *Results:* Attendance at PTA meetings increased by a factor of 20. Student achievement on state tests rose from the 40th percentile to the 81st percentile in reading, and from the 16th to the 70th percentile in math.
- **The Illinois Fatherhood Initiative (IFI)** is the country's first statewide non-profit volunteer fatherhood organization. Founded in 1997, IFI connects children and fathers by promoting responsible fathering and helping equip men to become better fathers and father figures. *Results:* Through its volunteer board of directors and board of advisors, IFI creates strategic partnerships with private and non-profit organizations. Its activities include the Illinois Father-of-the-Year Essay Contest (over 140,000 school-age children have submitted essays during the past three years) on the theme, "What My Father Means to Me," a *Me & My Dad* essay booklet that includes essays, artwork and a six-part curriculum focused on child-father issues; a Faces of Fatherhood Calendar; an Illinois Fathers' Resource Guide; a quarterly newsletter; and a Boot Camp for New Dads, a hospital-based program which brings together first-time dads with soon to be first-time dads to help them make the transition to fathering. Web site: www.4fathers.com

APPENDICES

Internet Resources of Organizations

The following Internet sites of organizations host a variety of resources for assisting fathers and mothers in their lives as parents. Many other sites exist and they are usually accessible from sites such as the following.

At-Home Dad. This is a quarterly newsletter that promotes the home-based father.
<http://www.parentsplace.com/family/dads>

Baby Center. This site is for new and expectant fathers, with information on preconception, pregnancy, babies and toddlers. <http://www.babycenter.com>

Bay Area Male Involvement Network. The network is a partnership of Bay Area child services agency workers to increase the involvement of fathers in the lives of their children. It has a male involvement curriculum for training teachers in early childhood education.
<http://www.bamin.org>

Center for Successful Fathering. This site works to increase awareness of the essential role of fatherhood. Timely and relevant skills are discussed.
<http://www.fathering.org>

Child Trends. Their publication list on fatherhood includes reports, papers and other resources in several critical social areas. <http://www.childtrends.org>

Daddy's Home. This is an online resource for primary caregiving fathers. <http://www.daddyshome.com>

D.A.D.S. (Directing All Dads to Success). This site provides support, education and varied resources to help dads, along with a discussion forum. <http://www.dadsinc.com>

Family Education Network. This site brings local, state, and national educational resources together in one place. Their goals include helping parents to be more involved with schools and education.
<http://www.familyeducation.com>

Fatherhood Project. This site is part of the Families and Work Institute which, among other things, works to develop ways to support men's involvement in child-rearing.
<http://www.fatherhoodproject.org>

Fathers' Forum Online. This site is dedicated primarily to expectant and new fathers with children up to the age of two. <http://www.fathersforum.com>

Fathers Matter. This site features a conference center where dads can talk about prevailing, relevant issues.
<http://www.fathersmatter.com>

Fathers' Network. This site serves fathers of children with special needs, namely, chronic illness and developmental disability.
<http://www.fathersnetwork.org>

FatherWork. This site contains personal stories from fathers and children, as well as ideas to promote good fathering under various challenging circumstances.
<http://www.fatherwork.byu.edu>

Fedstats. More than 70 agencies of the federal government produce statistics of interest (including fathering) to the public and this site provides access to the full range of them. <http://www.fedstats.gov>

Kidsource OnLine. This is an online community that shares values and goals in raising, educating and providing for children. Their goal is to find and deliver the best of health-care and education information.
<http://www.kidsource.com>

National Campaign to Prevent Teen Pregnancy. This site seeks to prevent teen pregnancy by supporting values and stimulating actions that are consistent with a

pregnancy-free adolescence.
<http://www.teenpregnancy.org>

National Center for Fathering. This site conducts research and distributes data on fathers and fathering. Practical resources are available for dads in nearly every fathering situation. <http://www.fathers.com>

National Center for Strategic Non-profit Planning and Community Leadership. This site provides details about NPCL's public and customized workshop series to help community-based organizations and public agencies better serve young, low-income single fathers and fragile families. <http://www.npcl.org>

National Center on Fathers and Families. NCOFF's goal is to improve the life chances of children and the efficacy of families. NCOFF supports the conduct and dissemination of research that advances father involvement. <http://www.ncoff.gse.upenn.edu>

National Fatherhood Initiative. This site highlights the importance of dads to the well-being of their children and the entire community. They organize coalitions and promote a pro-fathering message to dads. <http://www.fatherhood.org>

National Head Start Association. The "Father Friendly Assessment and Planning Tool" provides checklists for programs to assess their readiness to serve fathers and to develop a father-friendly action plan. A joint effort of the National Center for Strategic Nonprofit Planning and Community Leadership; the United States Department of Health and Human Services' Administration for Children and Families, Region V; and the Illinois Department of Public Aid, Division of Child Support Enforcement, this tool is available at <http://www.nhsa.org/partner/fatherhood/ffanp.htm>

National Latino Fatherhood and Family Institute. This site highlights programs for serving Latino fathers and families. <http://www.nlffi.org>

University of Minnesota's Children, Youth and Family Consortium--FatherNet. This is the Consortium's answer to the "Father to Father" initiative. Minnesota

was the first state to launch this initiative, and this site has an abundance of state links and resource information.
<http://www.cyfc.umn.edu/Fathernet>

U.S. Department of Health and Human Services Fatherhood Initiative. This departmental site describes activities, policies, research and plans consistent with government policies to support fatherhood initiatives. <http://fatherhood.hhs.gov>

Zero to Three. This organization promotes the healthy development of babies and young children by promoting good child development practices for mother, fathers and providers of care. <http://www.zerotothree.org>

