

# Withdrawal/Redaction Sheet

## Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. report	Executive Summary: FY98 Annual Performance Report on Executive Order 12900 (1 page)	11/08/99	P6/b(6)

### COLLECTION:

Clinton Presidential Records  
Domestic Policy Council  
Kendra Brooks (Subject Files)  
OA/Box Number: 18399

### FOLDER TITLE:

[Education - Hispanic Issues]

kh8

### 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]
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- 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]

Sheryl Montgomery

AG's office at

DOT

DOT Liaison for

Non Profit Task Force

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SALT LAKE CITY, UTAH 84101  
PHONE: (801)-531-0800  
FAX: (801)-532-4127

## FAX Transmission

Date: 11/7/99 Time: 8:40 pm

To: KENDRA BROOKS

FAX#: 202-456-5581

From: KRISTIN

Number of Pages Including Cover: 23

Message: Info.

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UNITED STATES DEPARTMENT OF EDUCATION

Office of the Deputy Secretary  
400 Maryland Avenue, SW  
Washington, DC 20202

Telephone Number: (202) 2601728

Fax Number: (202) 401-9027

FAX COVER SHEET

TO: Andy Rotherham

ORGANIZATION: DPC

PHONE: 456-5372 FAX: \_\_\_\_\_

FROM: H. Roming

COMMENTS:

Memo per your request.



**THE SECRETARY OF EDUCATION  
WASHINGTON, D.C. 20202**

November 5, 1999

**MEMORANDUM FOR THE PRESIDENT**

**Subject: Conference Report for the Department's FY 2000 Appropriations Act**

As you know, the Class Size Reduction Program is already beginning to make an important difference in our Nation's schools. Based on our preliminary data, we estimate that the \$1.2 billion appropriated by Congress one year ago for this program was used to hire more than 29,000 teachers in communities throughout the country. In the school districts where they work, the addition of these new teachers has reduced the average size of first, second, and third grade classes by more than 5 students -- from roughly 23 students per class to less than 18. In all, some 1.7 million children will benefit from the Class Size Reduction Program this year. And earlier this week, you received a report from the Council of the Great City Schools, documenting how some 40 large city school systems are effectively lowering class size as part of their overall strategy to increase reading achievement in the early grades, to recruit and prepare qualified teachers, to end social promotion the right way, and to turn around low performing schools.

Unfortunately, the conference report for the Department of Education FY 2000 Appropriations Act places this important progress in jeopardy. I wish to call your attention to several serious problems with the bill's treatment of the Class Size Reduction Program.

First, the conference report contains language that permits school districts to use appropriated funds not only to lower class size but also to pursue virtually any other educational strategy designed to improve student performance. This effectively converts the Class Size Reduction Program into a block grant that lacks both a clear purpose and accountability for performance. In contrast, the original statute establishing the Class Size Reduction Program couples a very clear objective with substantial flexibility for local school systems to meet the objective in ways that reflect their priorities and needs. Under the guise of expanding flexibility for local school systems, the conference report abandons the commitment you and the Congress made to students, parents, and teachers to reduce class size in the early grades to an average of 18 students.

Second, the conference report contains language that appears to authorize the use of appropriated funds for private school vouchers or similar arrangements. This back-door effort to promote vouchers came just one week after the House voted against a voucher provision in Title I. No other Department program, including Titles I and VI of the Elementary and Secondary Education Act of 1965, contains such broad authority. As you know, I strongly oppose the use of federal funds to support private school vouchers.

**Page 2 – Memorandum for the President**

There is no parallel universe of private schools ready, able, and willing to take on the job of educating 48 million public school students, and research does not confirm that private schools offer a better education than public schools. Moreover, because private schools are designed to provide independent alternatives to publicly supported education, voucher programs present enormous difficulties with respect to ensuring public accountability for educational results. In sum, the only solution is to fix the public schools, not abandon them. The Class Size Reduction Program is an important step in this direction, and it is essential that we not allow funds for this program to be diverted to private school vouchers.

Third, the conference report does not contain sufficient funds to make additional progress in lowering class size. Your FY 2000 budget proposed a \$200 million increase in this program, from \$1.2 billion to \$1.4 billion. This amount would enable school districts to hire an additional 7,000 teachers, further reducing class size. In contrast, the conference report provides level funding – enough to enable school districts to maintain the progress they have made, but not enough to allow them to make additional progress. Given the positive outcomes we are already beginning to see, the Class Size Reduction Program deserves increased investment, not level funding.

  
Richard W. Riley

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**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.**

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

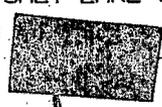
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Call Goodwin Liu



Erica & Brendan O'Neil

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**EXECUTIVE SUMMARY**  
**FY98 ANNUAL PERFORMANCE REPORT ON EXECUTIVE ORDER 12900**

As part of the Administration's ongoing commitment to improving educational opportunities for Latinos, Executive Order 12900 established the White House Initiative and the President's Advisory Commission on Educational Excellence for Hispanic Americans. Executive Order 12900 charges the President's Advisory Commission with surveying federal agencies on an annual basis to assess their performance in providing education opportunities to the Latino community. The agencies' submissions are incorporated into a single Annual Performance Report on Implementing Executive Order 12900. The following report profiles the activity of 27 federal agencies for fiscal year 1998. This report is only the second time that agencies have been surveyed since the Executive Order was signed. Work has already begun to conduct the survey for FY99.

**BACKGROUND AND PROCESS**

The Commission made completing the survey for FY98 and disseminating the report a priority. They tasked the ~~three~~ member staff of White House Initiative staff to work with federal agencies to determine what progress had been made since 1995, when the first survey was conducted.

With significant support from the Office of Management and Budget, the White House Initiative staff spent the past 12 months systematically reviewing agency reports and condensing piles of paper into agency profiles. The goal was to not only fulfill the responsibility of the executive order, but shape this information into a useful tool for the very community that the executive order seeks to address—Hispanic Americans. To this end, the staff designed agency profiles that give the following information for each agency:

**Exemplary Programs/Activities** includes programs that have demonstrated a direct impact on the Latino community. The descriptions include the number of Latinos served and program purpose. Program outcomes and effectiveness will be considered as criteria for the FY99 Annual Performance Report analysis. This section also includes other relevant data on the agency's activity.

**Contributions to Hispanic Serving Institutions (HSIs)** includes total funding to HSIs, and activities that demonstrate the agency's support to enhancing the capacity of HSIs to educate the Latino community.

**Employment of Hispanics** includes the total number of Hispanics employed in the agency (career and non-career), strategies to address the under-representation of Hispanics in the agency's employment ranks, and other employment policies (i.e., internships and fellowships) that provide Latinos an opportunity to develop their academic and professional careers.

**Future Investments** includes goals/objectives and action plans that demonstrate the agency's commitment to improve, expand, and create new programs that assist the Latino community.

**Point of Contact:** includes the name(s) of an agency official(s) who can respond to questions about the programs identified in the annual performance report.

The FY98 Performance Report includes the individual profiles for 27 agencies and an indication that the State Department never responded to any request for information.

**ANALYSIS OF AGENCY SUBMISSIONS**

There have been improvements since the last survey was conducted. In 1995, most agencies reported not having the necessary data to comment on their agencies' effectiveness in serving Hispanic Americans. In the 1998 reports, several agencies now have sufficient information to design and implement strategies

targeting the Latino community. For example, both the Departments of Energy and Health and Human Services have developed department-wide initiatives with short- and long-term strategies to ensure Hispanics participate and benefit from their education and employment programs. Both initiatives continue to generate new strategies and programs within their agencies. In addition, the Office of Personnel Management (OPM) announced a "9-point plan" in FY97 to identify recruitment and career development strategies to be implemented government-wide. Since then, several agencies have either developed their own Hispanic recruitment strategies, or have begun discussion on how to address this issue. OPM's efforts continue to generate new ideas on employment practices and support from agency senior executives, including the President's Management Council.

The 27 agencies submitting reports for FY 1998 describe a wide array of programs designed to meet the educational needs of Latinos. Many agencies have devoted significant resources and displayed real creativity in implementing this Executive Order. Some of the most promising initiatives include:

- The Department of Agriculture's Hispanic Serving Institutions Education Grants Program to support graduate programs in agriculture, its participation in career and science fairs, and its sponsorship of field trips to USDA facilities and college campuses.
- The Department of Health and Human Services' Hispanic Agenda for Action, which enhances the agency's capacity to serve the Latino community's customer needs, and its provision of \$103 million in support of HSI's for a wide variety of activities, including service projects, health professions training, biomedical research and development, tuition assistance, and fellowship and scholarship programs.
- The Small Business Administration's small business development program in San Diego, which teaches young Latino entrepreneurs "hands-on" business skills and computer technology through the operation of *Casa Familiar's La Esquina* Snack Shop.
- The Smithsonian Office of Education (SOE) launched a website, *Impacto, Influencia, Cambio--* Science, Technology, and Invention in Latin America and the Southwestern United States, to highlight the achievements of Latinos in such disparate fields as agriculture and aviation.
- The NASA/Hispanic Association of Colleges and Universities (HACU) *Proyecto Access* identifies disadvantaged middle school and high school students, most of whom are Hispanic, and reinforces the students' potential and interest in becoming practitioners or teachers in engineering, science, and other mathematics-related areas. The main objectives of the project are to reinforce secondary-level mathematics preparation for students, increase their college retention rates, and increase the number of competently-prepared minority and female high school students from *Proyecto Access* who will ultimately pursue engineering, mathematics, and science studies in college.
- NEH provided a \$25,000 grant to Motherhead, Inc. for the *Abuela* project, which will develop a new curriculum using Latino children's literature. The *Abuela* project works with a network of teachers based in community colleges, Title I elementary schools, family support agencies, and child centers across the nation and recognizes complex relationships between native language, literature, the formulation of cultural identity, diverse Latino storytelling traditions, and Latino cultural history in the United States.
- The Federal Transit Administration's *Tren Urbano* University of Puerto Rico/ Massachusetts Institute of Technology Professional Development Program is a laboratory for engineering, architecture, and planning students to develop professional expertise in transit planning, design, construction,

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operations, and management. This is a collaborative effort among the Puerto Rico Highway and Transportation Authority, the University of Puerto Rico, and the Massachusetts Institute of Technology. The programs has served 124 students since August 1998, of whom 76% are Latinos.

- The Office of Juvenile Justice and Delinquency Prevention Juvenile Mentoring Program (JUMP) supports one-on-one mentoring programs for youth at risk of educational failure, dropping out of school, or involvement in delinquent activities, including gangs and drug abuse. JUMP brings and sponsors such programs as the Latino Mentoring program, Family Services, Inc., Big Sisters, Mentor Matter, and the George Gervin Youth Center, which bring together responsible adults and at-risk youth in need of positive role models.
- DOE's Hispanic Collaborative for Research and Education in Science and Technology (HiCREST) involves six Hispanic-Serving Institutions in Puerto Rico, New Mexico, and Texas, along with seven other DOE national laboratories. The goals are to increase participation of HiCREST universities and faculty in national research and development enterprises; enhance the ability of Hispanic students to succeed in science and technology careers; and position DOE to be a better leader in developing the nation's Hispanic science and technology workforce.

While some agencies set measurable objectives for Hispanic American participation in programs and developed action plans for future investments, others can improve on this dimension. In many cases the fix is relatively easy. For example, for future plans, agencies that have set ambitious qualitative goals need to develop measurable objectives to track their progress. By focusing their efforts on setting and achieving ambitious, measurable goals, agencies will help this exercise produce reliable data on how Latinos are being served by Federal programs and develop effective strategies for improving their participation. Also, in defining objectives, agencies should address not only process-level outputs, such as number of students served, but program outcomes, such as a reduction in high school dropout rates.

