

- Factual to Conference
- Value
- Resource
- Overall Clarity on goals
- Brief - Aimed @ policymakers & educators

I. LETTER FROM POTUS

Preface of what this is; (context emphasis & acknowledge body of resources)

II. EXECUTIVE SUMMARY

A brief overview of the conference, goals and deliverables based largely on the press paper with additional policy issues, analysis and conclusions. To be drafted.

I. BACKGROUND

1st of BOLDER STATEMENT OF WHY THIS CONFERENCE

Hispanics are the most rapidly growing population in the United States and are projected to increase to 1 in 6 US residents over the next twenty years. And with one-third of Latinos younger than 18 years old, they are increasing in their representation in schools across the country. Since the 1970's, the percentage of public school children who are Hispanic has jumped from 6 to 14%, and much higher in many regions of the country, many schools and districts are faced with new challenges. And these challenges are only expected to become greater as the percent of Hispanics in the K-12 population increases to 25 percent by 2025.

is it the right tone? (i.e. districts new challenges)

Unfortunately, while improvements have been made in Hispanic student achievement over the past decades, academic progress for Latinos has not kept pace with either the growth in the population or the requirements for success in a global economic market. In light of the dramatic population shifts and the potential for Latinos to play an integral role in increasing the productivity of the labor force, improving the education of Hispanic in the United States must become a national priority.

POSSIBLE TO PROJECT MORE AFFIRMATIVE PROACTIVE TONE

As described in the 1996 report "Nation on the Fault Line," a variety of factors—from inequity in school financing, school segregation and poverty, underrepresentation of Hispanics among school personnel, lack of multicultural training for school personnel, lack of bilingual and ESL programs, to difficulties in accurately assessing student progress—affect the educational achievement of Hispanics.

ID 2 best practices likely discussed in 10 short list of 4 resources - pub or sites

Beginning from early childhood, Hispanic children are significantly more likely to be at risk of educational failure than their non-Hispanic peers. Thirty-nine percent of Hispanic children live in families with an income below the poverty line, a rate more than twice as high as that of white children. In addition, despite increased access to Head Start programs, Hispanic children begin elementary school with less preschool experience than either black or white children.

more descriptive; why is their plight unique?

and THEN the country

Multiplicity of factors mean odds are stacked against these kids unless special services and attention is given

In school, Hispanics continue to be plagued by low expectations and limited support for success. For example, Hispanic students tend to be concentrated in central cities and racially isolated, high-poverty schools with larger classes and fewer qualified teachers. In addition, while more than 2 million Hispanic students have limited English proficiency, between 10-20 percent of limited English proficient students receive neither ESL nor bilingual education to help ensure students learn English. Academic achievement gaps between Hispanic and white students appear at all grade levels and across most academic subjects and over 80% of Hispanics are not introduced to college "gateway" classes such as algebra and geometry by the eighth grade. In addition, the high school drop-out rate for Hispanics remains high, and Hispanic enrollment and completion in college lags behind most other groups.

what about quality of existing programs? Or too charged to mention?

As described in the recent report by the President's Council of Economic Advises, "the gap in educational achievement between Hispanics and their peers is a matter of critical importance for Hispanic young people themselves and also to society more generally." As our result, our efforts must be both ambitious and all inclusive, bringing together the commitment, expertise, and resources from across public and private partners and in every community.

II. BACKGROUND ON STRATEGY SESSION To be provided by WHI.

DEB

Background on the Administration's record and commitment to Hispanic education, including the Hispanic Education Action Plan and the First Lady's Convening.

III. GOALS

The June 15 Strategy Session recognized the unique potential that Hispanic students have to positively affect the economic and cultural future of the United States. As many conference participants affirmed, ensuring the promise of this diverse group of learners must begin with high expectations for achievement, clear goals for what must be accomplished, and specific benchmarks to measure our progress.

As a result, the strategy session and this report have been organized around newly defined national goals for improving the educational achievement of Hispanic students. These include providing access to quality

greater

Goals of entirely diff magnitudes

early childhood education, learning English, closing the academic achievement gaps, increasing the rate of high school completion, and doubling the rate of postsecondary degree attainment. These goals focus on results and, in some areas, include indicators that provide a clear picture of the progress that must be made. In other areas, key indicators must be developed to effectively gauge progress and achievement. This report is intended to share the many recommendations made by conference participants that might also provide ideas to help galvanize stakeholders at all levels and in all sectors into action.

Why don't all have clear indicators? Don't point out SET

Goal 1: Ensure that Hispanic American children have access to high quality early childhood education and development programs and enter school prepared to succeed by increasing the Hispanic participation rate to the national participation rate in high quality programs by 2010.

Research has shown that access to high quality early childhood education is an important predictor of later success. Early learning programs help ensure that from language development, early reading, and socialization, children are provided the foundation necessary for lifelong learning. Access to such programs is of even greater concern to Hispanics, 10 percent of who are under age 5, making up more than 15 percent of the age group in the US. However, Hispanic children under age 5 are less likely than other children to be enrolled in early childhood education programs. In 1998, for example, only 20 percent of Hispanic 3 year-olds were enrolled in early childhood education programs, compared to 42 percent of white and 44 percent of blacks (Bureau of the Census, CPS Report, No. P20-521, Table-2).

federally-funded
While access to childcare is limited for all children – current child care funding only supports 10 percent of eligible children, the Clinton Administration has worked hard to include more Hispanic children in Head Start. As a result, enrollment has increased by nearly 60,000 during this Administration, with the program now reaching approximately 230,000 Hispanic children. Despite these increases, however, Hispanic children remain under-represented, comprising less than 25 percent of Head Start enrollment compared to nearly 30 percent of all low-income preschool children in the Nation (HHS, February 2000).

In addition, access to high quality early childhood education is complicated by an increasing need for bilingual educators and difficulty in attracting, maintaining qualified staff.

	Baseline Year	Age	Hispanic	National
Percentage of 3-, 4-, and 5-year-old children who were enrolled in center-based or kindergarten programs. ^[1]	1999	3	26%	46%
		4	64%	70%
		5	89%	93%

All percentages rounded.

OTHER OUTCOME INDICATORS:

	Baseline Year	Hispanic	National
Percentage of eligible children who were enrolled in Head Start programs. ^[2]	1998	36%	40%
Percentage of 3-to 5-year-olds who were read to by a family member on a daily basis. ^[3]	1999	33%	53%

OK
Strategies: Providing a good start for Hispanic children requires focus on 1) access, 2) quality, and 3) family literacy. ~~After all, there are considerable challenges. Hispanic children are less likely to attend any type of preschool program and the programs they do attend tend to be of lesser quality.~~ The available research on program features indicates that maintenance and development of primary language and support of home culture are critical for high-quality programs that serve Hispanic children. In addition, the quality of teacher preparation and on-going teacher training, as well as limited access to quality research present further challenges to improving early childhood education.