**Resources from the U.S. Department of Education and
the Department of Health and Human Services**

U.S. Department of Education

Call:

- 1-800-USA-LEARN
- 1-877-4ED-PUBS (1-877-433-7827)

Visit:

- www.pfie.ed.gov (Partnership for Family Involvement in Education)
- www.nces.ed.gov/pubs98/fathers/index.html (EDPubs)

U.S. Department of Health and Human Services

Call:

- 1-703-683-2878 (Head Start publications office)

Visit:

- <http://fatherhood.hhs.gov>

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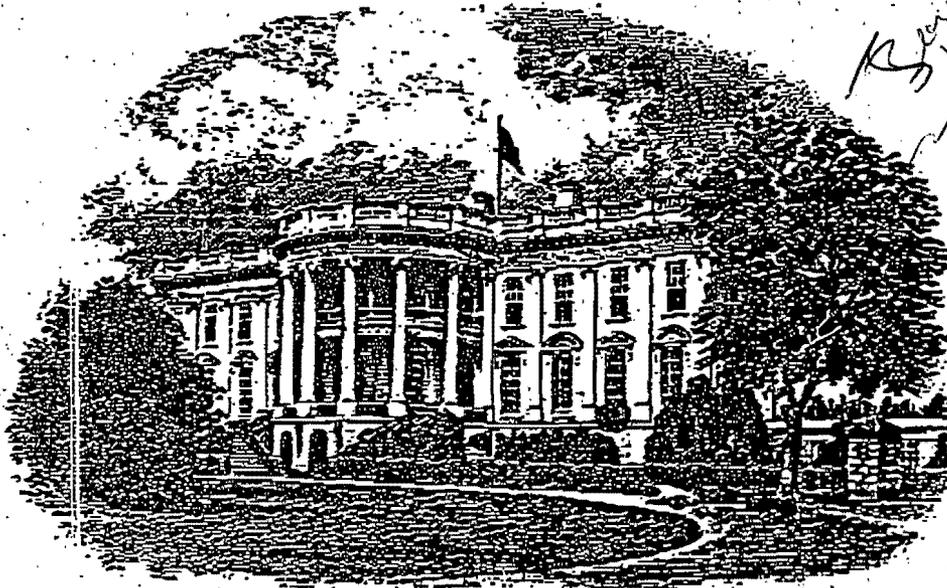
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THE WHITE HOUSE

OFFICE OF PRESIDENTIAL LETTERS AND MESSAGES



Garner
7/501 3966
AS - Diana
Lincoln
6570
55640
2340

FACSIMILE FROM: CHRIS SCULLY

PHONE: (202) 456-5512

FAX: (202) 456-5426

2/4/00
9027

TO: Kendra Brooks DATE: 5/30

NO. OF PAGES (INCLUDING COVER): 8 FAX: 65581

PHONE: _____

COMMENTS: Would you please review this draft
(the part about Charter Schools in
particular)? Thanks,
Chris

~~DRAFT OF BC LETTER~~

INITIALS: BC /cks	DOCUMENT NAME: \\s_who00010\dos\public\letter\slr\p\cks \junge ember reichgott.doc
DRAFT / LETTER DATE: May 25, 2000	CORRESPONDENCE #: 7214817
	CC:
CORRESPONDENCE ADDRESSED TO: The Honorable Ember Reichgott Junge Assistant Majority Leader Minnesota State Senate Room 205 75 Constitution Avenue Saint Paul, Minnesota 55155- 1606	

Dear Ember:

Thank you very much for your letter and for sharing with me the good news about the Minnesota charter school law.

It was great seeing you during my trip to Minnesota to celebrate the success of charter schools. As you well know, charter schools are a key part of my strategy to reform public education and ensure that all children have access to high quality public schools. I'm grateful for your strong leadership in the charter school movement, and I applaud your commitment to these innovative schools.

Congratulations, too, on your remarkable career in public service. You have worked with energy and determination to build a brighter future for the people of Minnesota. With vision and dedication, you have been instrumental in improving the quality of life for citizens throughout your community. You can take great pride in knowing that

your work has been a true investment in the future of your state and that and you have created a lasting legacy of public service.

Best wishes.

5145-781

**EMBER REICHGOTT JUNGE
ASSISTANT MAJORITY LEADER**

Senator 46th District
Room 205 State Capitol
75 Constitution Avenue
St. Paul, MN 55155-1606
(612) 296-2889
sen.ember.junge@senate.leg.state.mn.us
and
7701 48th Avenue North
New Hope, Minnesota 55428

**Senate**

State of Minnesota



417935

April 27, 2000

The Honorable William Jefferson Clinton
President of the United States
The White House
1600 Pennsylvania Avenue
Washington, DC 20500

BY FEDERAL EXPRESS

Dear Mr. President:

It was good to talk with you briefly at the National Conference of State Legislatures (NCSL) Leader to Leader Dinner in February. I want to update you on some good news about charter schools.

This week the Ford Foundation named the Minnesota charter school law as one of 96 semifinalists in the 2000 Innovations in American Government Awards competition, administered by Harvard's John F. Kennedy School of Government. I thought you and your staff would like a copy of the semifinalist application, as it references your strong support for charter schools and provides a complete history of the origin and rapid growth of charter schools.

I also learned just today that you may visit Minnesota May 4 to discuss education reform and charter schools. What a perfect coincidence! Can you help us celebrate this recent recognition of Minnesota's pioneering role in public charter schools? I would be pleased to assist your staff in making arrangements to visit a charter school.