Most important in these efforts to improve the participation of Latinos in federal educational and employment activities is finding ways to create long-term strategies for change and inclusion of the Hispanic community. While not enough agencies have taken advantage of the opportunity to think more strategically about their future investments in this growing community, several agencies have taken seriously the charge of Executive Order 12900 to rethink the way they do business. We believe that the continued effort will reinforce the commitment of those that are engaged and prompt agencies to develop a strategic response to the Executive Order.

#### **OUTLOOK FOR FY99**

In conducting the follow up interviews for FY98 we learned of several new activities that reflect a more concerted effort from agencies to identify and develop activities and resources to assist the Latino community. The following activities from the Department of Education, Interior, Commerce, Transportation, and the Small Business Administration represent a small but significant set of examples that will be identified in the FY99 Annual Performance Report. The Initiative will continue to work with the agencies now to ensure that their FY 1999 reports are as complete and informative as possible. FY 1999 reports will be released with the FY 2000 plans.

The Department of Education in its original report described early efforts to develop an outreach strategy for Latino parents. We know that their FY99 report will include a more comprehensive Latino outreach strategy. The multi-pronged effort includes a mini-catalogue of Spanish language publications available from the Department; 1-800 numbers staffed with Spanish speaking personnel; a multiyear partnership with *Univision*, the largest Spanish language television network in the U.S., that will include public service announcements on education messages; direct involvement with the WHI's *Excelencia en*

*Educación*: The Role of Parents in the Education of Their Children national conference series; and a specially-produced video on how to engage Latino parents to be distributed nationally in 2000.

Other examples include *America's Largest Classroom*, a comprehensive approach to policies and procedures from the Department of Interior. The *Hispanic Serving Institutions Assisting Communities* program through the Department of Housing and Urban Development awarded 14 Hispanic Serving Institutions \$5.6 million to address community development needs. The Department of Commerce recently developed a new grant initiative that will focus on Hispanic Serving Institutions and other minority serving institutions to increase their participation in grant programs funded by the department. The Department of Transportation, working with the Smithsonian's Air and Space Museum and the National Hispanic Coalition of Federal Aviation Employees, developed the documentary video "Building on the Legacy—*Nuestra Herencia*" that traces the historical contributions of Latinos to the field on aviation. The Small Business Administration signed partnership agreements with 33 national Hispanic organizations to increase Hispanic participation in SBA activities. All of this is anecdotal, in that these departments shared this information in preparation for the FY99 report.

### CONCLUSIONS AND NEXT STEPS

The process of collecting reports from each federal agency has increased the overall awareness within the federal government to the responsibility of better meeting the needs of Hispanics Americans. We, as Commissioners and their agent, White House Initiative staff, believe that the process of completing the report has put the needs of Latinos in education and employment on the "radar screen". Agencies now clearly recognize that coordination within their respective departments and increased inter-agency collaboration will enhance their ability to fulfill the mission of their agencies and to respond to Executive Order 12900.

To ensure that agency plans and efforts continue to improve, the White House Initiative, with the support of the Office of Management and Budget, is planning a number of actions to increase the role of federal agencies to address the educational achievement for Hispanic youth in the future. First, we will reorient the FY99 final report to highlight agency work in the following areas: early childhood education, literacy, mentoring, high school completion, access to college, workforce training, Hispanic-serving institutions (HSIs), graduate education, and internship and employment opportunities for Hispanic Americans. We will then work with agencies to ensure that their action plans are designed to include achievement in these areas. In tandem, we will focus the analysis on the top ten geographic areas with the largest concentrations of Hispanic youth, identify effective projects that Federal agencies are involved in, and work with other agencies to generate related activities to target resources and maximize program impact. As a result, innovative projects, such as the one supported by the SBA to train youth in strong business practices, might partner with a local career academy with help from the Department of Education, while linking students with mentors through a program supported by the Department of Justice. We will also look for ways these strategies can be deployed by areas of the country with new emerging Latino communities. We believe that a clear focus on specific educational areas, coupled with well-coordinated resources, can lead to positive outcomes for the community we are trying to reach.

The White House Initiative and OMB are also planning other activities to improve agency plans and reports. First, we will provide agencies with templates showing exactly what information needs to be provided in both the annual plans and reports and in what format. By following the templates, agencies will in aggregate provide a comprehensive picture of Hispanic participation in Federal programs. We will also distribute to agencies several examples of exemplary submissions. We anticipate that the templates and examples will help agencies better understand the step they need to take to fulfill their obligations under the Executive Order, both to improve this year's submissions and to ensure that next year's submissions demonstrate substantial progress. To that end, the White House Initiative staff will work

with OMB and agencies to support their programs and activities for the FY 2001 budget cycle that directly address the needs and strengths of the Hispanic community and are tied to their annual plans.

We plan to continue refining this exercise for maximum effectiveness. Such refinements will include requiring agencies to submit different information based on relevance to their mission, with particular focus on key agencies. The White House Initiative will identify a small number of agencies with the most program activity relevant to the purposes of the E.O. for K-12 education, postsecondary education and training, and support for Hispanic-Serving Institutions. The White House Initiative will work most intensively with these agencies. Other agencies covered by the E.O. will continue to provide plans and reports and will benefit from information the White House Initiative will provide them on how the high-intensity agencies are faring. The White House Initiative will take primary responsibility for coordination among the agencies, especially the high intensity agencies. The White House Initiative will convene the agencies early in November to ensure maximum coordination in the planning cycle, and then periodically during the year on progress and issues needing resolution. In mid-November, the White House Initiative will also hold another meeting of the Interdepartmental Council on Hispanic Educational Improvement to share this information and discuss agency commitments and activities related to the Executive Order.

The White House Initiative will consult with groups representing the Hispanic community and with groups representing agency grantees to be sure that agency plans are realistic and to solicit good ideas for additional activities. Work will continue to promote coordination among agencies so that they can disseminate their best ideas and learn from each other's experiences on a continuing basis, making special effort to link agencies with similar programs or missions.

The White House Initiative will disseminate the FY98 Annual Performance Report through their website and through a small printing of the summary report.

The week of November 1, 1999, the White House Initiative staff plans to distribute reporting guidelines for the FY99 and future investments annual plans to the same 27 federal agencies. The plans will be due to the White House Initiative by December 15, 1999. The White House Initiative will work with each agency on any issues raised by the plan, and will work to resolve any issues. Schedules may be changed to accommodate late appropriations. The White House Initiative will enlist the aid of OMB in working with agencies whenever necessary.

Ana M. "Cha" Guzman  
Chair

Guillermo Linares  
Vice Chair

Miriam Cruz  
Policy Committee

President's Advisory Commission on  
Educational Excellence for Hispanic Americans

**DRAFT**

11/2/99

## Potential Lead Agencies and Contacts by Issue area

<u>Issue Area</u>	<u>Potential Lead Agency</u>	<u>Contact</u>	
• <b>Early Childhood</b>	Health and Human Services	Deputy Secretary Kevin Thurm	202-690-6133
		Commissioner Patricia Montoya	202-205-8347
• <b>Dropout recovery/mentoring</b>	U.S. Army	Secretary Luis Caldera	703-695-3211
• <b>Academic preparation/access to college</b>	Department of Energy	Ernest Moniz, Under Secretary of Energy	202-586-3500
• <b>HSIs: institutional development</b>	Department of Agriculture	Miley Gonzalez, Under Secretary for Research, Education, and Economics	202-720-5923
• <b>Teacher preparation/training</b>	Education Department	Terri Dozier (Special Assistant to Sec. Riley)	202-401-7690
• <b>Literacy/workforce training</b>	Department of Labor	Espiridion "Al" Borrego, Assistant Secretary for Veteran's Employment & Training	202-219-9116

**DRAFT**

11/2/99

**Workplan of education area and location to address federal activities towards  
Educational Excellence for Hispanics**

<b>Issue Area &amp; Agency</b>	<b>Program (examples)</b>	<b>Location</b>
• <b>Early Childhood</b>		Raleigh, North Carolina/ Alexandria, VA (to be determined)
Health and Human Services [lead agency]	Head Start	National
USDA	WIC	National
• <b>Dropouts/mentoring</b>		<b>Boston, MA</b>
Department of Defense [lead agency]	Dropout recovery	Nationally
Department of Justice	(JUMP)	Providence, RI
Education Department	GEAR UP	Boston, MA,
Small Business Administration	Millennium Entrepreneurs	San Diego, CA
• <b>Academic Preparation/Access to College</b>		<b>To be determined</b>
Department of Energy (DoE) [lead agency]	Community College Initiative	Chicago, Illinois
→ Education Department (ED)	TRIO: Upward Bound/Talent Search	National
National Endowment for the Humanities (NEH)	Abuelitas project	
NASA	<i>Proyecto Access</i>	Miami, FL, et al
National Science Foundation (NSF)	Urban Systemic Initiative	Miami, FL
Department of Transportation (DoT)	Garrett Morgan Program	
Education Department	Think College Early	National campaign
Department of Treasury	Partnerships in Education	DC, New York
• <b>HSIs (institutional development)</b>		<b>San Antonio, TX</b>
Department of Agriculture (USDA) [lead agency]	HSI Education Grants Program (Faculty & HSI development)	10 regions
Housing & Urban Development (HUD)	HSI Assisting Communities program	
NASA		
Department of Defense (DoD)	HBCU/MI strengthening program	Nationwide
• <b>Teacher preparation/training</b>		<b>Albuquerque, New Mexico</b>
Education Department [lead agency]	Teacher Quality, Teacher Technology, OBEMLA's professional development	National
Department of Defense	Troops to Teachers	National
Smithsonian Institution	National Faculty-Smithsonian Program for AISD	Austin, Texas
• <b>Literacy/workforce training</b>		<b>Portland, Oregon</b>
Department of Labor [lead agency]	JobCorps	National
Education Department	ESL/Adult Literacy (OVAE)	National

# NCLR

NATIONAL COUNCIL OF LA RAZA

Raul Yzaguirre, President

National Office  
1111 19th Street, N.W., Suite 1000  
Washington, DC 20036  
Phone: (202) 785-1670  
Fax: (202) 776-1792

## FAX COVER MEMO

DATE: 10 / 29 / 1999

TIME: 8:50 pm

COST CENTER # 600

TO NAME: Maria Echeverria

COMPANY: Life House

CITY: DC

FAX#: ( ) 456 1 1907

FROM NAME: C. Kanouk  
**Office of Research, Advocacy & Legislation (ORAL)**

Direct Line: (202) 776 1 1719  
ORAL's Fax: (202) 776-1794

# of pages in transmission, including cover 11

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**NCLR**  
NATIONAL COUNCIL OF LA RAZA

Raul Yzaguirre, President

**DRAFT**

**MEMORANDUM**

National Office  
1111 19th Street, N.W., Suite 1000  
Washington, DC 20036  
Phone: (202) 785-1670  
Fax: (202) 776-1792

**FROM:** National Association for Bilingual Education  
National Association for Migrant Education  
National Association of Latino Elected and Appointed Officials  
National Council of La Raza  
National HEP/CAMP Association

**TO:** Maria Echaveste, Deputy White House Chief of Staff  
Mike Cohen, Special Assistant to the President for Education Policy  
Barbara Chow, Associate Director, Office of Management and Budget  
Sarita Brown, Executive Director, White House Initiative on Educational  
Excellence for Hispanic Americans

**DATE:** October 29, 1999

**SUBJ:** Hispanic Education Action Plan

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Thank you for the opportunity to present specific recommendations on implementing the Administration's Hispanic Education Action Plan. We are committed to ensuring that Hispanic children benefit from federal programs designed to improve the educational status of the most disadvantaged students. We expect that these recommendations will be properly executed to achieve this end.