Expanding Outreach Strategies and Encouraging Parental Involvement. In the last five years, the Hispanic population has increased from less than 10 percent to nearly 60 percent in Rossville, GA. And Rossville is not alone; communities across the country—from Arkansas and Georgia to Massachusetts and North Carolina—with little expertise or resources for serving Hispanics are seeing dramatic increases in the population. Meeting the demands of the changing demographics requires thinking and acting proactively.

This is just one of the strategies there

↳ Says who

→ Citation?

As Rossville has discovered, to be successful efforts to improve Hispanic education must reach Latino children in the early years, and must reach them where they are – i.e. through family-based child care rather than waiting until more Latino children are enrolled in center-based care. Similarly, parents need help becoming partners in learning through family literacy.

Do we want to advocate this?

(Need more specific example here.)

In 1997, 67.9% of the Hispanic population 16 years old and over were in the civilian labor force, slightly more than for whites or blacks. In contrast though, the rates of high school and college completion are lower for Hispanics than for other groups, translating to a higher proportion of Latinos in low wage jobs, often working untraditional work schedules earning lower median family incomes. In addition though, Hispanic females are slightly less likely to work outside the home than either black or white females. Because Hispanic parents often work different hours, tend to care for their children at home, and often have different cultural values tied to their relationships with schools and outside organizations, reaching out to parents requires a variety of strategies, and not necessarily those that have been successful for other groups.

These include using non-education organizations such as hospitals, faith-based organizations, health clinics, employment offices, community agencies, and libraries.

Partnering with school

In fact, as the (need name of project) discovered, even grocery stores can prove effective locations for connecting with parents and providing them with tools to improve the quality of parent-child interactions in the early years.

Box(?)

(Need the specific example here.)

Likewise, outreach strategies should include intergenerational approaches that involve grandparents, parents and siblings in children's development. The tendency of Hispanic families to be close-knit should be seen as an asset, rather than obstacle in improving early learning and Hispanic student achievement. Like all parents, Hispanics need resources, tools, and motivation to read to their young children and engage them in meaningful activities. Along these lines, current programs such as Head Start and Even Start should be encouraged to increase outreach to Hispanics and help provide resources—from teaching tools to children's books—through home visits.

No REFERENCE TO CONFERENCE PARTICIPANTS

All of these efforts, whether face-to-face with new or expectant mothers or through public service announcements run by the Spanish-language media should underscore the value of early childhood education and provide information on how to both work with young children and gain access to additional resources, including childcare subsidies, tax relief, and childcare or pre-K programs.

Improving access to early childhood education programs. Since the late 1960's, and largely tied to increases in the number of women in the workforce, there has been a dramatic increase in the availability of preschool programs. Despite this, Hispanic children are consistently less likely to be enrolled in center-based early childhood care. This gap is often explained by the perception that Hispanic families prefer to care for their children at home, by family members. Additionally, because Hispanic families are at greater risk of living in poverty, many parents can not afford to send their children to outside programs. Expanding access must therefore be approached from a variety of perspectives.

For example, conference participants argued for partnerships between states, local governments, and employers to encourage the further proliferation of early childhood education opportunities. They also raised the need to increase state and federal investments in early childhood education, including Head Start and the Child Care and Development Block Grant. In addition, there is a need to consider options for ensuring that both Head Start and the federal child care subsidies are targeted to Hispanic families and that they are aware of these opportunities.

be more so than other groups, or proportionally

Improving the quality of early education programs. Successful early childhood programs require support from expert personnel—staff who value and respect the culture of the children served, have the ability to effectively communicate with children and families whose native language is not English, and understand the principles of language development and can help children build on their current literacy skills.

The first step in improving existing programs often begins with examining community needs and resources, including improving data collection and investing in research focused on serving Hispanic children and families.

STEP

BUT WHERE IS THIS SET OF RECOMMENDATIONS COMING FROM?

Secondly, because ensuring that children reach high academic standards in elementary and secondary schools means providing children a strong start before they reach elementary schools, early childhood programs should also be teaching to challenging performance standards for pre-k children. For example, Head Start has recently developed draft standards that.... (I need help here.)

Should we go into this here? Not necessary, since since not specific to Hispanic population -

Helping children meet these standards requires quality early childhood educators who are bilingual and bicultural. In addition, these educators need quality materials and curriculum in both English and Spanish. Continuing investments need to be made in professional development for early childhood educators.

Expanding the role of libraries. Because public libraries are free and available to all citizens from birth, are situated in nearly every community, and have traditionally worked in partnership with other community agencies, they are uniquely suited to provide quality early childhood educational experiences to underserved populations. For example, Born to Read, a program developed by the Association for Library Service to Children, a division of the American Library Association, has grown from its inception to over 500 sites nationally. Working in partnership with other child serving agencies, library sponsored Born to Read programs prepare expectant and new parents to be their child's first teacher, by providing them with necessary skills and materials, and by teaching them the importance of reading aloud to and sharing language and literacy experiences with their children.

Why libraries more so than nics, churches etc. mentioned earlier?

where is this from?

Creating a reading campaign focused on Latinos. Reading and telling stories to young children promotes language acquisition and correlates with later literacy development and overall school success. Storytelling has always been a core element of the Hispanic culture, where literature—including poetry and theatre is highly valued. However current conditions, including the limited educational achievement of parents, high rates of poverty, and increasing language barriers often lead to a disconnect between the exploration of books and young Latino children. Non-Hispanic children are more likely to be read to aloud every day (64%) than non-Hispanic black children (44%) or Hispanic children (39%) (Need better data, more complete research). Unfortunately, current literacy campaigns often rely on outreach strategies that are better suited to other ethnic or socio-economic groups and may not reach Hispanics. For example, Prescription for Reading, which has been very successful in distributing books through pediatricians and hospitals, may not be reaching the many Latino children who, because they are largely uninsured, may not have access to health care and therefore do not have access to free books.

where is this from?

In contrast, Descruba el encanto (Is this the right name? Excitement is lost in the Spanish translation, but it may not be a literal translation) - Discover the Excitement of Reading, a joint venture of NLCI, Scholastic Books, and Univision is designed around a new formula for promoting family literacy and reading to children. (How? Need to say ore here.) At the national level, the print and media campaign includes public service announcements, resource materials, celebrity spokespersons, and outreach to Hispanic authors. At the local level, NLCI is working to coordinate community partnerships that will sponsor family gatherings, block parties, community events, and cultural events that will help spread the message that the entire family can help create a community of readers. In addition, communities can work with partners like REFORMA (National Association to promote Library and Information Services to Latinos and Spanish Speaking) and chapters of National Association for Bilingual Education (NABE) to jumpstart efforts by celebrating El día de los niños on April 30th.

In addition, the American Library Association is committed to raising community awareness of the contributions of Latino authors and illustrators by enhancing and elevating a new children's literature award (Pura Belpre Award) to the status and recognition of the Newberry and Caldecott Awards. (Does this belong here or under deliverables?)