Your visit also coincides with the first-ever "National Charter Schools Week" to be held May 1-5. The celebration is coordinated by the leaders of nearly 60 grassroots charter school organizations in 37 states around the theme "New Choices in Public Education." The enclosed "Charter Friends Report" gives more details.

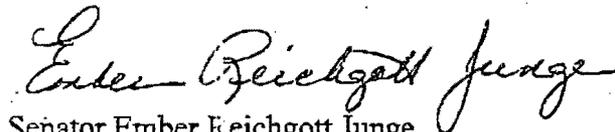
APR 28 2000

President Bill Clinton
April 27, 2000
Page 2

On a personal note, I am now in the last weeks of my 18th and final session in the Minnesota Senate, as I have decided not to seek re-election. You no doubt have the same mixed feelings about leaving public service. Recently I published my reflections about the "Gift of Public Service" in our Minnesota State Bar Association Magazine. I thought you would relate to these thoughts, as you have led our country with similar principles in mind.

I look forward to seeing you in Minnesota. And once again, thank you for making charter schools a national innovation.

Sincerely,



Senator Ember Reichgott Junge
Assistant Majority Leader

CC: Secretary of Education Hon. Richard Riley
Andy Rotherham, Domestic Policy Advisor, White House
Eric Liu, Domestic Policy Advisor, White House
Jackie Lain, Office of Intergovernmental Relations, White House
Al From, President, DLC
Ted Kolderie, Center for Policy Studies, St. Paul
Steve Doss, Minnesota Association of Charter Schools

FOR IMMEDIATE RELEASE: Monday, April 24, 2000
FROM: Minnesota Association of Charter Schools (MACS)
CONTACT: Steve Dess, Executive Director, (651) 649-5470

Minnesota Charter School Law Named Semifinalist in
Government Innovations Award Program

Charter school parents, teachers and students gathered at Community of Peace Charter School in St. Paul to celebrate today's announcement that Minnesota's charter school law was named a semifinalist in the 2000 Innovations in American Government Awards competition. One of the most prestigious public service awards programs in the country, the competition is sponsored by the Ford Foundation and administered by Harvard University's John F. Kennedy School of Government.

"Charter schools have opened many doors for students and teachers in Minnesota and across the nation," said Steve Dess, Executive Director of the Minnesota Association of Charter Schools (MACS). "They serve diverse student populations and provide new public school choices that might not otherwise be available to meet student needs. Not surprisingly, the existence of charter schools has also motivated significant change in the existing public school system," he added.

The 1991 Minnesota charter school law was the first such law passed in the nation. It was sponsored by Sen. Ember Reichgott Junge (DFL-New Hope), Rep. Becky Kelso (DFL-Shakopee), and Sen. Gen Olson (R-Minnetrista). Today there are over 1700 charter schools in 39 states serving over 350,000 students. Minnesota has 53 operating charter schools, serving about 8300 students.

"This innovation award is a tribute to the Minnesota legislature for their leadership in education reform," said chief author Sen. Ember Reichgott Junge. "More than that, it is recognition of the hard work and vision of charter school educators, families and students. They are the ones who have made charter schools successful in providing new opportunities for learners."

As one of 96 semifinalists selected from a pool of more than 1300 applicants, the Minnesota charter school law will next be considered in the selection of 25 innovations award finalists (receiving a \$20,000 award) and 10 winners (\$100,000 award).

Junge also emphasized the immediate need to pass legislation regarding charter schools currently pending in the K-12 Education Conference Committee. "We need to keep charter schools moving forward in Minnesota," she said. "This legislation will remove barriers to charter schools, provide the same funding as other public schools, and will fully fund charter school building lease aid that the legislature promised last year."

Included in the conference committee are the following provisions:

- * allows nonprofit organizations to sponsor charter schools;
- * increases charter school start-up grants by \$1.2 million to accurately reflect the growth of charter schools in Minnesota;
- * increases charter school building lease aid by approximately \$10 million for the current biennium to fully fund lease aid commitments made by the 1999 legislature;
- * allows charter schools to receive integration revenue if they qualify like other public schools;
- * provides more oversight of charter school sponsors and allows modest payment to sponsors for monitoring and evaluation of the charter school.

Rep. Alice Seagren, author of the House provisions and Co-Chair of the Conference Committee added, "We need to help charter schools with their building lease commitments now and in the future. If the legislature does not keep our promise, some charter schools may be forced to close their doors."

**White House Strategy Session on Educational Excellence for Hispanic Students
Draft Agenda**

9:00 am – 9:30 am

Registration

Old Executive Office Building 450

9:30 am – 10:30 am

Welcome

Old Executive Office Building 450

- Maria Echaveste (T)
- Lt. Governor Cruz Bustamonte (CA)
- Member of Congress – Roybal-Allard/Hinajosa (T)
- Secretary Riley

10:45 am – 12:45 pm

Break-out Sessions:

- **Increasing Access to Quality Early Childhood Education**
Roosevelt Room
- **Eliminating the Achievement Gap**
Vice President's Ceremonial Office
- **Ensuring that Hispanic Students Achieve English Proficiency**
Old Executive Office Building 476
- **Increasing the Rate of High School Completion**
Old Executive Office Building 180
- **Increasing the College Completion Rate**
Old Executive Office Building 472

1:00 pm – 2:00 pm

Buffet Lunch

Indian Treaty Room

2:00 pm – 2:30 pm

Move to East Room

2:30 pm – 4:30 pm

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

East Room

- Introduction by Guillermo Linares (3 minutes)
- Remarks by President Clinton (10 minutes)
- Breakout Chairs Report Out to President Clinton (???)
- Discussion on Strategies, Commitments and Next Steps Moderated by President Clinton (105 minutes)

4:30 pm – 6:00 pm

Commissioner's Reception

State Dining Room

* Names serve only as examples and placeholders.