**I. Title I**

*Administration:* Ensure that schools are being held accountable for Latino student performance and inclusion of LEP students in state accountability systems by enforcing current Title I requirements. Action steps:

- Issue final guidance on Title I Standards, Assessment, and Accountability Requirements - October 1999.
- Issue final guidance on Including LEP students in Assessment and Accountability Systems - October 1999.
- Issue LEP "Toolkit" - December 1999.
- Complete analysis on the status of state assessment policies for LEP students and produce state profiles - Draft November 1999, final January 2000.
- Conduct workshops for states on complying with title I requirements. Three scheduled



for October – December 1999.

**Administration:** Provide Title I schools serving Hispanic students with information on best practices. Action steps:

- Produce Hispanic Education Idea Book – Draft November 1999, final January 2000.
- Conduct intensive workshops on best practices for teaching reading to LEP students – three scheduled for October – December 1999, at LASA regional conferences.
- Produce practical research summaries (written materials, videos) on teaching reading to LEP students – several products to be developed by December 1999.
- Support additional research (joint OERI/NICHHD) on teaching reading to young children whose first language is Spanish – proposals from field due November 1999.
- Evaluate effectiveness of Title I programs for LEP students – first year data of National Longitudinal Study of Title I collected, first report due March 2000.
- Develop plan for ongoing technical assistance to school districts with large or growing Hispanic populations – December 1, 1999.

During last week's meeting, the Administration proposed to target 10 states to determine how they are serving limited English proficient (LEP) children. Although this would prove helpful, it is important to realize that many states, particularly in the South, have experienced a large increase in the number of Hispanic students attending their schools. It is important to ensure that these states have the capacity and will to provide these children with appropriate education services. In addition, we also recommend taking the following steps:

- **Combine Title I monitoring and technical assistance (TA) with compliance reviews to ensure that LEP students are served.** Coordination of efforts between these two functions to not simply highlight the problems LEAs are having with compliance, but to provide them with concrete steps they must take to be in compliance and the assistance necessary to adequately serve LEP students.
- **Vigorous enforcement of the law and regulations to identify state education agencies and LEAs that are not in compliance, including one or more high profile examples.** The Department should continue its enforcement role. In particular, LEAs not adequately serving LEP students should be highlighted to send a strong message to other similar LEAs. Along with identifying and taking significant corrective action against such school districts, it is important to deal with states that are not following the spirit of the law with respect to LEP students. For example, the Virginia State Education Department refuses to comply with the Title I legislation requiring states to test students in their native language to the extent practicable because their state constitution requires that the government conduct its business only in English.
- **Make sure that there are math/science components to LEP students' learning in Title I.** The dissemination of best practices and research the Department proposes are

limited to the teaching of reading. LEP students are being denied access to the full curriculum in many states, school districts, and schools. The Elementary and Secondary Act reauthorization legislation (H.R. 2) that recently passed the House contains built-in barriers for these children to receive anything but English language acquisition services. LEP students should have access to math, science, and other content areas that may be included in state performance standards.

- **Provide TA and disseminate information to new and emerging areas.** LEAs in these areas should receive materials on best practices and intensive TA to help them tailor their Title I services to serve LEP students and avoid noncompliance. The Comprehensive Regional Assistance Centers (CRACs) and Regional Laboratories (Labs) are currently in the best position to do this. For example, the Intercultural Research and Development Association (IDRA) performs substantive research and dissemination on LEP issues.
- **Create a "How To" Guide on assessment of LEP students.** To accompany the new guidance on assessments, a manual on the proper use of assessments for LEAs/schools should be created (CRACs may have one already).
- **Create an explicit parents' strategy.** ED should create a manual for parents on the rights of LEP students and parents under Title I, including information on standards, assessments, and accountability. In addition, there should be a mechanism to provide parents with information in order to increase their knowledge of and access to programs like TRIO, GEAR UP, and Head Start.
- **Make organizational and infrastructure adjustments.** There should be a unit or division within the Department, with high level staff and adequate resources to oversee Title I implementation, particularly as it pertains to LEP issues, such as effectively including LEP students in assessments and accountability systems. The personnel should have substantial expertise in these areas.

## II. Competitive Grants Programs

*Administration:* Maximize participation of Hispanic youth in initial (GEAR UP) grant awards.

Action steps:

- Extensive outreach to Hispanic communities and HSIs, through mailings, application workshops and technical assistance in communities with large Hispanic populations.
- Outreach to Hispanic advocacy groups to identify grant proposal reviewers knowledgeable about Hispanic community.

*Administration:* To increase the quality and availability of translated materials. Action steps:

- OBEMLA will produce a school reform guide for the parents of LEP children to inform them about standards-based reform and of ways to ensure their children's needs are considered in school improvement efforts.
- Review current publications to ensure the quality of materials.

*Administration:* Facilitate improved relationships with Hispanic serving community-based organizations, advocacy groups, and parents.

- Coordinate conferences, like the *Excelencia en Educacion* series, for community leaders, teachers, parents, and others to discuss best practices for involving parents in education.
- Plan the special satellite teleconference for Spring 2000, with downlinks and an available video copy, to alert students and parents in the Hispanic community to issues in and resources for preparing for college, with a focus on financial aid.

*Administration:* Further develop partnerships with radio and television organizations to extend the outreach efforts. Action steps:

- Work with Univision to maintain its role in the conferences and a national public service announcement (PSA) campaign.
- Continue the participation of media companies like *La Opinion* newspaper, Radio Unica, and the Telemundo Network through PSA's, radio programs, talk shows, and newspaper supplements directed at Hispanic youth.

*Administration:* The Mott Foundation is partnering with the Department of Education to provide assistance to local communities seeking 21<sup>st</sup> Century funding and implementing effective after school programs. In August, Mott agreed to provide \$300,000 to help develop and carry out a strategy for increasing Hispanic participation in the program. This strategy will involve:

- Setting a priority in the next grant competition for underserved communities, such as those with high dropout rates, low achievement, and/or high LEP populations.
- Holding at least ## outreach and technical assistance workshops (of a total of 20-30 workshops tentatively planned nationally) targeted to communities with large Hispanic populations. Workshops will be sponsored by organizations identified to be effective in assisting develop after school applications, and by organization with specific, demonstrated capacity to involve the Hispanic community.
- Recruiting at least ## reviewers with particular understanding of the needs of Hispanic youth.

In addition to the items outlined by the Administration, the following steps must be taken to increase Latino participation in these programs:

- **Enhance opportunities for Latino-serving community-based organizations and higher education institutions to compete for grants.** There should be an explicit strategy to look ahead to upcoming grant announcements and identify opportunities to improve Latino participation in these programs, and then substantial, targeted TA, and support. Providing pre- and post-grant award TA is currently part of the GEAR UP process. It should be expanded to other programs.
- **Upcoming announcements should be reviewed now before they are disseminated widely to make changes to how criteria are weighted.** As we discussed, it is possible to target Latinos without using race-based language, including such proxies as dropout rates, language-minority status, underrepresentation, and geographic areas with one or more of these characteristics.
- **We agree with the strategy to create a special request for proposal (RFP) to better target TRIO with new money, and recommend that the same be done for GEAR UP and other grant programs.**
- **More readers with substantive knowledge of LEP issues should be part of the grant making process.** The GEAR UP regulations allow the Department to choose a certain percentage of Hispanic readers. Although that would not necessarily qualify someone for this task, it is clear that race should not be viewed as an impediment to achieving this.
- **In addition, management of grants must be improved.** For example, outreach and TA can be provided to Hispanic Serving Institutions (HSIs) to ensure that they use funds to help Hispanic students complete college. Moreover, given that these grants are for "Strengthening" HSIs, the Department should ensure that grantees receive their awards in a timely manner.
- **Use discretionary funds to fund pilot and demonstration sites.** The Department should fund pilot sites for innovative practices in serving LEP students and children at risk of dropping out through TRIO (particularly Upward Bound and Student Support Services, the programs found to be most effective in helping Hispanic students attend and complete college), GEAR UP, 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> Century), and other categorical programs. Funding designated for these programs should be supplemented with other non-specific discretionary money in order to achieve this. We recognize that there has to be a political strategy to go along with this to make it effective, and are willing to work with the Administration to devise one.

- The number of such sites should be based on a reasonable assessment of what will get us to parity in four or five years with respect to equitable representation in these programs.
- These sites should be established now, rather than waiting for the next competition cycles.
- In addition, these sites should receive "priority points" when they participate in future grant competitions.
- **Make adjustments to the 21<sup>st</sup> Century program.** The growing popularity, including within the Administration, of social promotion policies and standards-based reform call for a substantial and rigorous after school support system. Research shows that Hispanic students are more likely to be retained in grade, and that grade retention often leads to dropping out. Thus, the Administration has a responsibility to ensure that the 21<sup>st</sup> Century program helps Hispanic children meet high performance and content standards. In order to more effectively serve and reach Latinos, ED should:
  - Ensure that the 21<sup>st</sup> Century program services are more rigorous and aligned with state academic standards.
  - Undertake an assessment of the extent to which current providers are serving Latino and LEP students.
  - Better target the program by providing priority points to CBOs that serve large numbers of LEP students. The 21<sup>st</sup> Century *Community Learning Centers* program regulations should be rewritten so that community-based organizations play a significant role in providing services under the program.
  - Work to restore the program's original targeting of low-income areas. The 21<sup>st</sup> Century centers are considered part of a larger system of standards-based reform. It is clear that economically disadvantaged and LEP students are most likely to require additional help to meet challenging academic standards. Thus, the program must specifically target these children in order to be effective.

### III. Head Start

#### *Administration: Procedural Improvements.*

- ACF will increase the number of grant application reviewers who have expertise in serving language-minority children so that, as appropriate, each set of proposal review teams includes persons with such expertise.

- The Head Start Bureau will work with its training and technical assistance (T/TA) providers to ensure that they assist grantees who are experiencing demographic changes within their service area in designing their programs, so that grantees can better serve new populations in culturally sensitive programs. In FY 2000, ACF will identify at least ten communities where the unmet need of emerging populations is most dramatic. ACF will then work closely with existing and potential grantees and leaders in these communities to implement various outreach and T/TA strategies designed to improve representation of underrepresented children, and where appropriate, facilitate the participation in Head Start of local organizations representing these groups.

*Administration: Improving Targeting of Existing Funding.*

- ACF recently issued an Information Memorandum that reiterates Head Start's policy to assure all eligible families within a grantee's service area are given fair consideration for enrollment in the Head Start program. Grantees have been reminded that 45 CFR Part 1305.3 requires them to conduct community assessments at least once every three years. This assessment provides data on "the demographic make up of Head Start children and families, including their estimated number, geographic location and ethnic composition." This information is then used by each Head Start grantee to decide in which part of its service area it will recruit.
- Head Start is initiating an effort, with contractor assistance, to collect demographic data at the county level which can be used to make judgements about how well grantees are doing in enrolling families that reflect the overall make-up of their community. Once this data collection is complete, Head Start will focus on working with grantees that seem to be having the most difficulty serving all the populations of their communities.
- ACF is institutionalizing a process of outreach and community needs assessment, including the needs of underserved populations, as grant terminations or relinquishments occur.
- Grantees that are not using community assessment data properly or adhering to Head Start regulations regarding the selection and recruitment of children will be found "out-of-compliance" and will be required to implement a corrective action plan. Head Start staff will closely monitor these grantees to ensure that they are in compliance within one year.
- Head Start will issue a report by the end of FY 2000 detailing its efforts and accomplishments in extending access to underrepresented populations.