7

Goal Two – English Proficiency (Goal language, brief overview of key issues and statistics and breakout session report on strategies)

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

As we begin the new millennium and further embark on the Information Age, it is imperative that all children have the opportunity to learn to challenging academic standards and to reach their full potential as successful adults. However, while the US leads the world in productivity and democracy, our schools do not provide all of our children with the education they need to be the best in the world. Though American students are making progress in both reading and math, many students, particularly Hispanics, are being left behind. ✓

Over the last eight years, considerable progress has been made in setting high expectations for what every child should know and be able to do. Today, schools in every state have developed content standards and states are developing accountability systems aligned to those standards. Despite this progress though, Hispanic students tend to score significantly lower than their white peers on both national and state measures of progress. (Latino students now experience more isolation from whites and more concentration in high-poverty schools than any other group of students.) In 1998, close to 50% of Hispanics in public education attended urban schools. In 1996, the average scores in NAEP of Hispanic students age 17 were well below that of their white peers in math, reading and science. [NCES, The Condition of Education 1998, Indicator 16] }

	Baseline Year	Hispanic	National
Percentage of <i>fourth</i> graders who scored at or above the proficient level on the reading section of the NAEP test. ^[4]	1998	13 %	31 %
Percentage of <i>fourth</i> graders who scored at or above the proficient level on the mathematics section of the NAEP test. ^[5]	1996	8 %	22 %
Percentage of <i>eighth</i> graders who scored at or above the proficient level on the reading section of the NAEP test. ^[6]	1998	15 %	33 %
Percentage of <i>eighth</i> graders who scored at or above the proficient level on the mathematics section of the NAEP test. ^[7]	1996	9 %	24 %
Students' average mathematics SAT score. ^[8]	1999	458	511
Students' average verbal SAT score.	1999	457	505

This "achievement gap" can be measured in a variety of ways, from national test (NAEP and SAT) and state assessments to collections of indicators like AP exams taken, access to technology, retention in grade, etc. Whatever the indicator though, as access to and use of technology continues to expand and the economy is increasingly driven by information, knowledge, and high skills, such disparities in educational performance serve as a serious threat to both the students left behind and to the economic well-being of the nation as a whole. As a result, strategies for narrowing this achievement gap must be both ongoing and comprehensive, and they must be tied to high expectations. ✓

As described in the White House strategy session, closing the achievement gap begins with a focus on improving access to and quality of early childhood education and opportunity since it sets the tone for later successes, but it is only one of many improvements that need to be made. Conference participants expanded this list to include support to enable educators to do what they know is necessary, but what they are often unable to do because of limited resources. ??

Improving Teacher Quality. Three key variables in teacher quality contribute to schools inability to serve the linguistic, cultural, and academic needs of Latino students—underrepresentation of Hispanic teachers, too few teachers-including bilingual educators—trained to meet the needs of linguistically and culturally diverse students, and a disproportionate number of unqualified teachers serving students who most need expert support. More attention needs to be paid to recruiting and retaining qualified teachers. ← Attribute This somewhat

Despite the important role that positive role models can play in the social and educational development of children, today's teaching force does not accurately represent the students it serves. Of the estimated 3

million public school teachers, only about 4.2% are Hispanic; this is of particular concern to the Hispanic community which already lags behind other populations in adults who have completed high school, college, and advanced degrees.

In addition, few teachers have the skills necessary to help their students master challenging content, and they are particularly challenged by the need to effectively integrate technology in their lessons. Fewer than one in five teachers reports feeling prepared to teach culturally and linguistically diverse students, this despite the fact that more than half of all teachers has a student with limited English proficiency in his classroom and 14% of students are Hispanic. Teacher education programs need to do more to prepare new teachers for the challenges of both diverse classrooms and teaching rigorous content. (Can we say something here about IHE and school district partnerships, career ladders, etc.? Did any of this come up in the session?)

Not specific to Hispanic students

Similarly, more teachers need to be trained to serve the growing number of students with limited English proficiency. Currently, fewer than 2.5% of all teachers have credentials to provide instruction in either English as a second language or bilingual education.

If schools are serious about high standards for Hispanic students, then they must also insist on high standards for those that provide them instruction. Poor and minority students, including Hispanics, are more likely to be in classrooms with unqualified teachers, those without an initial license or who are teaching out-of-field in subjects for which they lack training. This is particularly true in central cities and high-poverty school districts, where Latino students are concentrated. Much more needs to be done to ensure that students with the greatest educational needs are provided teachers with the greatest expertise to serve them.

tend to be

Finally, efforts to improve teaching and learning, while focused on ensuring that only qualified teachers serve our neediest students, also need to be attentive to the needs of current teachers. As conference participants described, too often research and programs are formulated without this essential link. As a result, an important resource is being overlooked; we should be talking to teachers to find out what is working and not working in classrooms and schools. Teachers need support and mentoring in the early years, when too many leave the profession, and throughout their careers through ongoing professional development and learning opportunities. Essential to meeting the challenges of teaching though, is the elimination of what one participant called the "less than" thinking; if we expect less that is exactly what we get. Schools and districts must continue to set high standards and hold students, teachers, schools, and the community to them.

↑
- these strategies?
↓
??

Using technology to improve teaching and learning. (Is there something specific to Hispanics we should be saying here?)

Reducing class size and providing students the attention they need. Research indicates that smaller class sizes have real and lasting effects on student performance—from achievement in reading and math to fewer discipline problems. Both Hispanic students and their teachers deserve to be teaching and learning in an environments that allow them to do their best, where individual problems can be identified and worked on. (Need to say more here; what?)

Ann -
Maybe b/c of overall Digital Divide - ie, fewer Hispanic families have home computers or access or parents that are computer literate

Coordinating School-Based Reforms. As successful schools have demonstrated, improving student achievement requires comprehensive efforts that align a variety of strategies to high standards and the needs of students and the school. For example, schools and districts must simultaneously attend to improving instructional strategies and curriculum design, promoting the development of English language proficiency, integrating technology in instruction, providing information and guidance to students on planning for the future and preparing for college, and examining and evaluating teacher development programs. This is often best accomplished through the use of comprehensive school planning, and/or through the use of proven models for comprehensive school reform.

At the same time, many districts are establishing promotion and retention policies that express their commitment to high standards. By refusing to socially promote students who have not yet mastered the necessary content and instead providing additional supports for learning, schools communicate their high expectations to students, parents, and the community.

Extending learning opportunities. School districts from Fairfax, VA to Chicago and Boston are working to expand opportunities for students to master challenging content by extending the school day—through

before school, after school, Saturday, and summer programs. Besides more time for schoolwork, including English language literacy and teaching Spanish, these programs provide unique opportunities for schools and communities to act in partnership to create strong, safe communities for children. Many of these programs stress empowerment, justice, and life skills along with academic achievement.