DRAFT

Goal # 1

Increasing Access to Quality Early Childhood Education

Eisenhower Executive Office Building Room 100

Chair:

Panelist:

Participants:

Barrera, Rebeca, Executive Director, National Latino Children's Institute

Hernandez, David, Teacher, National Education Association

Karp, Naomi, Director, U.S. Department of Education National Institute on Early Childhood

Lombardi, Joan, Child and Family Policy Specialist

Montoya, Patricia, Commissioner, Children, Youth and Families Department, Health and Human Services

Ramos, Predro A., President, Board of Education School District of Philadelphia

DRAFT

Goal #2

Ensuring that Hispanic Students Achieve English Proficiency
Eisenhower Executive Office Building Room 180

Chair:

Panelist:

Participants:

Anzaldua, Gilberto, Superintendent, El Paso Independent School Board

Cruz, Miriam, President, Equity Research Corporation

Driscoll, David, Commissioner of Education, Commonwealth of Massachusetts

Lechtenberg, Jennie, Sister, PUENTE Learning Center

Pompa, Delia, Executive Director, National Association for Bilingual Education

Rotherham, Andrew, Democratic Leadership Council

DRAFT

Goal # 3

Eliminating the Achievement Gap
Vice President's Ceremonial Office Room 274

Chair:

Panelist:

Participants:

- Able, Edward H., President and CEO, American Association of Museums
Chambers, Clarice L., President, National School Boards Association
2. Codero – Guzman, Hector R., Ph.D., Milano Graduate School of Management and Urban Policy
1. Fernandez – Haar, Ana Maria, President and CEO, The IAC Group, Inc.
2. Fajardo, Victor, Secretary, Puerto Rico Department of Education
Gammon, Thomas, Teacher, Miami Springs High School, Miami-Dade County Public Schools
4. Hatton, Sylvia, Executive Director, Region One Education Service Center
Hernandez, Sonia, President, Commission on Educational Excellence for Hispanic Americans
^ Hunt, Ken, United Auto Group
Igo, Shirley, National PTA *High School Completion*
Katzir, Dan, Director, The Board Foundation
Kernan, John T., Chairman and CEO, Lightspan, Inc.
Long, Sarah, President, American Library Association *Language*
Paiz-Archuleta, Erlinda, Director, Regional Educational Services Unit Colorado Department of Education *High School Completion*
Petrovich, Janice, Director, Education, Knowledge and Religion Division, Ford Foundation *High School Completion*
Taveras, Barbara A., President, Edward W. Hazen Foundation *MOVE*
Tukeva, Maria, Principal, Bell Multicultural High School *High School Completion*
Vega – Rivera, Carmen, Executive Director, East Harlem Tutorial Program *MOVE*
Welburn, Brenda L., Executive Director, National Association of State Boards of Education *MOVE*
Zacarias, Ruben, Former Superintendent, Los Angeles Unified School District

DRAFT

Goal #4

Increasing the Rate of High School Completion
Eisenhower Executive Office Building Room 472

Chair:

Panelist:

Participants:

Blackburn – Moreno, Ronald, President, ASPIRA Association
Merenda, Daniel W., President and CEO, National Association of Partners in Education, Inc.
Orfield, Gary, Co-Director, The Civil Rights Project Harvard University
Quinones, John, ABC News 20/20 **PANEL 4**
Riojas-Esparza, Alma, President and CEO, MANA
Santiago, Deborah, Deputy Director, White House Initiative on Educational Excellence for Hispanic Americans
Trevino, Julian H., President, Board of Trustees, San Antonio Independent School District **PANEL 3**
Valeuzuela – Garewal, Harry, President, National Caucus of Hispanic School Board Members
Velazquez, Loida, President, Hep-Camp Association

DRAFT

Goal # 5

Increasing the College Completion Rate
Eisenhower Executive Office Building Room 476

Chair:

Panelist:

Participants:

Cotrell, Charles, President, St. Mary's University

Flores, Antonio, President, Hispanic Association of Colleges and Universities

Garcia, Juliet V., President, University of Texas at Brownsville

Guerra, John C., Vice President, AT&T Consumer Services SW Region

Padron, Eduardo J., President, Miami-Dade Community College

Reyes, Frank G., Assitant to the Chancellor, San Bernardino Valley College

Rodriguez, Carlos, Principal Research Scientist, Pelavin Research Center of the American
Institute for Research

Santos – Laanan, Frankie, Assistant Professor, Department of Human Resource Education,
University of Illinois at Urbana - Champaign

www. CO, Fairfax, VA. US. / July



Bethany Little
06/26/2000 01:10:30 PM

Record Type: Record

To: Bruce N. Reed/OPD/EOP@EOP, Maria Echaveste/WHO/EOP@EOP, Barbara Chow/OMB/EOP@EOP
cc: John B. Buxton/OPD/EOP@EOP, Reynaldo Valencia/WHO/EOP@EOP, Kendra L. Brooks/OPD/EOP@EOP
Subject: FW: "Testing Hispanic Students in the U.S.: Technical and Policy Issues"

On Friday our intern brought to our attention a small article in the Denver Rocky Mountain News with the headline, "White House report claims inappropriate tests are often used to make key decisions." The story that followed (pasted below) details how a White House Report released at the NALEO conference concluded that "American schools are violating Hispanic students' civil rights by using inappropriate tests to make important decisions about their education."