*Administration: Aggressive Targeting of Discretionary funding.*

- **ACF will include new language in the FY 2000 expansion announcement that puts additional emphasis on reaching underserved populations, and will evaluate the effectiveness of giving greater weight to outreach underserved population when scoring expansion grant applications.**
- **An applicant's failure to use the community needs assessment data or adhere to Head Start regulations will be considered in making expansion grant decisions.**
- **Applicants will be rated on, among other things, the degree to which they have identified new and underrepresented populations, and their strategy for serving these groups. The points awarded in this area increased by 50% in FY 1999 and now represent close to a third of the total points.**
- **This year's Head Start expansion effort is making up to \$5 million available this summer to increase enrolment of migrant and seasonal farmworker families by up to 1,000 children. The President's budget includes a \$23 million increase for Migrant Head Start in FY 2000, which in addition to providing approximately \$13 million for cost-of living and quality improvement increases, would provide \$10 million to serve as many as 2000 additional migrant and seasonal farmworker children.**

**We are greatly encouraged that the plan includes making the degree to which current providers are serving LEP kids proportionately based on the mandated demographic assessments part of the *OSPRI* process. In addition to the actions outlined above, HHS should:**

**Fund programs with the potential to serve LEP students. HHS should fund new sites in regions that have experienced a substantial growth in their LEP population. Particular attention should be devoted to funding such sites in regions that may have existing Head Start sites, but no prior experience in serving LEP children. This objective can be achieved within a pilot project or research and development context.**

- **The Head Start Bureau should disseminate information about serving LEP children, and coordinate research on the development of LEP students, through a national clearinghouse.**
- **The Head Start Bureau should institute a centralized body, based in Washington D.C. and staffed by the Department of Health and Human Services, to provide technical assistance to sites that serve LEP students. This body should coordinate a national effort to reach out to those Head Start grantees most in need of assistance regarding the service of LEP students.**
- **The Head Start program has been appropriated \$200 million over a five-year period to institute the goal of professional development across the field of Head Start grantees." A career ladder program should be incorporated into this initiative, in**

order to ensure that a significant number of Head Start instructors receive bilingual certification through the accreditation program.

- The Head Start program should adopt a goal, apart from the aforementioned initiative, of increasing the number of bilingually trained instructors in the field through the use of discretionary funds.

We agree to work with existing and prospective providers serving large numbers of Latino and LEP students to use HHS money to leverage private foundation money to help start up new sites.

#### **IV. Mechanisms for HEAP Implementation and Accountability**

We recognize the need to work collaboratively in order to achieve full implementation of the aforementioned elements related to HEAP. Related to this goal, there should be a long-term mechanism for monitoring and accountability, which may include issuing a new Executive Order. In the interim, we recommend the adoption of the following functions to ensure full and successful implementation:

**Operationalize HEAP Implementation Through the Department of Education.** As per previous recommendations from the Department, there should be someone at the Department of Education responsible solely for HEAP implementation, and that would report directly to Mike Cohen and Secretary Riley. This individual would be well versed in the technical aspects of respective HEAP programs, and able to institutionalize a process of monitoring and accountability directed at achieving specific program objectives. This role would encompass the important function of monitoring, and would include the following:

- **Ensuring accountability through progress reports.** This individual would be charged with the preliminary steps of ensuring internal accountability, which include the development of workplans and timelines for accomplishing the objectives of HEAP implementation, as well as the collection of relevant data related to these objectives. This individual would also issue interim progress reports on actions that we agree should take place in respective programs, with particular attention to "high-intensity" agency programs such as TRIO, GEAR UP, and Title I.

**Adopt a Definitive Function for the White House Initiative<sup>10</sup> on HEAP Implementation.** The White House Initiative should fulfill an integral reporting role that completes another phase of accountability for HEAP implementation. Adequate staff and resources should be devoted to the White House Initiative by the Administration to perform the following function:

- **Ensuring accountability through public reporting.** Once the Department of Education has issued progress reports, these reports would be analyzed, distilled, and made widely available by the White House Initiative. This includes highlighting them

at public events, and posting them on the Initiative's, and the Departments of Education and Health and Human Services websites.

**Adopt a high profile, well-articulated public political strategy for HEAP implementation.** As a final step to ensuring real progress in Latino educational achievement through HEAP, the Clinton Administration and Department of Education should jointly adopt an ambitious and well-orchestrated political strategy that accomplishes the following:

- Make the case that helping Latino and LEP children is in the national interest.
- Make it clear to other stake holders that this is priority.
- Make it clear to career employees and political appointees that it is priority.
- Make sure that the message is repeated often and at every opportunity for public consumption.

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<sup>1</sup> The Council of Chief State School Officers has found that LEP student populations are growing fastest in many regions that have no prior experience in serving such students. These regions include the states of Alabama, Florida, Georgia, Indiana, Idaho, Iowa, Kansas, Kentucky, Minnesota, Missouri, Nebraska, Nevada, New Hampshire, North Carolina, Oklahoma, Oregon, Tennessee, and Washington.

<sup>2</sup> According to the objective of the Bureau's initiative, 50% of all instructors in Head Start programs will hold an Associates Degree from an accredited institution of higher education by 2004.

<sup>3</sup> The White House Initiative on Educational Excellence for Hispanic Americans

## Hispanic Issues In Education

- You are invited to The National Council of La Raza's discussion of Hispanic Issues in Education
- Thursday December 16, 1999, 2 to 3:30 in room 3065 (Just under 4409)
- Issues include: ESEA, Hispanic Education Action Plan, demographic data.
- *Raul Gonzalez, Roberto Rodriguez and Marcela Urrutia*



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

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**FAX COVER SHEET**

Number of pages (including cover): \_\_\_\_\_

To: Kendra Brooks

Fax Number: 456-5581

From: Julie Laurel

Date: 12/14/99

Subject: Dropout Rates

The 90.5 completion rate for Whites does not include  
students who are still enrolled in high school.

This 2% or so are neither completers or  
dropouts.

Hope info helps.  
Julie

## EXECUTIVE SUMMARY

This is the tenth in a series of National Center for Education Statistics reports on high school dropout and completion rates. It presents data on rates in 1997, the most recent year for which data are available, and includes time series data on high school dropout and completion rates for the period 1972 through 1997. In addition to extending time series data reported in earlier years, this report examines the characteristics of high school dropouts and high school completers in 1997.

**Table A—Proportion of 15- to 24-year-olds dropping out of grades 10 to 12, proportion of 16- to 24-year-olds who were dropouts, and proportion of 18- to 24-year-olds who had completed high school, by race-ethnicity: October 1997**

Dropout and completion measures	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic
Percent age 15 to 24 in grades 10 to 12 dropping out, October 1996 to October 1997	4.6	3.6	5.0	9.5
Percent of youth 16 to 24 who were dropouts in 1997	11.0	7.6	13.4	25.3
Percent of youth 18 to 24 who were high school completers in 1997*	85.9	90.5	82.0	66.7

\* Excludes those still enrolled in high school.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1997, unpublished data.

### *Event Dropout Rates*

Event dropout rates for 1997 describe the proportion of youths ages 15 through 24 years who dropped out of grades 10 to 12 in the 12 months preceding October 1997. Demographic data collected in the Current Population Survey (CPS) permit event dropout rates to be calculated across a variety of individual characteristics, including race, sex, region of residence, and income level.

- About five out of every 100 young adults enrolled in high school in 1996 left school before October of 1997 without successfully completing a high school program. This estimate of 4.6 percent was similar to those reported over the last 10 years, but lower than in the early 1970s (table A, figure A, and table 1).

**White House National Meeting for Latino Educational Excellence  
Proposed Timeline**

**mid-November to mid-December**

**Goals**

- who to talk to when -  
small circle -  
broader group

• Internal Planning

Work with internal working group to establish some consensus on the goals, issues, (format, Principals and other participants) for the conference.

**mid-December**

Cabinet Affairs

Key Affairs

Wk. of Nov. 29 - Outreach plan

• Bring-in External Groups

Conference call or meeting with outside entities with vested interests to hear their concerns, ideas and goals for the meeting. Series of meetings to discuss format & substance

**mid-December to early January**

- Develop Conference Proposal and Agenda, submit proposal for decisions on goals, format, date, location, outcomes, participants, issues, paper, etc.
- Pull-in Communications Office to develop message (possibly for mention in SOTU?), and submit scheduling requests.

**February**

- Coordinate substantive planning with NEC, DPC, OMB and Education, and begin planning logistics.
- Secure buy-in from External Groups, and begin outreach to other White House offices, Congress, Constituency Groups/Organizations/Community Leaders, State and Local Elected officials and Cabinet Members.

**March- April**

- Extend invitations to all participants.
- Pull in Press Office to develop and implement press strategy.
- Finalize plans.

**CONFERENCE DATE TBD.**

- April after the 15<sup>th</sup>

First 2 wks in April

major write scheduling proposal

Satellite links

late morning start

Budget + SOTU?

Cont. calls w/ commissioners

**Educational Excellence for Hispanic Americans**  
**December 15, 1999**  
**9:30 am – Ward Room**

**1. Annual Plan Required by Executive Order 12900**

FY98	<ul style="list-style-type: none"> <li>Report complete, submitted to POTUS, and handed out to agencies at IDC meeting. <i>OMB, ED</i></li> <li>Plans for further distribution. <i>Initiative</i></li> </ul>
FY99	<ul style="list-style-type: none"> <li>Deadline of <del>December 20, 1999</del> <sup>Jan 15</sup> set at IDC meeting. <i>Initiative, OMB</i></li> <li>Resistance from agencies: requests for extensions through February 2000. <i>Initiative no</i></li> </ul>

**2. Initiative Matters**

Commission Issues	<ul style="list-style-type: none"> <li><del>Letter from Commission to Secretary Riley</del> <i>Initiative</i></li> <li>Proposed end-of-year status report from Initiative to Commission. <i>Initiative</i></li> </ul>
Inter-Departmental Council	<ul style="list-style-type: none"> <li>Next meeting set for January 18, 2000. <i>OMB, Initiative, DPC</i></li> <li>Invite R. Yzaguirre? <i>OMB, Initiative</i></li> </ul>

415

address the IDC

prior to: R. Yzaguirre Group

Following meeting done the Commission

**3. Communications with Outside Groups**

Letter	<ul style="list-style-type: none"> <li>Response to R. Yzaguirre letter. <i>ED, DPC, OMB</i></li> </ul>
Meetings	<ul style="list-style-type: none"> <li>Raul's request for meeting with President, Vice President. <i>COS</i></li> <li>Need for new meeting with NCLR and other groups? <i>COS</i></li> </ul>

**4. Regional/Topic Workplan**

Proposal	<ul style="list-style-type: none"> <li>Status of current proposed 7 city/topic workplan. <i>OMB, DPC, Initiative</i></li> </ul>
Meetings	<ul style="list-style-type: none"> <li>Pre-meeting with top-performing agencies for securing buy-in for workplan? <i>OMB, COS</i></li> <li>Meeting with Kevin Thurm from HHS. <i>COS</i></li> </ul>

**5. Hispanic Education National Meeting**

Meetings	<ul style="list-style-type: none"> <li>Proposed January 20, 1999, meeting with John Guerra et. al. <i>Initiative</i></li> </ul>
Planning	<ul style="list-style-type: none"> <li>Draft workplan. <i>DPC</i></li> <li>Draft outreach plan. <i>OPL</i></li> </ul>

**6. HEAP**

Update	<ul style="list-style-type: none"> <li>Need for internal Title 1 meeting. <i>ED, COS</i></li> </ul>
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John C. Guerra, Jr.  
Corporate Affairs  
Vice President

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Fax (972)778-2775

September 15, 1999

Latino Education Excellence Stakeholders

Thank you for participating in the review session in New Jersey. It was an honor and a pleasure to host a group comprised of leaders who demonstrate such caring and commitment to Latino youth.