(Need an example/best practice here)

Preparing for college early. Many Hispanic students want to continue their education, but they don't know the mechanics of how to get into college. Students and their families need more practical information regarding the systems, paperwork, etc. that parents must navigate in order to successfully get through the application process. (What can be said here that won't be repeated later? Can this be dropped from this section?)

Recognizing differences between boys and girls. Gender dynamics have helped many female students but not male students. Because of close monitoring, Hispanic females tend to develop good study habits, disciplined time schedules, etc. Their male counterparts have more freedom and are less supervised. They are out with their friends and don't seem to experience the same academic success. (Besides score gaps across math/science and reading, is there a research foundation for this? How can we support these statements? Should we?)

Increasing Parental Involvement. As described in a 1998 National Council of La Raza report, "Hispanic parents face extraordinary obstacles to participating more effectively in their children's education, including their own low levels of educational attainment, high poverty rates, language and literacy barriers, and an often indifferent or hostile educational system. But the majority of Hispanic families overcome these barriers, as well as memories of their own negative school experiences and the challenges of maneuvering through complicated paperwork processes.

From enrolling their children in school to providing permission for field trips and participation in extracurricular activities, the maze of school policies, forms, and procedures can be confusing. As a result, schools and teachers need to do a better job of making the school system easier to navigate for parents and students. Some districts are successfully making use of peer mentors for parents and students, taking students from a few grades ahead and encouraging them to tell their stories to younger students who may then follow in their footsteps and sharing experiences among parents.

Taking advantage of early success. (Something here on gifted and Talented Programs...e.g. lack of such programs for poor and minority children, evidence of their effectiveness, a good example.)

(I need more on the following if they are to be included.)

Incorporate Latino culture into classroom learning.

Connect the desire for a better life on immigrants part to greater achievement. ((We need to be careful about the assumptions we make here.)

✓ Identify and support role models (students 4 grades ahead-high school and middle school).

1. More money needs to be made available to state and local districts.

2. Connect school to home

3. Rework/improve physical plant of school buildings.

✓ Appropriately assessing children – using the right test to measure the right things.

The following Barriers and Challenges were discussed during the breakout session:

- Use current resources better to close the gap. More targeted resources.

- Fix schools first while we build collaborations to extend the school day. Educational, professional culture has to open up.

- No focus, no consistency in curriculum. Teachers' knowledge is very shallow. Low expectations.

- Cost. Short number of teachers and not highly trained students.

- Lack of equipment and training.

- Appropriate salaries.

- Patriarchy

- Difficult to manage and administer (#10)

Humor,
Think we
should Exclude
unless it was
a key point
during the
session

Drop

]]?

79

77

How do you make sense of information?

- ✓ Language, economics (some parents are not available for meetings), parents stop involvement after 5th grade.
- ✓ ~~State mandates, parent and community pushback, inexperienced teachers~~
- ✓ ~~Time and cost~~
- ✓ University prep program content inadequate
- ✓ ~~Low local tax base. State and federal inaction. Fast growth. Education code for building regulations.~~
- ✓ Parent knowledge, beliefs, access to appropriate guidance, history of voc ed.
- ✓ Lack of articulation between school districts and colleges.
- ✓ Lack of national standard of skills
- ✓ Teacher training
- ✓ ~~Cost~~
- ✓ Lack of qualified and well trained Latino teachers. Lack of parent expertise and involvement.
- ✓ ~~No benchmarks, no clearinghouse.~~
- ✓ ~~No specific structure. Lack of data collection. Lack of follow-up. (#33).~~
- ✓ Schools (undergraduate) not being trained in this in this field. Unaware of what resiliency factors and core competencies are. Formalizing principles into school curriculum.
- ✓ ~~Language and cultural barriers.~~
- ✓ ~~No awareness of how education and schools help train for later in life.~~
- ✓ ~~No effort to integrate.~~
- ✓ ~~School districts don't identify and support role models.~~
- ✓ ~~Community colleges and 4 year colleges don't talk to each other.~~

The following next steps were discussed during the breakout session:

- ✓ ~~The more efficient use of resources, the more you can leverage.~~
- ✓ ~~Improved teacher training and content knowledge.~~
- ✓ ~~Benefit long-term seems to improve student performance (class size).~~
- ✓ ~~Latino students get their fair share of qualified teachers. More and different types of incentives.~~
- ✓ ~~Gender specific programs (#9).~~
- ✓ Home visits, bilingual staff, paying for childcare and transportation, explain physical changes in youth and increased need for parental guidance.
- ✓ Focus on core subjects (reading and math) in early years. Ongoing teacher training.
- ✓ Adopt and use staff development standards. Pay for time out of class.
- ✓ Include in pre-and in-service. Accountability for doing this. Board policy.
- ✓ ~~"Marshall Plan" to rehab and build facilities. Principals held accountable for maintenance.~~
- ✓ ~~Create career pathways (standards based) for all kids. Articulation with community colleges and universities.~~
- ✓ ~~Funds are needed to bring schools and colleges together.~~
- ✓ ~~Establish national standards.~~
- ✓ ~~Earmark dollars for professional development.~~
- ✓ ~~Start a war between cable and telephone companies. *What?*~~
- ✓ ~~Develop an awareness of justice issues, ownership of their lives, empowerment, etc. Teach life skills, get private money.~~
- ✓ Working with higher education and community organizations. Bring parents into the school.
- ✓ ~~Communications campaigns to recruit and market "teaching".~~
- ✓ Analyze information. Make the data user friendly and use it as a management tool for change. Implement a public relations campaign through local media.
- ✓ ~~Implementing measurement tools. Review committees (e.g. school leadership teams).~~
- ✓ CBO's involvement. Training for all school personnel and parents on core competencies and principles.
- ✓ ~~Reassess assessment measures to accommodate barriers.~~
- ✓ Strong school to work programs. Marketing the benefits of education.
- ✓ ~~Think outside the box. Increase efforts on part of media. Start at home... 1st generation enthusiasm.~~
- ✓ ~~Emphasize the importance and successes of role models.~~
- ✓ ~~Establish local relationships. Create a seamless system. Strong matriculation programs.~~

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

Over the last half century, the importance of a high school diploma has changed markedly. While the achievement of a high school diploma or equivalent potential once opened the door to a promising career pathway, that reality no longer exists. In today's workforce and economy, obtaining a high school diploma or equivalent is a critical gateway to the further education needed to compete and create opportunity.

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

High School Completion Rates Have Not Kept Pace with Increasing Importance of Education

The United States made impressive gains in increasing the high school completion rate from the 1950s to the 1970s. However, despite the increasing importance of a high school education over the last half-century, the rate at which Americans complete high school has not changed dramatically. Between 1972 and 1985, the proportion of 18-24 year-olds not in high school who had obtained a diploma or equivalent credential climbed ~~under 3%~~ from 82.8% to 85.4%. From 1985 through 1998 (the most recent data), the rate has stayed flat, fluctuating around 85 to 86%, with a present rate of 85%.