Apparently a press release was issued by the Initiative through an independent consultant on Thursday, followed by a press briefing Thursday afternoon (about 5 or 6 reporters attended) to re-release the same report we had discussed with them in the fall. It appears that the printed copies came in from GPO on June 16, and they thought this was an ideal opportunity to highlight the report's findings. It is my understanding that we had reached an explicit understanding with Sarita after the last release that they would loop us in on events like this, and I simply want to confirm that she had discussed this with someone over here. I really hope that's the case, but she definitely did not speak to JB or me about it (or Andy for that matter). Neither Mike Cohen, nor Heidi nor Cha apparently knew about this decision, although the Initiative says that it forwarded a copy of the press release to the Department's Office of Public Affairs, which OPA did not subsequently release. I am awaiting a fax of the clips that the consultant promised Deb, and have pasted one article below. You will also find the Initiative's release attached below. Please let me know if you'd like to discuss this or need more information. Thanks!

White House report claims inappropriate tests are often used to make key decisions

By Holly Kurtz
Denver Rocky Mountain News Staff Writer

American schools are violating Hispanic students' civil rights by using inappropriate tests to make important decisions about their education.

That's the conclusion of a White House report released Thursday at the National Association of Latino Elected and Appointed Officials 17th Annual Conference at the Adams Mark Hotel in Denver.

The report found hundreds of thousands of non-English-speaking students are being promoted, flunked and barred from gifted programs and graduation based on tests in a language they don't understand.

Other Hispanic students are taking Spanish-language exams that are less rigorous than English "equivalents," or drifting through school without benchmarks to measure their progress because they are exempted from tests, the report said.

"I thought we were well ahead of the game," said Erlinda Archuleta of the Colorado Department of Education.

But after serving on the President's Advisory Commission on Educational Excellence for Hispanic Americans, Archuleta is taking another look.

Colorado has no high school "exit" exam, and districts use various factors to decide whether students will be promoted.

There are Spanish versions of Colorado Student Assessment Program tests for third- and fourth-graders. But students at more grade levels will eventually be required the test under a historic education reform p

State Rep. Val Vigil says he has tried to get funding to make sure every test has a Spanish version. The roadblock he stumbled across every time was funding; Spanish tests often cost several times more than their English counterparts.

California education chief Sonia Hernandez, a commission member, said states should bond together to buy high-quality Spanish tests in bulk.

Mere translations of existing English tests, according to the report, are insufficient. Just as children may speak no English, they also may fail to be fluent in basic assumptions of American culture.

"Translated tests should not be used," states one of the document's 18 recommendations.

The report also recommends eliminating interpreters, classifications that label bilingualism a disability and excessive testing.

Even amidst the problems, commission members found some spots of life.

Hernandez, formerly an education director for former Texas Gov. Ann Richards, says that state is getting some things right when it comes to testing Hispanic students.

The state assesses each student's language ability in English and Spanish, then decides which tests to administer based on how well they know each language.

However, no one is perfect, Hernandez says.

"They are excluding too many children," she said of Texas. "They give them waivers. The issue with accountability is, is the child being taught? When kids are not counted, they don't count. We want them tested."

However, the report concludes unfair tests are actually a symptom of a broader problem.

"Until there is some semblance in equity of standards, curricula, pedagogy and resources throughout schools, school districts and states ... tests will continue to blame the Hispanic student for low scores and will continue to deny him or her promotion, eligibility and opportunity."

June 23, 2000

----- Forwarded by Bethany Little/OPD/EOP on 06/26/2000 12:07 PM -----



"Santiago, Deborah" <Deborah_Santiago@ed.gov>
06/26/2000 10:30:08 AM

Record Type: Record

To: Bethany Little/OPD/EOP

cc: "Brown, Sarita" <Sarita_Brown@ed.gov>

Subject: FW: "Testing Hispanic Students in the U.S.: Technical and Policy Issues"

As mentioned in the voice mail, the press release for the Commission report on testing is attached. This is the same publication you all saw in September of last year, with slight editing and printed by GPO.

The publication was sent via regular mail to your office, but we can expedite by FedExing if necessary. Just let me know. The publication is also on our web site if you'd like to download it.

Deborah A. Santiago

Deputy Director

White House Initiative on Educational Excellence for Hispanic Americans

400 Maryland Ave., SW, Washington, DC 20202-3601

(202) 401-7479, (202) 401-8377 [fax]



- NALEO advisory.doc



Mark D. Magana
06/12/2000 04:08:34 PM

Record Type: Record

To: Bobby D. Conner/WHO/EOP@EOP, Kendra L. Brooks/OPD/EOP@EOP

cc:

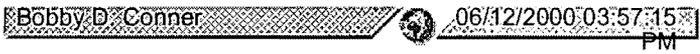
Subject: Contact info

Amy Slavin 225-2965, Staffer

Thanks

Mark

----- Forwarded by Mark D. Magana/WHO/EOP on 06/12/2000 04:05 PM -----



Record Type: Record

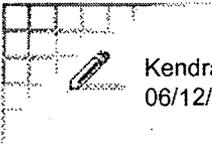
To: Mark D. Magana/WHO/EOP@EOP

cc:

Subject: Contact info

do you have someone (staffer) in mind for this?? or just the scheduler. THANKS

----- Forwarded by Bobby D. Conner/WHO/EOP on 06/12/2000 03:56 PM -----



Kendra L. Brooks
06/12/2000 03:47:08 PM

Record Type: Record

To: Bobby D. Conner/WHO/EOP@EOP

cc:

Subject: Contact info

Hi Bobby, can you please give me staff contact numbers for Representative Loretta Sanchez so that we can set up a conference call to go over roles for chairpersons? Thanks!