I know that we are in the thick of Hispanic Heritage month and most of us will have opportunities to visit with our constituents in various forums. This, as we agreed, is an opportune time to share our vision for significant measurable improvement in Latino educational achievement in the new millennium. It is also the time to begin solidifying the community around this vision and associated work activities with an eye toward a national convening of stakeholders in Spring 2000.

To that end, I have attached a summary of what we discussed to share with our constituents. I have visited with my peers and each agrees that the timing is perfect to call for measurable accomplishments which allow for Latinos in high school to "raise the score by 004" and for college to "get them all in by 2010".

As do each of you, I too believe that this is a national issue not just a Hispanic issue and that it is critical that we as a community coalesce to end the education crisis. I look forward to our next meeting with more stakeholders. Please call if I can help with key meetings.

Sincerely,

John C. Guerra, Jr.  
Corporate Affairs Vice President

Attachment



John C. Guerra, Jr.  
Corporate Affairs  
Vice President

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**DATE:** September 15, 1999  
**TO:** Latino Education Excellence Stakeholders  
**FROM:** John C. Guerra, Jr.  
Vice President Corporate Affairs  
**RE:** Education Targets 21<sup>st</sup> Century Meeting Summary

During the follow-up meeting after the White House convening on Latino Education Issues, there was a census that we have a unique opportunity to implement break-through strategies to improve the overall education achievement of Hispanics in the United States. There was general agreement that:

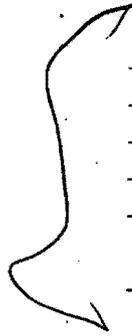
- We (all in the community) own the problem.
- Small incremental improvements will not outpace the current dropout rate.
- The Latino education crisis is a microcosm of a national crisis
- We must have zero tolerance for dropouts
- We must see a sense of urgency to resolve the problem
- The community must agree on an overarching vision
- Education includes all and is a continual process from pre-school through adulthood.
- Graduation means proficiency in content areas at all grade levels.

Within this context and with an awareness that through iterative meeting with subject matter experts more tactical details will be created, the following was established as the goal:

*How to make this happen? Expectations implementation*

- All appropriate and eligible Latinos graduate from high school by 2004.
- All appropriate and eligible Latinos have access to college by 2010.
- Critical milestones be established and reviewed.

Under this overachieving vision, there were a number of possible areas of focus discussed. The specific suggestions could be grouped as follows:



- Increase the number of high quality teachers
- Establish and maintain high quality curricula
- Ensure general access to current technology
- Ensure access to finances for centering education
- Involve parents and other key influencers in the education experience
- Creating environment of hope through positive image in media

Each area would be further detailed during the next few weeks, as we meet with other stakeholders. The key is identifying solutions, which are "scaleable" and can be implemented rapidly in large numbers of communities.

Targeted dates established were:

- |                |  |
|----------------|--|
| September 99   | Update the White House commission<br>Gain constituency support   |
| October 99     | Build a vision   |
| November 99    | Review status at the Chicago Conference (Nov 5 <sup>th</sup> & 6 <sup>th</sup> )   |
| December 99    | Review status at the Miami Conference (Dec 3 <sup>rd</sup> & 4 <sup>th</sup> )   |
| Spring 2000    | Convene a national meeting no later than May <ul style="list-style-type: none"><li>- Unveil the plan nationally</li><li>- Review the commission's 7-year history</li></ul> |
| September 2000 | Final commission meeting   |

We have set an aggressive but doable set of targets, which require each of us to work with our fellow constituents, maintain a sense of urgency and demand performance while giving support. Without success there is no long-term participation in the American dream by all Americans.

Please let us know how we can help.

## DRAFT

### National Hispanic Education Action Agenda

Goal: The overall goal of the Hispanic Education Action Agenda is to promote excellence in education for Hispanic Americans. Hispanic students are the fastest growing cohort of American students, yet Hispanic students are also less likely to have effective preschool experiences, successful K-12 experiences, and graduate from college than non-Hispanic white students.

The Agenda covers pre-kindergarten, elementary and secondary education, and higher education. However, the agenda is not purely a federal undertaking. It recognizes that Washington cannot solve the challenges alone and that communities and the private sector also have a key role to play. The agenda and the conference will be a vehicle to highlight initiatives that the President has undertaken in this area and federal programs that address these issues; however, strong private sector and community based organization involvement will bolster the likelihood of the conference and agenda translating into positive activity on the ground. There are 3 elementary and secondary education goals, one pre-k goal, and one higher education goal. *The three elementary and secondary goals are discussed below.*

Theme: *Educating ALL of America: Educational Excellence for Hispanic Americans.* This theme cuts across all five goals and provides an overarching message that the various policy initiatives support.

#### **Pre-K Goal: To be provided by the Office of the First Lady**

*Under discussion.*

#### **Reduce the dropout rate gap for Hispanic students.**

Background: According to the Census Bureau, during the 1996-97 school year, 3.6 percent of non-Hispanic whites, and 9.5 percent of Hispanics aged 15-24 dropped out of school.<sup>i</sup> According to the most recent Department of Education statistics available, the status dropout rate for Hispanic students is 25.3 percent while the rate for non-Hispanic white students is 7.6 percent. For Hispanic students born outside of the 50 states and Washington, DC, the status dropout rate is 39 percent.<sup>ii</sup> High school completion statistics paint an equally dismal picture, while 90.5 percent of eligible non-Hispanic whites had completed high school in 1997, only 66.7 percent of Hispanics had.<sup>iii</sup> Essentially, while dropout rates are still a problem for all students, by any measure the Hispanic dropout rate is at crisis proportions. In addition, many researchers consider dropout rates to be an underreported statistic and question the reliability of these numbers so the problem may be worse than these statistics indicate.

Goal: By 2005 the gap in the dropout rate for Hispanic students and non-Hispanic white students will be eliminated.

Strategy: The federal government, the private sector, and community-based organizations all have a role to play in reducing the Hispanic dropout rate. The federal government will help prepare Hispanic students for school success by increasing access for Hispanic students to Head Start and Title I. Both of these programs bolster literacy and research shows that reading difficulties are a key indicator for dropping out.<sup>iv</sup> The federal government will also expand access for Hispanics to mentoring activities such as the Gear-UP program and the TRIO programs and help ensure *access to test-preparation services to help Hispanic students on the SAT and ACT test. In addition, through a focus on smaller schools, charter schools, and reforming the American high school, the federal government will ensure that there are high quality options available to meet the varying needs of adolescent students. [pending budget proposals]*

The private sector will pledge to increase dropout prevention activities by partnering with schools and school districts to provide mentoring experiences for Latino youth. *Companies should make firm commitments of time and resources as part of participation in the conference. The Initiative can track commitments after the conference.*

Community-based organizations will work with schools to ensure that students identified as at-risk of dropping out are receiving interventions to encourage them to stay in school. *The Initiative will disseminate best practices.*

#### Conference Strands:

- Best Practices
- Expectations
- Academic Preparation
- Other factors (economics, language)

### **Eliminate the achievement gap for Hispanic students**

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

The chart below illustrates the NAEP score disparity in more detail:

NAEP Test (1996)	Average Score	Non-Hispanic White Average	Hispanic Average	Hispanic v. Average Score	Non-Hispanic White v. Hispanic	Non-Hispanic White v. Average
<b>9-year-old Reading</b>	212.4	219.9	194.1	(18.3)	(25.8)	7.5
<b>13-year-old Reading</b>	259.1	267	239.9	(19.2)	(27.1)	7.9
<b>17-year-old Reading</b>	286.9	294	264.7	(22.2)	(29.3)	7.1
<b>9-year-old Math</b>	231	237	215	(16)	(22)	6
<b>13-year-old Math</b>	274	281	256	(18)	(25)	7
<b>17-year-old Math</b>	307	313	292	(15)	(21)	6
<b>9-year-old Science</b>	230	239	207	(23)	(32)	9
<b>13-year-old Science</b>	256	266	232	(24)	(34)	10
<b>17-year-old Science</b>	296	307	269	(27)	(38)	11
<b>9-year-old Writing</b>	207	216	191	(16)	(25)	9
<b>13-year-old Writing</b>	264	271	246	(18)	(25)	7
<b>17-year-old Writing</b>	283	289	269	(14)	(20)	6

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

Goal: Within 10 years the achievement gap for Hispanic students on state assessments will be eliminated.

Strategy: The federal government will *expand access to rigorous academic courses for Hispanic students and expand access to test preparation services. [pending budget proposals]* At the state level, rigorous coursework is the best preparation for high performance on assessments measuring state standards. According to the Education Trust, only 1 in 4 American students overall takes Algebra in the 8<sup>th</sup>-grade and only 1 in 5 Hispanic students have this opportunity.<sup>vi</sup>

The private sector can play a key role here by supporting state reform efforts and ensuring that states are taking the necessary steps to make a rigorous curriculum that supports state standards in place at schools serving high concentrations of Hispanic students.

In addition, the private sector should expand access for Latino students to private test preparation services and partner with schools and school districts to provide tutoring and mentoring services. Community-based organizations should play a role as facilitators of public-private partnerships and should build on programs such as Gear-Up to ensure that all students are aware of their options for post-secondary education and the steps they must take to realize these options. *The Initiative will coordinate these commitments and disseminate best practices from CBO's.*

While NAEP provides a good gauge of educational attainment on a longitudinal basis, it is a poor test by which to set national goals. Because the NAEP test is not aligned to state standards and curriculum it does not necessarily reflect a states reform efforts. Likewise, the SAT is a poor measure of overall educational progress as well because the test is not valid for that purpose, doesn't measure a random group of students, and is controversial. While helping students on the SAT should be part of the strategy for college attainment and the achievement gap, in the absence of national indicators, the goal laid out at the conference should be to eliminate score disparities on state assessments within 10 years. The Elementary and Secondary Education Act reauthorization bill that the House passed this fall established a 10 year deadline for moving all demographic subsets of students to the "proficient" level on state assessments. Our goal would dovetail with this target.

Conference Strands:

- Good Assessment Practice for all students and LEP students in particular
- Expectations
- Teacher Preparation

**Ensure that Hispanic Students Achieve English Language Proficiency**

Background:

The high school completion rate has increased for white and black young adults since the early 1970's with 1997 rates of 90.5 percent for whites and 82.0 percent for blacks. Hispanic young adults have not shared in this improvement, with 66.7 percent reported as having completed high school in 1997.