Both White and Black students have made positive gains over the past quarter-century in rates of high school completion. The share of 18-24 year-old White students completing high school stands at 90%, having increased from 86% in the early 1970s. Black students have also posted significant gains, with rates rising throughout the 1970s and 1980s. The rate has remained steady in the 1990s, with 81.4% of 18-24 year-old Blacks having completing high school in 1998.

Hispanic High School Completion: Unchanging and Reaching Crisis Proportions

The story for Hispanic students is a different one. In 1998, 62.8% of 18-24 year-old Latinos had completed high school. Unlike the completion rates of their White and Black counterparts, completion rates for Hispanic students have fluctuated over the past 25 years, with no clear trend in either direction. Moreover, the 1998 figure is approximately where rates were in the mid-1980s and represents a 6% decline since 1997.

What measure, who is being measured? (ie, U.S. born or schooled?)

The dropout rate paints an equally disparate picture. During the 1997-98 school year, Hispanic students aged 15 through 24 dropped out of school at two and a half times the rate of non-Hispanic whites (3.9% v. 9.4%) and nearly twice the rate of non-Hispanic Blacks. Among 16 through 24 year-olds, while 7.7% of non-Hispanic Whites and 13.8% of non-Hispanic Blacks are not in school and have not earned a high school credential (the "status" dropout rate), the rate for Hispanic students is 29.5%.

Use Event Rate

Many experts correctly point out that the Hispanic dropout rate is a complex story. While first generation Latino youth aged 16 through 24 with both parents also born in the US have a dropout rate of 15%, Hispanic youth born outside the United States reflect a 39% drop-out rate. However, the fact remains that the lowest dropout rate for Hispanic youth (that of US born with US born parents) is still twice that of their non-Hispanic White peers and greater still than the rate for non-Hispanic Blacks.

Good

Increasing the Latino High School Completion Rate is a National Priority

The low high school completion rate of Hispanic Americans is reaching crisis proportions. With relatively low rates of the nation's fastest growing student population group completing high school, it is not just individual opportunity that will be put in jeopardy—it is the national economy. Stakeholders at all levels must come together to develop and implement strategies to achieve the important national goal of having at least 90% of Hispanic students graduating from high school by the year 2010.

The Clinton-Gore Administration is committed to help build a foundation for school success by increasing access for Hispanic students to Head Start and other early childhood education opportunities, Title I, challenging coursework, and after-school programs and other extended learning opportunities. All of these programs have been shown to bolster literacy and research shows that reading difficulties are a key indicator for dropping out of school. The federal government will also expand access for Hispanics to mentoring activities such as the Gear-UP program and the TRIO programs. In addition, through a focus on

include brief description of programs

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. Finally, the Clinton-Gore Administration is committed to ensuring states hold all students to high standards and that schools and districts are held accountable for helping students to meet them.

~~(Executive branch agencies are also engaged in ongoing efforts to address the dropout rate and high school completion.)~~ In addition, Departments such as Education and Health and Human Services have identified action steps to be taken to improve the access to and effectiveness of programs for Hispanic youth that support this goal.

? Says nothing specific

But it will take more than the federal government's role to achieve the ambitious goal of bring the Latino high school completion rate from approximately 63% today to 90% by the year 2010. State and local governments, the educational community, the private sector, community-based organizations, parents and students all have roles to play in increasing the Hispanic high school completion rate.
(Can we cut some of this; it begins to get a little repetitive.)

event?

Strategies:

Participants in the Strategy Session's breakout on high school completion, led by Secretary of the Army Luis Caldera, discussed key challenges, barriers, strategies and resources for constructing a comprehensive strategy. ~~In that conversation, participants identified the following as the key issues and critical strategies that must be addressed and implemented as part of a comprehensive focus on increasing the high school completion rate of Hispanic students.~~

Or keep in if other words are identified

Building Partnerships and Community Support. Partnerships among schools, the private sector, government, colleges and universities, nonprofits, and foundations are critical to providing needed services, tapping existing expertise, and leveraging resources. Specific partnership strategies offered:

- Encourage business and community based organizations to establish mentoring, tutoring and internship programs for high school students
- Create private sector internship and apprenticeship partnerships that connect students to jobs during their high school years.
- Construct higher education partnerships that focus on bilingual students and provide information and access to post-secondary opportunities.

Reforming Curriculum. Hispanic high school students need access to high-quality and challenging curriculum and instruction in order to demonstrate that high school and learning matter and to prepare them for post-secondary educational and/or workforce opportunities. Participants discussed the following specific curricular reforms:

- Ensure all students have access to challenging coursework, including Advanced Placement courses and honors courses.
- Develop programs tailored to students who enter U.S. high schools with limited English proficiency.
- Invest in programs that combine rigorous academic standards with workforce-relevant applications and professional experience.
- Offer more opportunities for individualized instruction throughout the high school years.

Implementing School-Based Reforms. Students need a learning climate conducive to keeping them in school and completing high school. The current structure of the American high school is often antithetical to the individualized needs of many Hispanic students. The following are school-based reform strategies advocated in the breakout session:

- Reduce class sizes and provide small-school settings (small schools or schools within schools) to foster connections and ensure a greater degree of individual attention.
- Provide more college counselors and curriculum advisors that reach out to Hispanic students.
- Assign every student to a school staff member for a weekly "focus session" to track progress
- Increase student access to Advanced Placement courses with greater information and advisory support.
- Offer extended learning time such as before- and after-school programs and summer school to help students reach high standards and provide productive opportunities during the out-of-school hours.
- Provide counseling, diagnostic, health, and other social services needs for students as a part of school services.

Improving Teacher Quality. Critical to improving Hispanic high school completion rates is a focus on the quality and capacity of the teachers who work with these students on a daily basis. Participants suggested the following professional development, recruitment and reward initiatives:

- Work with schools and districts to develop and implement teacher professional development strategy sessions to enhance their member's awareness of inclusion and achievement for Hispanic students and promote high expectations for all students and cultural understanding.
- Create incentives for high-quality teachers to serve in high-need and predominantly Hispanic-serving districts.
- Increase the pay for teachers who participate in bilingual staff development and become fluent in Spanish and teach in districts with those needs.