White House Strategy Session: Improving Hispanic Student Achievement
Breakout Session #4: Increasing the High School Completion Rate

Date: June 15, 2000
Location: The Old Executive Office Building, Room 180
Start Time: 10:45 am
End Time: 12:45 pm
Staff Contact: JB Buxton 456-5567 (page: 757-5000)

Session Title and Focus

YOUR is Breakout Session #4: Increasing the High School Completion Rate.

In your session, panelists and participants will discuss the following goal: ***Increase the high school completion rate for Hispanic students to 90 percent by 2010.*** Please see attached documents on the conference background and the issue of high school completion and dropouts. The aim of the session is for participants to discuss the reasons behind the existing gap in high school completion rates between Hispanic students and their counterparts and the key strategies and steps needed to significantly increase the high school completion rate of Hispanic students by 2010.

Session Format

The session will begin at 10:45 am. **JB Buxton**, from the education team of the Domestic Policy Council at the White House, will open the session by describing the format of the breakout and then he will turn the session over to **YOU**.

YOU will have 4-5 minutes to welcome the participants, make an opening statement on the issue, and introduce the panelists in the order provided either all at once or prior to their comments.

YOU will call upon each panelist. Panelists should not speak for more than 5-7 minutes. If needed, **YOU** should remind speakers to wrap up and ask them to stop. Staff at the breakout will assist with keeping time.

At the close of the panelists' remarks, **YOU** will have the option of making some remarks and then **YOU** will introduce and turn the session over to the professional facilitator for the session, **Thomas Bryant**. **Thomas Bryant** will then facilitate a discussion until 12:40 pm. The facilitated discussion will focus on three major questions for participants:

1. What are the key strategies that need to be in place if we are to reach our goal of having 90% of Hispanic students complete high school by 2010?
2. What are the major barriers to implementing the key strategies and achieving the goal?
3. What key actors and resources need to be involved in order to surmount the barriers and reach the goal?

YOU are welcome to participate in the discussion.

At approximately 12:40 pm, **Thomas Bryant** will close the discussion and turn it back over to **YOU**. At this time, **YOU** should make any closing remarks and close the session.

Following the session, participants will move to the Indian Treaty Room for a buffet lunch.

BREAKOUT PARTICIPANTS

Chair

Secretary of the Army, The Honorable Louis Caldera

Facilitator

Thomas Bryant, Jr.

Panelists

Patricia Gandara

Professor of Education, University of California at Davis

Manuel Isquierdo

Principal, J. Sterling Morton East High School
Cicero, Illinois 60004

A Superintendent of a Local School (TBD on 6/13)

It will be either Dr. Julian Trevino from the San Antonio Independent School District (TX), Pablo Clausell from the West New York School District (NJ), or Anthony Amato from the Hartford School District (CT).

Other Participants

The list of other conference participants attending the breakout session will be finalized tomorrow. We will send it over when it is complete.

National Goals for Educational Excellence for Hispanic Americans

(Eventually replace this paragraph with summary of White House message for the conference.) *This draft is an attempt to articulate national goals that could be used to hold policymakers and educators accountable for progress over the next decade. To that end, each goal is stated according to a readily quantifiable measure. The Department of Education is preparing a "report card" that will present a snapshot of current status on indicators relevant to these goals, and where possible, status in 1990. Following each goal are examples of strategies that could be used to reach the goal. This is not meant to be an exhaustive list of strategies, but should offer a point of departure to facilitate breakout discussions to identify priorities. These priorities will create a framework that can be used to develop a national action agenda for achieving educational excellence for Hispanic students.*

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

Accomplishing these ambitious goals will require a significant investment of resources and energy by governments, educators, businesses, foundations, nonprofit organizations and individuals. Following are some of the key strategies each sector can undertake to do its part in advancing educational opportunities for Hispanic Americans. Ultimately, this battle for our country's future success will only be won with partnerships among all stakeholders, innovation at all levels and a serious commitment to excellence.

Federal, state and local governments:

- Increase investment in educational programs that work for Hispanic children.
- Allocate and target resources more effectively.

Private sector:

- Partner with schools and institutions of higher education to provide mentors, tutors, internships, scholarships, part-time jobs, continuing education courses and other educational supports.

- Support adult involvement in education with flexible schedules, leave for parent-teacher conferences, worksite schools, childcare centers and other supports.

Foundations:

- Support cohesive, collaborative and comprehensive research on “what works” for Hispanic children.
- Support replication of successful programs supporting education and success for Hispanic children and families.

Educators:

- Insist on high expectations for every child, and offer every child the support to achieve academic and other success.
- Ensure a qualified, well-prepared, talented, supported and committed teacher in every classroom.

Nonprofit organizations:

- Use networks to communicate important information about the value of education, the possibilities for long-term academic success and effective practices for supporting Hispanic students.
- Partner with schools, businesses and others to support networks and activities that help Hispanic students succeed.

Individuals:

- Get involved with children’s learning as a parent, tutor, mentor, educator, employer, or community partner.
- Lobby educators, businesses, legislators and nonprofit organizations to adopt, invest in, expand or continue practices that successfully support Hispanic students.