*Event dropout:*

*Event*

- Hispanic students were more likely than white and black student to leave school short of completing a high school program.
- In 1997, young adults living in families with incomes in the lowest 20 percent of all family incomes were nearly 7 times as likely as their peers from families in the top 20 percent of the income distribution to drop out of high school.

*Status dropout:*

*Status*

- Status dropout rates of whites remain lower than for blacks, but over the past quarter century the difference between blacks and whites has narrowed.
- Hispanic young adults in the United States continue to have higher status dropout rates than either whites or blacks. **In 1997, 25.3 percent of Hispanic young adults were status dropouts, compared to 13.4 percent of blacks and 7.6 percent of whites.**
- Thirty-nine percent of Hispanic young adults born outside the 50 states and the District of Colombia were high school dropouts.

*(Above data from the 1997 National Center for Education Statistics report on high school dropout and completion rate).*

**Test Scores**

*SAT -*

Hispanic SAT Verbal score (average):	466
White SAT Verbal score (average):	526
Hispanic SAT Math score (average):	468
White SAT Math score (average):	526

*(Information from College Entrance Examination Board, National Report on College-Bound Seniors, 1997).*

*NAEP -*

Reading scores from 1997:		Math scores from 1997:	
Black:	190.0	Black:	237
Hispanic:	194.1	Hispanic:	212
White:	219.9	White:	215

Goal: [Within 3 years of entering public school] or [before graduating from High School.] [after discussions with Sarita it is clear that there is interest in pursuing this as a goal. I was concerned that it would be too contentious or politically problematic. However, I want to get a better feel for where the community is on this issue through Brian's outreach meetings before proceeding too much further on this issue.]

Strategy: Fluency in the English language is essential for academic and employment success in this country. Through its investment in Title I, bilingual education, Head Start, and other programs targeted at literacy the federal government will ensure that all Hispanic students are competent in English by [see goal]. English proficiency is a key indicator for academic and employment success.

The private sector will commit to increasing awareness among Hispanic elementary and secondary students of the economic advantages of English proficiency as well as the advantages of multilingual skills in the job market. *The Initiative will coordinate these pledges.*

#### **Higher Education Goal to be provided by NEC**

*Under discussion.*

#### **Notes:**

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<sup>i</sup> U.S. Department of Commerce, Bureaus of the Census, *Current Population Survey*, October, 1997.

<sup>ii</sup> U.S. Department of Education, National Center for Education Statistics, 1997.

<sup>iii</sup> Ibid.

<sup>iv</sup> National Research Council, *Preventing Reading Difficulties in Young Children*, 1998. 21.

<sup>v</sup> College Entrance Examination Board, *National Report on College Bound Seniors*, 1997.

<sup>vi</sup> Education Trust, *Education Watch: The Education Trust 1998 State and National Data Book*, 1998.

## DRAFT

### National Agenda for Educational Excellence for Hispanic Americans

*\*\*Throughout the agenda there are references to activities that CBO's and the private sector will undertake. The Initiative and WH outreach will engage leaders in both these fields to secure specific commitments for action and investment leading up to the conference.\*\**

Goal: The overall goal of the National Agenda is to promote excellence in education for Hispanic Americans by focusing attention and resources of the public and private sector and varying stakeholders to ensure educational equity for Hispanic Americans. Hispanic students are the fastest growing cohort of American students yet Hispanic students are also less likely to have effective preschool experiences, successful K-12 experiences, and graduate from college than non-Hispanic white students.

The Agenda covers pre-kindergarten, elementary and secondary education, and higher education. However, the agenda is not purely a federal undertaking. It recognizes that Washington cannot solve the challenges alone and that communities and the private sector also have a key role to play. The goal of the conference is to set goals and initiate positive steps to ensure that Hispanic children receive a high quality education and the same opportunities for life success that many Americans take for granted. The agenda and the conference will be a vehicle to highlight initiatives that the President and Vice President have undertaken toward this end and federal programs that address these issues; however, strong private sector and community based organization involvement is essential to bolster the likelihood of the conference and agenda translating into positive activity on the ground. There are 3 elementary and secondary education goals, one pre-k goal, and one higher education goal. *The three elementary and secondary goals are discussed below.*

Theme: *Educating ALL of America: Educational Excellence for Hispanic Americans.* This theme cuts across all five goals and provides an overarching message that the various policy initiatives support.

#### **Pre-K Goal: To be provided by the Office of the First Lady**

*Under discussion.*

#### **Reduce the dropout rate gap for Hispanic students.**

Background: According to the Census Bureau, during the 1996-97 school year, 3.6 percent of non-Hispanic whites, and 9.5 percent of Hispanics aged 15-24 dropped out of school.<sup>i</sup> According to the most recent Department of Education statistics available, the status dropout rate for Hispanic students is 25.3 percent while the rate for non-Hispanic white students is 7.6 percent. For Hispanic students born outside of the 50 states and Washington, DC, the status dropout rate is 39 percent.<sup>ii</sup> High school completion statistics

paint an equally dismal picture, while 90.5 percent of eligible non-Hispanic whites had completed high school in 1997, only 66.7 percent of Hispanics had.<sup>iii</sup> Essentially, while dropout rates are still a problem for all students, by any measure the Hispanic dropout rate is at crisis proportions. In addition, many researchers consider dropout rates to be an underreported statistic and question the reliability of these numbers so the problem may be worse than these statistics indicate.

Goal: Eliminate the gap in the dropout between Hispanic students and non-Hispanic students by 2005.

Strategy: The federal government, the private sector, and community-based organizations all have a role to play in reducing the Hispanic dropout rate. The federal government will help prepare Hispanic students for school success by increasing access for Hispanic students to Head Start, Title I, and after-school programs. Both of these programs bolster literacy and research shows that reading difficulties are a key indicator for dropping out.<sup>iv</sup> The federal government will also expand access for Hispanics to mentoring activities such as the Gear-UP program and the TRIO programs and help ensure *access to test-preparation services to help Hispanic students on the SAT and ACT test. In addition, through a focus on smaller schools, charter schools, and reforming the American high school, the federal government will ensure that there are high quality options available to meet the varying needs of adolescent students. [pending budget proposals]*

The private sector will pledge to increase dropout prevention activities by partnering with schools and school districts to provide mentoring experiences for Latino youth. *Companies should make firm commitments of time and resources as part of participation in the conference. The Initiative can track commitments after the conference.'*

Community-based organizations will work with schools to ensure that students identified as at-risk of dropping out are receiving interventions to encourage them to stay in school. *The Initiative will disseminate best practices.*

Conference Strands:

- Successful Models
- Expectations
- Academic Preparation
- Other factors (economics, language)

**Eliminate the achievement gap for Hispanic students**

Background: On the National Assessment of Educational Progress, the SAT, and other standardized tests there is an achievement gap between Hispanic students and white, non-Hispanic students. For example on the 1996 NAEP mathematics test for 9-year-olds, non-Hispanic white students averaged 237 (6 points above the average of 231) while

Hispanic students averaged 215, 16 points below the average and 22 points below their non-Hispanic white peers. 13-year-old non-Hispanic white students averaged 281, 7 points above the average while Hispanic students averaged 256, 25 points below their white peers and 18 points below average. 17-year-old non-Hispanic white students showed a similar disparity scoring 292, 15 points below average and 21 points below their white counterparts.

The chart below illustrates the NAEP score disparity in more detail:

NAEP Test (1996)	Average Score	Non-Hispanic White Average	Hispanic Average	Hispanic v. Average Score	Non-Hispanic White v. Hispanic	Non-Hispanic White v. Average
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9-year-old Math	231	237	215	(16)	(22)	6
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13-year-old Writing	264	271	246	(18)	(25)	7
17-year-old Writing	283	289	269	(14)	(20)	6

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

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

Goal: Eliminate the achievement gap for Hispanic students on state assessments within the next decade.

Strategy: The federal government will *expand access to rigorous academic courses for all students including Hispanic students and expand access to test preparation services.* [pending budget proposals] At the state level, rigorous coursework is the best preparation for high performance on assessments measuring state standards. According to the Education Trust, only 1 in 4 American students overall takes Algebra in the 8<sup>th</sup>-grade and only 1 in 5 Hispanic students have this opportunity.<sup>vi</sup>

The private sector can play a key role here by supporting state reform efforts and ensuring that states are taking the necessary steps to make a rigorous curriculum that supports state standards in place at schools serving high concentrations of Hispanic students.

In addition, the private sector should expand access for Latino students to private test preparation services and partner with schools and school districts to provide tutoring and mentoring services. Community-based organizations will play a role as facilitators of public-private partnerships and should build on programs such as Gear-Up to ensure that all students are aware of their options for post-secondary education and the steps they must take to realize these options. *The Initiative will coordinate these commitments and disseminate best practices from CBO's.*

While NAEP provides a good gauge of educational attainment on a longitudinal basis, it is a poor test by which to set national goals. Because the NAEP test is not aligned to state standards and curriculum it does not necessarily reflect a states reform efforts. Likewise, the SAT is a poor measure of overall educational progress as well because the test is not valid for that purpose, doesn't measure a random group of students, and is controversial. While helping students on the SAT should be part of the strategy for college attainment and the achievement gap, in the absence of national indicators, the goal laid out at the conference should be to eliminate score disparities on state assessments within 10 years. The Elementary and Secondary Education Act reauthorization bill that the House passed this fall established a 10 year deadline for moving all demographic subsets of students to the "proficient" level on state assessments. Our goal would dovetail with this target.

Conference Strands:

- Good Assessment Practice for all students and LEP students in particular
- Expectations
- Teacher Preparation/Teacher skills issues

**Ensure that Hispanic Students Achieve English Language Proficiency**

Background:

Goal: *[Within 3 years of entering public school] or [before graduating from High School.] [I was concerned that it would be too contentious or politically problematic; however, after discussions with Sarita it is clear that there is interest in pursuing this as a goal. However, I want to get a better feel for where the community is on this issue through Brian's outreach meetings before proceeding too much further on this issue.]*

Strategy: Fluency in the English language is essential for academic and employment success in this country. Through its investment in Title I, bilingual education, Head Start, and other programs targeted at literacy the federal government will ensure that all Hispanic students are competent in English by *[see goal]*. English proficiency is a key indicator for academic and employment success.

The private sector will commit to increasing awareness among Hispanic elementary and secondary students of the economic advantages of English proficiency as well as the advantages of multilingual skills in the job market. *The Initiative will coordinate these pledges.*

*Secretary Riley has spoken out on the importance of "English plus 1" for all students in the global economy. This could be a good link for us vis a vis some of the sensitivities around this issue.*

**Higher Education Goal to be provided by NEC**

*Under discussion.*

**Notes:**

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<sup>i</sup> U.S. Department of Commerce, Bureaus of the Census, *Current Population Survey*, October, 1997.

<sup>ii</sup> U.S. Department of Education, National Center for Education Statistics, 1997.

<sup>iii</sup> Ibid.

<sup>iv</sup> National Research Council, *Preventing Reading Difficulties in Young Children*, 1998. 21.

<sup>v</sup> College Entrance Examination Board, *National Report on College Bound Seniors*, 1997.

<sup>vi</sup> Education Trust, *Education Watch: The Education Trust 1998 State and National Data Book*, 1998.