} grammar

1. **District, State and Federal District Policies.** Government at all levels should implement policies that provide leadership and support in helping increase the high school completion rate. The following policy strategies were offered:

- Invest in high-quality alternative schools for at-risk kids and dropout recovery, including charter schools.
- Support and develop high-quality dropout recovery and GED programs.
- Create and offer flexible time programs, distance learning, and other alternative learning systems to the traditional high schools—but ensure that standards and content are not weakened in these programs.
- Promote school-to-work and other career awareness programs.
- Ensure access to technology (i.e. computer usage, internet) in all K-12 schools, especially those with a high percentages of Hispanic students.
- Make schools accountable for Hispanic inclusion and provide data to determine growth
- Create incentives for strong linkages among schools for common approaches and the dissemination of successful practices.
- End the practice of social promotion and ineffective retention in grade.
- Ensure that curriculum, learning expectations, and assessments are aligned.
- Increase federal investment in GEAR UP and TRIO to serve more Hispanic students.
- Ensure greater access to government resources by implementing programs for outreach to Hispanic communities and schools/districts with high percentage of Hispanic students

2. **Parental Involvement.** Parents play a key role in supporting educational attainment. Where parents are not involved in their children's education, schools must work to involve their students' parents to support the goals of completing high school. Participants offered the following parental involvement strategies:

- Develop outreach and school-based programs that make Hispanic parents feel welcome and that connect them to their children's education.
- Stimulate Hispanic parent involvement by designing a public relations model, that should include sending materials home in Spanish

3. **Research.** Research performs a critical function in identifying and disseminating best practices, identifying gaps in services and isolating key strategies. The following specific research initiatives were offered:

- Fund more research and data collection on effective practices for ensuring Hispanic students complete high school.
- Disseminate effective, research-based practices for educating limited English proficient (LEP) students to achieve academic excellence.
- Conduct research on effective use of Title I resources in high schools.
- Assess the role of high stakes testing and its impact on high school dropout and completion rates.
- Create websites that provide a method of sharing instructional strategies.

← Very little like I in h.s.

- Goal Five – Increasing the college completion rate (Goal language, brief overview of key issues and statistics and breakout session report on strategies)

A college education is more important than ever before.

Build them into about 1/2 hr or via video

- In 1998, young men who completed at least a bachelor's degree earned **150 percent** the salary of their peers with no more than a high school diploma—and young women earned **twice** as much if they had graduated from college. (National Center for Education Statistics) *↑ use same measure - 2007 or 1.5 times*
- A college graduate earns **\$600,000 more** over a lifetime, on average, than a high school graduate. An associate's degree is worth **\$240,000** over a lifetime. (Census Bureau) *move*
- The real rate of return on a college investment is **12 percent**—nearly **twice the historical average of the stock market**. This figure is based on only earnings; the documented benefits of higher education such as job benefits, better health, and more informed investments and purchases might double the value of higher education. (National Library of Education) *dangerous; could say something about intergenerational impact*

College opportunity is expanding.

- Federal student financial aid has doubled from \$23 billion in 1993 to **\$60 billion** in 2000, including the Hope Scholarship and Lifetime Learning tax credits.
- More Americans are going to college than ever before: **Sixty-six percent** of 1998 high school graduates enrolled in college or trade school the next fall, compared to only 60 percent in 1990.
- More high school students are preparing themselves for college: The percentage of high school graduates who have taken four years of English and three years each of math, science, and social studies increased from 38 percent to **55 percent**. SAT scores, especially in math, have gone up over the past 10 years—even as a larger and more diverse group of students took the test.

While we are making process closing opportunity gaps, some groups – especially Hispanics – continue to lag behind.

- It is heartening that students who finish high school are better prepared for college than they were a decade ago. Between 1990 and 1998, the percentage of high school graduates who have taken four years of English and three years each of math, science, and social studies increased from 38 percent to 55 percent, with large increases across all racial and ethnic groups.ⁱⁱ
- Lower-income students continue to go straight to college at significantly lower rates than higher-income students, and African Americans and Hispanics go straight to college at lower rates than whites. Nevertheless, the gaps have narrowed somewhat since the mid-1980s and, for the first time, a majority of young African-Americans is enrolling in higher educationⁱⁱⁱ
- The percentage of 25- to 29-year-olds with a bachelor's or higher degree rose from 27 percent in 1990 to over 32 percent in 1999. However, African American men and Hispanic men and women have not shown consistently strong gains over this period. The rates of degree attainment for these groups continue to hover at roughly half the rates for whites.^{iv}

Don't keep these bullets separate. Combine w/ Hispanic stats

	Hispanic	National
Percentage of individuals ages 25 and older who hold a bachelor's degree or higher.	11%	27%
Percentage of individuals ages 25 and older who hold an occupational or academic associate's degree.	5%	7%
Percentage of high school graduates who completed four years of English and three years of mathematics, science, and social studies.	40%	55%
Percentage of 18- to 24- year olds who had either a high school diploma or a GED.	63%	85%
Percentage of individuals ages 16 to 24 who had graduated from high school in the preceding 12 months and were enrolled in college the following October.	55%	66%

Percentage of all 18- to 24-year-old high school graduates who were enrolled in institutions of higher education.	34%	45%
Percentage of all 18- to 24-year-olds who were enrolled in institutions of higher education.	20%	37%

1998 data. Source: National Center for Education Statistics.

Implications of College Opportunity Gap

- Equity – a percentage of our population does not have a chance for the same achievements.
- Worker shortages. Dr. Garcia said closing these opportunity gaps would add \$118 billion to the GDP. (not sure about this number) The CEA report found that:
 - **The relatively low levels of Hispanic earnings are explained in large measure by lower levels of educational attainment.** After accounting for differences in age and gender and in education, U.S.-born Hispanics were found to earn 6 percent less than non-Hispanic whites (with the remaining “unexplained” gap due to other unobserved differences, such as quality of education, geographic variation, and discriminatory employment practices).
 - **Hispanics are greatly underrepresented in the high-paying IT sector.** While Hispanics are 11 percent of the U.S. labor force, they are only 4 percent of workers in 5 IT occupations. This Hispanic “digital divide” exists because the relatively low educational level of many Hispanics prevents them from entering the IT labor market.
- Dr. Garcia pointed out that the demographics of college students are changing rapidly, and our system of higher education must adapt to serve the emerging marketplace (e.g. the increasing numbers of Hispanics)

What are the key issues and strategies to increase Hispanic post-secondary achievement?

- Preparation for college
 - Academic intensity of students' high school curriculum is a dominant determinant of whether they will earn a college degree, according to U.S. Department of Education research. Rigor of curriculum is a better predictor of college completion than test scores or class rank and GPA, and the positive impact of the high school curriculum is far more pronounced for African-American and Hispanic students than any other pre-college indicator of academic resources. (Adelman, C. (1999), *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment*, Washington, DC: U.S. Department of Education.)
 - In addition, in an era when political support for affirmative action appears to be waning, stronger academic preparation and outreach for college is a promising approach to promoting equity and diversity on our college campuses.
 - Charles Vega, Science and Engineering Society: aggressive intervention at earliest possible time. His experience indicates that 7th grade is a crucial time for future scientists and engineers. Problem is that funding is limited and federal funds can't be used for cutting-edge, experimental approaches.
 - Laura Rendon, professor at Cal-State Long Beach. High school grads not prepared for college. Remediation is needed.
 - Rendon: too often education reform lets higher education off the hook by focusing on K-12. Must build K-16 partnerships.
 - (obvious overlap with K-12 initiatives here – maybe refer to earlier chapters?)
 - Gustavo Roig – GEAR UP initiative to create partnerships between colleges and middle schools that support services early on to raise student aspirations for attending and completing college. 21st century alternative to affirmative action. Powerful and effective.
 - Frankie Santos-Laanan, Asst Prof at U. Illinois, Urbana-Champaign. Importance of mentoring
 - Military is a career option, pipeline to college