- 1) **Ensure that all Hispanic American children have access to high quality early childhood education and development programs and enter school prepared to succeed by eliminating the gap between the Hispanic participation rate and the national participation rate in high quality programs by 2010.**

Strategies

- *Improve access to early childhood education programs:*
 - Work with states, local governments and employers to encourage proliferation of early childhood education; and
 - Increase state and federal investment in early childhood education, including Head Start and the Child Care and Development Block Grant; and
 - Ensure that both Head Start and the federal child care subsidies are targeted to Hispanic families.
- *Increase participation of Hispanic children in early childhood education program:*
 - Encourage intergenerational approaches that involve grandparents, parents and siblings in children's development;
 - Reach out to expecting parents and new parents through non-education institutions like hospitals, faith based organizations, health clinics, employment offices and community based organizations; and
 - Improve outreach efforts (including through Hispanic media) that underscore the value of early childhood education and provide information on how to access childcare subsidies, tax relief, and childcare or pre-K programs.
- *Improve quality of early childhood education programs and services serving Hispanic children:*
 - Improve data collection and invest in research focused on serving Hispanic families;
 - Reach out to educate parents and other family caregivers in homes;
 - Invest in Early Learning Fund;
 - Invest in professional development for early childhood educators; and
 - Increase the numbers of bilingual and/or bicultural staff in early childhood centers serving Hispanic children.
- *Encourage parental involvement in children's development:*
 - Reach out to parents through a variety of means, including non-education organizations;
 - Reach out to stay at home families to encourage participation and reading at home to supplement school activity;
 - Target Early Head Start and Even Start to further work on outreach to Hispanics through home visits;
 - Invest in parent education and literacy; and
 - Offer resources and motivation to parents to read to young children.

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

Strategies

- *Work with schools to develop effective programs to educate students who enter U.S. schools with limited English proficiency.*
- *Work with schools to develop effective programs to educate students who enter school with limited English proficiency, especially those who enter U.S. schools in the later grades:*
 - Disseminate effective, research-based practices for educating LEP students to achieve proficiency in English and other core academic subjects;
 - Foster the expectation that children entering our public schools at any time are capable of learning to high academic standards, and the understanding that it is the responsibility of educators to ensure they are offered the opportunity to do so;
 - Encourage businesses, community based organizations, schools and governments to offer more English as a Second Language (ESL) courses in the after school and evening hours for students and their families; and
 - Offer more supports to address limited English proficiency, illiteracy and prolonged reading difficulties in older students.
- *All LEP students will receive appropriate language services:*
 - Ensure that schools are offering sufficiently intensive English language services to LEP students, including more extended learning time; and
 - Recruit and train more teachers to use research-based approaches to teaching LEP students English and other academic subjects.
- *Ensure all teachers who teach LEP students have appropriate training and skills:*
 - Work with schools of education to ensure all new teachers are trained in effective, research-based approaches to teach LEP students English, while also ensuring progress in other academic areas; and
 - Ensure relevant and standards-based professional development is available to all teachers, especially those in areas with growing populations of LEP students.
- *Recruit and train more high-quality teachers bilingual ability:*
 - Increase federal investment in teacher recruitment and training;
 - Encourage talented, Hispanic mid-career professionals to use alternative routes to certification to become teachers; and
 - Encourage more Hispanics to serve as English tutors and mentors for LEP students.
- *Encourage all students to become proficient in both English and a second language:*
 - Promote the use of effective dual immersion programs;
 - Help students and educators appreciate the value of multilingualism; and
 - Recruit and train more foreign language teachers.

3) Provide a high quality education with appropriate resources and support to ensure equal opportunity for all students in order to eliminate the achievement gap between Hispanic students and other students on appropriate state assessments and other indicators by 2010.

Strategies

- *Ensure states are fully in compliance with Title I and other ESEA provisions.*
- *Involve parents in children's learning.*
- *Ensure schools are offering curricula aligned with state standards:*
 - Encourage school districts to work collaboratively with teachers to implement standards-based reform; and
 - Ensure schools do not only "teach to the test", but impart content knowledge and skills.
- *Ensure states are using sound testing practices:*
 - Encourage the use of multiple measures in assessing students;
 - Develop appropriate assessments and accommodations for assessment;
 - Ensure LEP students are effectively included in state assessments;
 - Disseminate and promote guidance on appropriate testing and valid measures; and
 - Use disaggregated testing data and other strategies to help educators use assessment results to inform practices and allocate resources.
- *Ensure that teachers are prepared to teach to high standards:*
 - Train teachers in effective instructional practices for teaching all students including LEP students;
 - Align teacher preparation programs and schools of education with standards;
 - Provide more, long-term and sustained, research-based professional development aligned with state standards; and
 - Raise standards for all teachers by rigorously testing all new teachers (including testing middle and high school teachers in the subject they will teach, and elementary school teachers in their knowledge of teaching reading), ensuring all teachers are qualified according to state standards and have a major or minor or demonstrated knowledge in the subject they teach, and offering mentoring and other support to new teachers.
- *Encourage educators to have high expectations for all students:*
 - Offer professional development that promotes cultural understanding;
 - Inform educators on the importance of expectations in children's success; and
 - Eliminate the use of "tracking" and ensure all students have access to a challenging curriculum.
- *Ensure that all Hispanic students at all levels have high-quality teachers in their classrooms:*
 - Disseminate effective, research-based practices for educating LEP students to achieve academic excellence;
 - Work with schools of education to ensure all new teachers are trained in effective, research-based approaches to teach LEP students English, while also ensuring progress in other academic areas; and
 - Ensure relevant and standards-based professional development is available to all teachers, especially those in areas with growing populations of LEP students.
- *Recruit and train more high-quality teachers with bilingual ability:*
 - Help colleges and universities produce larger numbers of high-quality Hispanic teachers for the nation's K-12 schools;
 - Increase federal investment in teacher recruitment and training; and

- Encourage Hispanic mid-career professionals to use alternative routes to certification to become teachers.
- *Allocate resources effectively to address the learning needs of Hispanic students:*
 - Ensure that state resources are aligned with need;
 - Improve targeting of and access to federal investments and programs; and
 - Increase investment in programs that are effectively addressing the educational needs of Hispanic students, including HEAP.
- *Offer supports for migrant and other at-risk Hispanic children:*
 - Develop systems to transfer or share student records and achievement information; and
 - Implement practices of assessing students and using assessment to ensure appropriate learning opportunities.
- *Invest in closing the digital divide:*
 - Ensure teachers are trained in effective use of technology; and
 - Offer disadvantaged communities more access to technology through Community-based Technology Centers, school computer labs and other public resources.