**White House National Meeting for Latino Educational Excellence**  
**DRAFT - Timeline - DRAFT**

**Early January**

- Outreach to External Groups
  - **Meeting with Education Stakeholders** January (1<sup>st</sup> or 2<sup>nd</sup> week)  
Location: White House  
Stakeholder participants: John Guerra (AT&T), Delia Pompa (NABE), Guillermo Linares (Commissioner, NY), Arturo Vargas (NALEO).
  - **Meeting with Latino Organizations** January (2<sup>nd</sup> or 3<sup>rd</sup> week)  
Location: White House  
Organization participants: NCLR, LULAC, NALEO, HACU, MALDEF, MANA, NPRC, PRLDF, Latino Civil Rights Task Force, Hispanic National Bar Association, SW Voter, American GI Forum, Nat. Assoc. of Bilingual Education, Nat. Assoc. of Migrant Education, National HEP/CAMP Association
  - **Meeting with Education Organizations** January (2<sup>nd</sup> or 3<sup>rd</sup> week)  
Location: White House  
Organization participants: National Education Association, American Federation of Teachers, American Association of School Administrators, Council of Chief State School Officers, National School Boards Association, National PTA, National Association of Elementary School Principals, National Association of Secondary School Principals, Council of Great City Schools, National Association of Bilingual Education Association for Career and Technical Education (Voc Ed), Council for Opportunity in Education (TRIO), American Council on Education, American Association of Community Colleges, American Association of State Colleges and Universities, National Association of Independent Colleges and Universities, National Coalition for Literacy, National Association of College Admissions Counseling
  - **Meeting with Business Community** January (2<sup>nd</sup> or 3<sup>rd</sup> week)  
Location: White House  
Organization participants: Coca-Cola Company, US West, US Hispanic Chamber of Commerce, US Mexico Chamber of Commerce
  - **Meeting/Conference Call with Congressional Offices** January (2<sup>nd</sup> or 3<sup>rd</sup> week)  
Location: TBD  
Participants:
  - **Conference Call with Statewide/Local Electeds** January (2<sup>nd</sup> or 3<sup>rd</sup> week)  
Location: TBD  
Participants: Statewide and local electeds from AZ, CA, FL, IL, NM, NJ, NV, NY, PA, TX, PR
  - **Conference Call with Cabinet Members** January (2<sup>nd</sup> or 3<sup>rd</sup> week)  
Location: TBD  
Participants:

- **Conference Call with Latino Community Leaders** January (2<sup>nd</sup> or 3<sup>rd</sup> week)  
Location: TBD  
Participants: Community Leaders from AZ, CA, FL, IL, NM, NJ, NV, NY, PA, TX, PR

- **Conference Proposal and Agenda** January (4th Week)
  - Develop Conference Proposal and Agenda, submit proposal for decisions on goals, format, date, location, outcomes, participants, issues, paper, etc.
  - Develop message with Communications office and submit scheduling requests.

### February

- Coordinate substantive planning with NEC, DPC, OMB and Education, and begin planning logistics.
- **Buy-in from External Groups**
  - Secure buy-in, via conference calls, from External Groups, and other White House offices, Congress, Constituency Groups/Organizations/Community Leaders, State and Local Elected officials and Cabinet Members.

### March- April

- Extend invitations to all participants.
- Pull in Press Office to develop and implement press strategy.
- Finalize plans.

### April

- Conference date 1<sup>st</sup> or 2<sup>nd</sup> week in month.



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

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**FAX COVER SHEET**

To: Kendra Brooks

Number of pages (including cover): 6

From: Kristin Brooks

Fax Number: 456-5581

Date: 12/15/99

Subject:

## EXECUTIVE SUMMARY

This is the tenth in a series of National Center for Education Statistics reports on high school dropout and completion rates. It presents data on rates in 1997, the most recent year for which data are available, and includes time series data on high school dropout and completion rates for the period 1972 through 1997. In addition to extending time series data reported in earlier years, this report examines the characteristics of high school dropouts and high school completers in 1997.

**Table A—Proportion of 15- to 24-year-olds dropping out of grades 10 to 12, proportion of 16- to 24-year-olds who were dropouts, and proportion of 18- to 24-year-olds who had completed high school, by race-ethnicity: October 1997**

Dropout and completion measures	Total	White, non-Hispanic	Black, non-Hispanic	Hispanic
Percent age 15 to 24 in grades 10 to 12 dropping out, October 1996 to October 1997	4.6	3.6	5.0	9.5
Percent of youth 16 to 24 who were dropouts in 1997	11.0	7.6	13.4	25.3
Percent of youth 18 to 24 who were high school completers in 1997*	85.9	90.5	82.0	66.7

\* Excludes those still enrolled in high school.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 1997, unpublished data.

### *Event Dropout Rates*

Event dropout rates for 1997 describe the proportion of youths ages 15 through 24 years who dropped out of grades 10 to 12 in the 12 months preceding October 1997. Demographic data collected in the Current Population Survey (CPS) permit event dropout rates to be calculated across a variety of individual characteristics, including race, sex, region of residence, and income level.

- About five out of every 100 young adults enrolled in high school in 1996 left school before October of 1997 without successfully completing a high school program. This estimate of 4.6 percent was similar to those reported over the last 10 years, but lower than in the early 1970s (table A, figure A, and table 1).

- Hispanic students were more likely than white and black students to leave school short of completing a high school program: in 1997, 9.5 percent of Hispanics were event dropouts, compared with 3.6 percent of white and 5.0 percent of black students. Event dropout rates were not significantly different between white and black students (table 1).
- In 1997, young adults living in families with incomes in the lowest 20 percent of all family incomes were nearly 7 times as likely as their peers from families in the top 20 percent of the income distribution to drop out of high school (table 1).
- Students who remain in high school longer than the majority of their age cohort dropped out at higher rates than their younger peers (table 1).
- Although dropout rates were highest among students age 19 or older, about two-thirds (69 percent) of the current year dropouts were ages 15 through 18; moreover, 35 percent of the 1997 dropouts were 15 through 17 years of age (table 1).

### *Status Dropout Rates*

Over the last decade, between 300 and 500 thousand 10th- through 12th-grade students left school each year without successfully completing a high school program. Each year some of these young adults return to school or an alternative certification program, and others pass out of this age group. Status dropout rates represent the proportion of young adults ages 16 through 24 who are out of school and who have not earned a high school credential.

- In October of 1997, some 3.6 million young adults were not enrolled in a high school program and had not completed high school. These youths accounted for 11.0 percent of the 33 million 16- through 24-year-olds in the United States in 1997 (table A, figure A, and table 3). As noted with event rates, this estimate is consistent with those reported over the last 10 years, but lower than in the early 1970s.
- Status dropout rates of whites remain lower than for blacks, but over the past quarter century the difference between blacks and whites has narrowed (figure 2).
- Hispanic young adults in the United States continue to have higher status dropout rates than either whites or blacks (figure 2). In 1997, 25.3 percent of Hispanic young adults were status dropouts, compared to 13.4 percent of blacks and 7.6 percent of whites (table 3).
- Thirty-nine percent of Hispanic young adults born outside the 50 states and the District of Columbia were high school dropouts. Although the dropout rates of Hispanics born in the United States were lower, they were higher than the dropout rates of non-Hispanics born in the United States (table 3).

### *High School Completion Rates*

The high school completion rate represents the proportion of 18- to 24-year olds who have completed a high school diploma or an equivalent credential, including a General Educational Development (GED) credential.

- In 1997, about 86 percent of all 18- through 24-year-olds, not enrolled in school, had completed high school—a slight increase since the early 1970s (table A, figure A, and table 4).
- The high school completion rate has increased for white and black young adults since the early 1970s, with 1997 rates of 90.5 percent for whites and 82.0 percent for blacks. Hispanic young adults have not shared in this improvement, with 66.7 percent reported as having completed high school in 1997 (figure 3 and table 4).

### *Method of High School Completion*

Most young adults complete a regular diploma and graduate from high school; others complete high school by an alternative route, such as by passing the General Educational Development (GED) test.

- During the 1990s the percent of young adults, not enrolled in school, holding a high school credential has remained relatively unchanged; however the percent holding an alternative certification increased from 4.9 percent in 1990 to 9.1 percent in 1997, and the percent holding regular diplomas decreased by a similar amount (table 6).

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**Table 309.—Percent distribution of enrollment and completion status of first-time postsecondary students starting during the 1989–90 academic year, by type of institution and other student characteristics: 1994**