- **Associate degree attainment.** (not a lot on this – Maria added to the goal and it wasn't much discussed at the session. I suggest solving by group with lifelong learning as both involve community colleges, partnerships w/ industry, etc.)
 - John Guerra, AT&T: "pull-through strategy" by working with corporations
 - Don't give up on current adults by focusing just on the pipeline.
 - Digital divide. Technology literacy is increasingly important to equal opportunity, should not neglect the importance (maybe this should be its own main point?)
- **Articulation** between community colleges and four-year colleges so that students proceed to completing bachelor's degrees
 - over 50% of Hispanics go to community colleges
- **College retention** through strategies to help Hispanic Americans stay in college (e.g., addressing the "over-prediction" problem; helping students maintain good grades, etc.)
 - Dr. Rendon said that research indicates that "stop-outs" are a real problem, contrary to popular belief. Continue at least one course makes a difference.
 - Programs like GEAR UP are good but need to continue through college to provide support. Even some high school valedictorians doubt their ability to succeed at top-tier colleges. Students say reaching out to them makes a big difference.
 - Need to mainstream Hispanic achievement. Can get there with more resources and family involvement.
 - John Guerra (AT&T) pointed out that a 30% failure rate would cause a crisis atmosphere in private industry. Within the next three to five years, there will be 300,000 unfilled technology jobs.
 - Reyes: validation is the key
- **The role of Hispanic-Serving Institutions** (I don't have a lot to say and not even Flores picked up on this issue, but I guess it's still important to leave in ... ?)
- **Importance of student financial aid;** can these programs be made more effective?
 - **Capri:** More grants, fewer loans
 - Involve new philanthropists, Gates scholars are a great first step
 - Flores: refund policy – new policy requires some students at community colleges to repay grants after dropping out, this disproportionately punishes low-income students and ought to be fixed. (Note: administration has proposal to do that on the Higher Education Technicals, unfortunately the bill is stalled this year)
 - Guzman: scholarships, not tax credits, for cash-flow reasons
 - Arturo Vargas, NALEAO – Residency status is often an obstacle
 - ~~We should plug Clinton efforts:~~

More college scholarships. The new Hope Scholarship tax credit provides up to \$1,500 in tax relief for the first two years of college, saving 2.6 million families \$2.6 billion in 1998. The Lifetime Learning credit—which provides up to \$1,000 for juniors and seniors, graduate students, and adults seeking job training—gave 2.3 million families \$800 million in tax relief in 1998. Over 3.8 million needy students receive up to \$3,300 in Pell Grant scholarships, a \$1,000 larger maximum grant than in 1993. Since 1994, over 150,000 AmeriCorps members have earned nearly \$400 million for college while serving their communities.

More affordable student loans. This Administration has introduced lower fees and interest rates that have saved the average borrower over \$500; more flexible repayment terms, including the option to repay as a share of income; and a restored tax deduction for student loan interest. The new Direct Student Loan program—established in 1994—bypasses federally guaranteed lenders to deliver loans to students more quickly, simply, and cheaply. Together, students and taxpayers have already saved \$15 billion through student loan reforms.

- **Advanced degree attainment.**
 - Dr. Rendon said Goal Five should include the doubling of Ph.D.s also
 - Important for (1) leaders and (2) to create role models and supportive climates for Hispanic undergraduates
 - Dr. Garcia said Hispanics get 3.4% of all PhDs, while foreigners get 33%.

*TM
Needs to be
more relevant
directly to Hispanics*

HEAR?

VI. RESOURCES/BEST PRACTICES

Descriptions and contact info for Best Practices and resources to support any/all of the goals.

VII. NEXT STEPS

As part of June 15 Strategy Session, President Clinton and Vice President Gore unveiled a series of public and private sector commitments for improving Hispanic students' education. Participating in the White House Strategy Session on Improving Hispanic Student Achievement via satellite, Vice President Gore announced several federal agency programs, as well as a partnership between the National PTA and the Hispanic Radio Network. President Clinton will host an afternoon roundtable where he announced a new CEA status report and five national goals for improving Hispanic students' achievement over the next decade (see appendices). The President also introduced several private and non-profit sector commitments. Described below, these are only a sample of promising strategies and commitments community partners might consider as they take on the difficult challenge of improving Hispanic education and meeting the five national goals.

(I need to sort through these as many are repeated in the different drafts; suggestions for how they should be organized...by sector or goal, or content area, e.g. parental involvement, reading, mentoring)

The corporate commitments include:

- **Proctor & Gamble**

Proctor & Gamble has contributed \$50,000 to the White House Initiative on Educational Excellence for Hispanic Americans for the collaborative development and distribution of a "an information kit for organizers" to support Latino parents' efforts to secure a quality education for their children. The information kit will be developed in both English and Spanish and will address the following topics: Parents as First Teachers, A Quality Education for All, Heading Towards College, and Making It Happen in Your Community.

- **HACU**

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

- **Scholastic, Inc., Univision and The National Latino Children's Institute**

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

- **Lightspan, Inc. and The Department of Housing and Urban Development (HUD)**

Lightspan and HUD will team up to provide educational technology resources to HUD's over 600 Neighborhood Networks centers in public and assisted housing communities across the country. Beginning in October, Lightspan will provide assistance and customized on-line content to meet the needs of the residents at 10 Neighborhood Network centers in Hispanic communities. Governor

Thomas R. Carper of Delaware is taking the lead in encouraging and facilitating this dynamic partnership in two of the State's HUD Neighborhood Networks.

- **Washington Mutual, Inc.**

Washington Mutual Inc., has committed to expand its high school internship program from 6 to 8 states. This program provides 11th and 12th grade students with a two-year internship opportunity consisting of part-time employment in the bank's financial centers and 80 hours of instruction in workforce preparation and consumer education (e.g. interview techniques, dress code, team work, work place ethics, time management, cultural diversity, conflict resolution, money management). Over the past 26 years, the program has served over 37,000 high school students, including 11,000 Hispanic students.

- **Sears, Roebuck and Co.**

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

- **Discovery Communications, Inc.**

Discovery en Espanol (DEN) will create five public service announcements (PSAs) that will be run on the channel regularly for a year beginning in October, 2000, and distributed through any other available medium. Each PSA will focus on one of the five national Hispanic Education goals announced by the President at the White House Strategy Session on June 15th. Discovery en Espanol, in partnership with cable operators across the country, will create versions of the PSAs to air in local communities. Discovery en Espanol is a digital channel owned and operated by Discovery Communications, Inc.