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

Strategies

- *Fund more research and data collection on effective practices for ensuring Hispanic students complete high school.*
- *Encourage partnerships among schools, community-based organizations and businesses to maximize efforts and resources designed to benefit Hispanic teenagers.*
- *Offer a curriculum that helps Hispanic students succeed:*
 - Ensure all students have access to challenging coursework including Advanced Placement courses and honors courses;
 - Offer more supports to address limited English proficiency, illiteracy and prolonged reading difficulties in older students;
 - Develop programs to educate students who enter U.S. schools with limited English proficiency in the later grades; and
 - Disseminate effective, research-based practices for educating LEP students to achieve academic excellence.
- *Offer programs and instruction that meet the needs and interests of students:*
 - Invest in programs that combine rigorous academic standards with useful skills and professional experience.
- *Offer more mentoring, tutoring and individualized instruction:*
 - Encourage business and community based organizations to establish mentoring, tutoring and internship programs; and
 - Create smaller schools and learning environments to foster connections and individual attention.
- *End the unsound practices of social promotion and ineffective retention in grade:*
 - Ensure all students have the support necessary to reach high standards; and
 - Align curriculum and learning expectations among grades and school levels (i.e. elementary, middle and high school).
- *Address out of school factors that contribute to high dropout rates, including alienation, poverty and the need to support family, malnutrition and other health problems, pregnancy, gang involvement, and juvenile crime:*
 - Involve parents in their children's education;
 - Provide for student counseling needs and social service access;
 - Invest in high-quality alternative schools for at-risk kids and dropout recovery, including charter schools;
 - Support dropout recovery and high-quality GED programs; and
 - Ensure that standards and content for flexible time, distance and other alternative learning systems are aligned with traditional high schools.
- *Expand programs that help Hispanic students see the potential benefit of high school completion and higher education:*
 - Increase federal investment in GEAR UP;
 - Expand TRIO to serve more Hispanic students;
 - Promote School-to-work and other career awareness efforts;
 - Encourage businesses and the federal government to offer more internship opportunities to Hispanic students; and

- Provide more college counselors and curriculum advisors that reach out to Hispanic students.
- *Recruit and train more Hispanics to diversify the teaching force and increase cultural and linguistic understanding and offer positive role models.*
- *Develop different ways to access learning including distance learning and flexible schedules.*
- *Encourage educators to have high expectations of all students:*
 - Offer professional development that promotes cultural understanding; and
 - Inform educators on the importance of expectations in children's success.
- *Help states, districts and schools to undertake productive systemic change so that it is not only problems that are addressed, but also the systemic causes of those problems:*
 - Develop stronger systems to train and recruit high-quality, diverse principals, superintendents and other administrators.

5) **Double the percentage of Hispanic Americans earning Associate's and Bachelor's degrees by 2010.**

Strategies

- *Work with families of Hispanic students to encourage college attendance:*
 - Invest in programs that reach out to families throughout a student's education to inform them of the importance of higher education, and the requirements and possibilities for attaining undergraduate and graduate degrees; and
 - Promote "Community Days" and "Family Days" at institutions of higher education that bring families onto campuses and familiarize them with the lifestyle and opportunities.
- *Increase amount and use of financial aid for Hispanic students:*
 - Undertake proactive outreach strategies to promote greater understanding and use of financial aid among Hispanic families;
 - Address the issue of lost income (reconsider income limits on federal grants and loans?);
 - Increase federal investment in Pell grants, work study and other financial aid programs;
 - Increase private and foundation investments in scholarships for Hispanic students; and
 - Address age limits in availability of financial assistance.
- *Encourage Hispanic college students to pursue graduate degrees:*
 - Intensify efforts to recruit and hire more Hispanic faculty at Institutions of Higher Education;
 - Encourage businesses, nonprofits and government to offer more professional internships and part-time or summer jobs; and
 - Enact the President's Dual Degree Program for Minority Serving Institutions to increase opportunities for an estimated 3,000 students at minority-serving institutions that offer four-year degrees. Eligible students in participating schools would receive two degrees within five years: one from a minority-serving institution, and one from a partner institution in a field in which minorities are underrepresented.
- *Strengthen Hispanic Serving Institutions:*
 - Increase state, local and federal investment in high-quality programs and faculty.
- *Increase cooperation between the K-12, community colleges and four-year colleges and universities in the areas of course credits and transfers.*
- *Increase support for local, state and federal programs that focus on college preparation and retention:*
 - Increase access to financial aid and support services to students at risk of dropping out;
 - Encourage the private, nonprofit and public sectors to partner with institutions of higher education to create more orientation programs, and offer more programs that help Hispanic students find caring communities and cultural affinity;
 - Enact the President's proposed College Completion Challenge Grants Program; and
 - Increase investment in GEAR UP and TRIO.

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

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

As of today, June 15, 2000, leaders from the following organizations have committed to accepting responsibility for closing the achievement gap between Latino children and Anglo, African American, and Asian students by 2010.

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

Irvine Fajardo

Bob Shreeman