Student and institution characteristics	Students starting in 2-year institutions						Students starting in 4-year institutions					
	Highest degree attained				No degree, still enrolled	No degree, not enrolled	Highest degree attained				No degree, still enrolled	No degree, not enrolled
	Total, any degree	Certificate	Associate	Bachelor's			Total, any degree	Certificate	Associate	Bachelor's		
1	2	3	4	5	6	7	8	9	10	11	12	13
<b>Total</b> .....	<b>38.4</b>	<b>13.8</b>	<b>18.6</b>	<b>6.1</b>	<b>13.6</b>	<b>48.0</b>	<b>60.4</b>	<b>2.9</b>	<b>4.2</b>	<b>53.3</b>	<b>15.2</b>	<b>24.4</b>
Male .....	34.6	13.0	16.2	5.5	16.2	49.2	56.5	2.4	3.9	50.2	17.3	26.3
Female .....	41.9	14.4	20.9	6.6	11.2	46.8	63.9	3.3	4.4	56.2	13.4	22.7
<b>Age (as of 12/31/89)</b>												
18 years or younger .....	46.8	9.9	25.8	11.0	14.7	38.5	64.4	2.4	4.0	58.0	15.3	20.3
19 years .....	33.2	13.6	19.3	0.2	17.4	49.5	47.8	4.7	3.0	40.0	16.7	35.5
20 to 29 years .....	31.2	18.8	9.9	2.5	12.0	56.8	34.8	5.3	6.9	22.5	12.7	52.5
30 years or over .....	27.3	18.4	8.0	0.8	8.4	64.3	23.5	7.9	6.4	9.2	11.1	65.4
<b>Socioeconomic status in 1989–90</b>												
Low (25 percent) .....	31.9	18.1	11.8	1.9	9.6	58.4	33.5	2.8	4.9	25.8	17.4	49.1
Middle (50 percent) .....	36.9	14.9	16.6	5.4	14.8	48.3	53.8	3.7	5.0	45.1	17.0	29.2
High (25 percent) .....	45.4	8.9	26.6	9.9	13.9	40.7	67.3	2.4	3.5	61.3	13.8	19.0
<b>Race</b>												
White, non-Hispanic .....	39.0	13.1	19.6	6.4	12.2	48.8	61.4	2.7	4.4	54.3	14.1	24.4
Black, non-Hispanic .....	35.2	17.8	14.1	3.2	11.3	53.5	50.8	4.6	4.3	41.9	21.3	27.9
Hispanic .....	38.2	15.3	16.4	6.6	20.5	41.3	50.6	1.3	2.1	47.2	21.3	28.1
Asian/Pacific Islander .....	37.6	15.0	16.7	5.9	23.0	39.3	67.6	2.7	1.7	63.1	18.5	13.9
<b>Highest education level of parents</b>												
Less than high school diploma .....	30.3	19.2	9.1	2.0	10.2	59.5	55.8	7.1	6.6	42.0	14.7	29.6
High school diploma .....	39.6	14.6	18.7	6.3	9.8	50.7	50.5	4.6	4.6	41.3	16.7	32.8
Some postsecondary .....	39.0	11.4	20.9	6.8	16.3	44.7	58.1	2.1	4.9	51.2	14.9	26.9
Bachelor's or higher .....	43.0	9.8	25.0	8.2	21.1	35.9	68.1	1.8	3.2	63.1	14.7	17.2
<b>Dependency status in 1989–90</b>												
Dependent .....	43.5	11.7	23.5	8.4	14.6	41.8	62.9	2.6	4.0	56.3	15.3	21.8
Independent .....	28.8	17.6	9.4	1.8	11.7	59.5	33.1	6.2	5.4	21.5	14.1	52.8
<b>Dependent student family income in 1989–90</b>												
Less than \$20,000 .....	40.6	12.7	22.3	5.6	14.4	45.1	52.5	3.0	4.9	44.5	18.2	29.3
\$20,000 to \$39,999 .....	44.0	13.1	21.5	9.3	12.6	43.4	58.1	2.5	4.0	51.5	16.5	25.5
\$40,000 to \$59,999 .....	44.5	12.1	23.3	9.1	12.5	43.0	64.8	3.3	4.1	57.4	15.5	19.6
\$60,000 or more .....	46.1	5.9	30.5	9.8	23.6	30.2	72.2	1.7	3.4	67.1	12.2	15.6
<b>Delayed postsecondary enrollment</b>												
Did not delay <sup>1</sup> .....	46.4	11.1	25.8	9.5	15.1	38.5	64.1	2.4	4.0	57.7	15.5	20.4
Delayed entry .....	28.4	17.1	9.6	1.7	11.6	60.0	32.6	6.4	5.4	20.8	12.7	54.7
<b>Attendance status when began at first institution</b>												
Full-time .....	48.0	12.6	25.6	9.8	13.7	38.3	63.9	2.6	4.0	57.4	14.9	21.2
Part-time .....	27.3	15.0	10.6	1.8	14.4	58.2	33.3	6.4	8.2	18.7	14.9	51.9
<b>Intensity of enrollment through first degree</b>												
Exclusively part-time .....	12.6	10.9	1.6	0.2	7.7	79.8	9.7	5.5	2.5	1.7	5.9	84.4
Mixed full-time and part-time .....	46.5	14.3	24.7	7.5	22.3	31.3	59.4	2.9	4.1	52.4	19.8	20.8
Exclusively full-time .....	51.3	15.7	26.1	9.6	7.3	41.4	67.3	2.5	4.4	60.3	11.2	21.6
<b>Degree working towards at first institution</b>												
None .....	13.0	6.0	3.6	3.4	13.8	73.3	30.5	5.3	4.4	20.8	12.4	57.1
Certificate .....	44.0	37.7	6.2	0.2	5.3	50.7	57.3	15.2	9.3	32.8	9.4	33.3
Associate's degree .....	42.6	11.4	23.7	7.5	12.1	45.2	44.0	5.8	16.7	21.5	13.1	43.0
Bachelor's .....	36.9	8.1	21.0	7.9	22.5	40.6	62.6	2.4	3.1	57.1	15.6	21.8
<b>Worked full time while enrolled when began at first institution</b>												
Did not work full time .....	44.9	15.4	22.1	7.3	11.9	43.2	61.9	2.8	4.2	54.9	15.9	22.2
Worked full time .....	26.6	11.6	12.2	2.8	16.7	56.7	55.5	3.5	4.4	47.6	12.5	32.1
<b>Control of first institution</b>												
Public .....	36.7	12.9	17.5	6.3	14.7	48.6	54.8	3.2	4.7	47.0	18.4	26.8
Private, not for profit .....	52.2	14.5	29.6	8.1	12.5	35.3	71.9	2.3	3.0	66.6	8.6	19.5
Private, for profit .....	52.0	22.9	26.8	2.3	1.5	46.5	—	—	—	—	—	—

<sup>1</sup>Students with a standard high school diploma who attended higher education in the same year as their graduation.  
—Data not available or not applicable.

NOTE.—Data reflect completion and enrollment status by spring 1994 of first-time postsecondary students starting academic year 1989–90. Some cells in this table have relatively large sampling errors.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Beginning Postsecondary Student Longitudinal Survey, 1994. (This table was prepared February 1999.)

Table 129.—Twelfth graders' achievement on history, mathematics, reading, and science tests: 1992

Achievement test	Total	Sex		Race/ethnicity					Socioeconomic status <sup>1</sup>			Control of school		
		Male	Female	White	Black	Hispanic	Asian	American Indian	Low	Middle	High	Public	Catholic	Other private
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Twelfth graders' achievement, standardized score <sup>2</sup>														
History .....	51.2	51.9	50.5	52.5	45.9	47.4	52.1	44.5	45.8	50.5	55.9	50.8	55.1	54.9
Mathematics .....	51.4	51.8	51.0	52.9	44.8	47.3	54.3	45.2	45.5	50.6	56.7	50.9	55.1	56.1
Reading .....	51.0	49.9	52.2	52.4	45.5	47.2	51.4	45.2	45.9	50.4	55.5	50.6	54.7	55.0
Science .....	51.1	52.4	49.7	52.9	43.3	46.5	51.8	44.8	45.4	50.5	55.9	50.7	53.9	55.0
Distribution of twelfth graders' achievement, by score quartile <sup>3</sup>														
History .....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Lower quartile .....	20.2	19.6	20.9	15.5	39.6	32.4	16.8	41.1	37.6	20.5	7.9	21.4	7.1	13.8
Lower middle quartile .....	24.6	21.5	27.9	23.4	28.1	28.9	25.6	32.5	30.9	26.9	16.5	25.2	21.0	17.2
Upper middle quartile .....	26.9	26.3	27.4	28.4	21.5	23.5	25.5	13.6	21.1	27.7	29.2	26.8	31.2	22.1
Upper quartile .....	28.3	32.5	23.8	32.7	10.8	15.3	32.2	12.7	10.3	24.8	46.5	26.6	40.7	46.9
Mathematics .....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Lower quartile .....	19.7	20.1	19.2	14.8	41.2	31.6	11.9	42.8	37.0	20.4	6.5	20.9	8.2	7.6
Lower middle quartile .....	24.2	22.4	26.0	22.5	30.0	30.6	21.1	29.8	32.4	26.3	15.2	24.9	17.0	17.3
Upper middle quartile .....	27.6	26.9	28.4	29.5	20.3	22.9	28.4	18.5	22.4	29.3	28.4	27.2	34.3	28.5
Upper quartile .....	28.5	30.6	26.3	33.2	8.5	14.9	38.7	8.9	8.3	23.9	50.0	27.0	40.5	46.6
Reading .....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Lower quartile .....	21.1	25.6	16.4	16.6	38.2	31.6	23.2	41.2	36.3	21.6	9.8	22.3	8.1	14.0
Lower middle quartile .....	24.6	24.5	24.7	22.6	31.3	32.9	20.0	31.1	32.4	26.8	15.8	25.5	18.1	13.6
Upper middle quartile .....	26.4	25.0	27.9	28.3	20.7	21.2	24.9	15.5	20.8	27.4	28.6	25.8	36.3	25.2
Upper quartile .....	27.8	24.9	30.9	32.5	9.8	14.3	31.9	12.2	10.5	24.3	45.9	26.4	37.5	47.2
Science .....	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Lower quartile .....	20.9	18.2	23.6	14.0	52.6	34.3	17.7	37.6	39.0	20.9	8.4	21.9	11.7	10.5
Lower middle quartile .....	24.5	21.1	28.1	23.0	25.2	33.8	25.2	35.8	31.9	26.8	16.0	25.0	22.0	17.4
Upper middle quartile .....	26.3	27.1	25.5	29.0	16.0	18.9	26.5	20.9	19.8	28.3	27.4	26.3	27.3	26.1
Upper quartile .....	28.3	33.6	22.7	33.9	6.2	13.1	30.5	5.7	9.3	24.1	48.3	26.8	39.0	46.0

<sup>1</sup> Socioeconomic status was measured by a composite score on parental education and occupations, and family income. The "Low" SES group is the lowest quartile; the "Middle" SES group is the middle two quartiles; and the "High" SES group is the upper quartile.

<sup>2</sup> In the full data file, the standardized scores have a mean of 50 and a standard deviation of 10. Because dropouts and students who were retained in grades between 8 and 11 were excluded from this tabulation, the scores are slightly higher.

<sup>3</sup> In the full data file, twenty-five percent of all students fall into each one of the quartile groupings. Because dropouts and students who were retained in grades between 8 and 11 were excluded from this tabulation, the scores are slightly higher.

NOTE.—Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "National Education Longitudinal Study of 1988, Second Followup" survey. (This table was prepared July 1995.)

Table 130.—Performance of 8th-grade students in music, theatre, and visual arts, by selected characteristics of students: 1997

Selected characteristics of students	Music			Visual arts		Theatre	
	Average creating score (0 to 100 percent)	Average performing score (0 to 100 percent)	Average responding scale score (0-300)	Average creating score (0 to 100 percent)	Average responding scale score (0-300)	Average creating/performing (0 to 100 percent)	Average responding scale score (0-300)
1	2	3	4	5	6	7	8
All students .....	34 (1.1)	34 (1.2)	150 (1.3)	43 (0.7)	150 (1.1)	49 (2.0)	150 (5.7)
Sex							
Male .....	32 (1.0)	27 (1.4)	140 (1.5)	42 (0.7)	146 (1.5)	46 (2.2)	140 (6.6)
Female .....	37 (1.6)	40 (1.5)	160 (1.6)	45 (0.9)	154 (1.4)	52 (2.1)	158 (5.6)
Race/ethnicity							
White .....	36 (1.2)	36 (1.4)	158 (1.4)	46 (0.9)	159 (1.3)	52 (1.9)	159 (4.4)
Black .....	34 (3.6)	30 (1.9)	130 (2.3)	37 (1.8)	124 (2.0)	39 (2.2)	120 (10.1)
Hispanic .....	29 (2.7)	24 (3.7)	127 (3.5)	38 (1.3)	128 (2.0)	44 (2.5)	139 (6.2)
Asian .....	31 (3.8)	—	152 (6.2)	45 (1.6)	153 (6.4)	—	—
Parents' level of education							
Not high school graduate .....	24 (2.5)	21 (2.4)	129 (3.5)	36 (1.4)	125 (2.4)	42 (2.1)	131 (4.4)
Graduated high school .....	29 (2.0)	29 (2.4)	139 (1.3)	41 (1.1)	138 (1.8)	42 (1.9)	130 (8.5)
Some college .....	35 (1.3)	34 (2.4)	150 (1.8)	44 (0.8)	153 (1.8)	49 (1.8)	153 (5.1)
Graduated college .....	39 (1.3)	39 (1.5)	159 (1.7)	46 (0.7)	158 (1.4)	52 (2.2)	157 (5.6)
Region							
Northeast .....	39 (2.0)	34 (2.6)	153 (4.0)	45 (1.5)	152 (4.0)	—	—
Southeast .....	30 (2.7)	33 (2.4)	139 (2.7)	42 (1.0)	143 (3.3)	—	—
Central .....	36 (1.4)	33 (2.1)	157 (3.0)	45 (1.8)	157 (3.5)	—	—
West .....	33 (2.3)	35 (2.9)	152 (3.0)	43 (1.3)	149 (2.6)	51 (2.1)	157 (5.3)

—Sample size insufficient to permit a reliable estimate.

NOTE.—Creating refers to expressing ideas and feelings in the form of an original work of art, for example, a dance, a piece of music, a dramatic improvisation, or a sculpture. Performing refers to performing an existing work, a process that calls upon the

interpretive or re-creative skills of the student. Responding refers to observing, describing, analyzing, and evaluating works of art. Standard errors appear in parentheses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress, *The NAEP 1997 Arts Report Card*. (This table was prepared November 1998.)