Non-profit sector commitments include:

- **2010 Alliance**

To close the achievement gap between Latino children and Anglo, African American, and Asian students by 2010, the National Council for Community and Education Partnerships, the National Association for Bilingual Education, the National Council of La Raza, and the National Association for Latino Elected and Appointed Officials will join with leaders from the Ford, Irvine, Kellogg, and Hazen foundations and AT&T, Univision, State Farm Insurance, and General Motors Corporation to convene a summit in Washington, D.C. in October 2000 and commit to a collaborative partnership over the next decade to support the Latino achievement agenda announced by President Clinton at the White House Strategy Session.

- **The Association of Hispanic Advertising Agencies (AHAA)**

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

- **American Library Association (ALA)**

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

- **American Association of Museums (AAM)**

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

- **Reach Out and Read**

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

- **National PTA and the Hispanic Radio Network**

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

Commitments from federal agencies include:

- **Council of Economic Advisors**

The President's Council of Economic Advisors will release a report entitled, "Educational Attainment and Success in the New Economy: An Analysis of Challenges for Improving Hispanic Student Achievement." The report documents the gaps in educational outcomes for Hispanics and the importance from both an individual and national perspective of improving Hispanic students' educational achievement. In addition, the CEA's report focuses on the need for greater representation of Hispanics in the rapidly growing information technology sector.

- **Department of Agriculture (USDA)**

In 2001, the U.S. Department of Agriculture will establish a scholarship program to increase the number of students entering and graduating from 2- and 4-year Hispanic Serving Institutions and encourage students to pursue careers in the U.S. Food and Agriculture sector. The scholarship will cover educational expenses for students earning degrees ranging from an Associate of Arts through a doctorate. Following graduation, the scholarship recipients must work at USDA for one year for each year of financial assistance received. The program, which will be called the National Hispanic Serving Institutions Scholars Program, will serve up to 30 students during its first year of funding.

- **Department of Commerce (DOC)**

MOUs with Hispanic Serving Colleges and Universities:

The Department of Commerce recently entered into agreements with three Hispanic Serving Institutions (HSIs), covering over 36,000 Hispanic students. The agreements will result in professional exchange programs between DOC executives and HSI faculty, make DOC's world-renowned scientists available to the HSIs as guest lecturers, and permit the Department to enhance its efforts to recruit HSI graduates for DOC employment. In September, DOC will sponsor

a mini-conference for HSI presidents, leaders of the Hispanic community, and DOC executives to promote communications among the entities' executives and facilitate progress on the implementation of the MOUs.

Directions 2000 Conference:

On September 21-22, 2000, the Department of Commerce will sponsor a conference for Minority Serving Institutions (MSIs) to promote minority participation in DOC grants and other financial assistance programs. Over 190 Minority Serving Institutions of higher learning, including a substantial number of HSIs, will be invited to participate in the conference.

- **Department of Defense (DOD)**

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

- **Department of Education (DoEd)**

National Goals and Benchmarks for the Next Decade:

? The U.S. Department of Education will release "Key Indicators of Hispanic Student Achievement: National Goals and Benchmarks for the Next Decade," which provides national goals to guide federal, state, and local educators, policy makers, and community leaders in improving educational access and quality for Hispanic students. This publication also provides indicators of progress in the following areas for schools, communities and states to follow: early childhood education, learning English, closing achievement gaps and the dropout rate, and increasing college completion.

The "Idea Book":

DoEd is releasing "Helping Hispanic Students Reach High Academic Standards: An Idea Book," which highlights promising strategies used by schools and communities to help Hispanic students succeed in learning, gaining productive employment, and becoming responsible citizens. The "Idea Book" was developed by the U.S. Department of Education as a guide to support schools and communities in designing successful programs that promote high academic achievement among Hispanic students, including using federal funds. The Department will send the Idea Book to the top 100 school districts with the fastest growing Hispanic student populations.

Assisting School Districts with Rapidly Growing Hispanic Populations:

DoEd, in partnership with the National Association of Bilingual Education, will launch a series of workshops for school districts on strategies for training teachers to address linguistic and cultural diversity in the classroom, effective bilingual education programs, teaching reading to English language learners, and using community-wide resources to meet the needs of new students and their families. The Department will also provide technical assistance for school superintendents and principals, who work in communities that have recently experienced a large increase in Hispanic students, on building partnerships to improve academic performance and increase high school completion rates.

New Grants To Support Hispanic Serving Colleges and Universities:

DoEd's Hispanic-Serving Institutions Program will provide \$25.8 million for 76 new development grants to enable eligible Hispanic-serving institutions of higher education expand their capacity to serve Hispanic students and other low-income individuals. The HSIs may use the funds for faculty development, administrative management, and improvement of academic programs, facilities and

student services. Hispanic Serving Institutions enroll the majority of all Hispanic students nationally and also provide access for a large number of other disadvantaged students.

Title I Outreach Campaign:

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

Outreach Campaign with the National PTA:

Hispanic families, like all others, want their children to achieve to high standards and be successful in school. In partnership, the Department of Education and the National PTA will distribute "Vamos Juntos a la Escuela" (Let's Go to School Together), a videotape for Spanish-speaking families and the schools and organizations that serve them. The tape, which will go to PTAs nationwide serving schools with significant populations of Hispanic students, provides basic suggestions about helping children succeed in school, covering subjects such as parent involvement in education, early childhood, reading and mathematics, and preparing young people for college.

- **Department of Energy (DOE)**

For FY 2001, the Department of Energy's Community College Institute (CCI) has committed to quadruple the size of its summer "technical and research" internship program for community college students studying mathematics, science, or other technical subjects. The Department will enhance its internship program by providing additional incentives for interns who agree to mentor other students when they return to their community college after their internships, including reimbursements for textbooks and membership fees and travel expenses to meetings of the American Association for the Advancement of Science.

- **Department of Health and Human Services (HHS)**

The Substance Abuse and Mental Health Services Administration is working in partnership with the Hispanic community to develop and implement an initiative called **!!SOY UNICA!! SOY LATINA!! !!I'M UNIQUE!! SOY LATINA!!**, a national, comprehensive, multimedia bilingual campaign geared for Hispanics/Latinas age 9 to 14. The initiative will assist young girls to build positive self-esteem in order to prevent drug use, as well as harmful consequences of emotional and behavioral problems.

- **HHS, HUD, and the White House Initiative on Educational Excellence for Hispanic Americans:**

The Department of Housing and Urban Development (HUD), Department of Health and Human Services (HHS) and the White House Initiative on Educational Excellence for Hispanic Americans will work together to provide English and Spanish language materials and educational forums to parents of young children through HUD's Neighborhood Networks and other community-based programs. The parents will receive information on early brain development research, parenting tips, how to access child care subsidies and tax credits, how to choose a child care center, what Head Start has to offer, and other family supports. Starting this summer, this effort will be piloted in six locations across the country serving Latino communities.

Deliverables (in goal order) for the White House Strategy Session on Improving Hispanic Student Achievement

I. Increasing access to quality early childhood education

- **Scholastic, Inc., Univision and The National Latino Children's Institute**
POC: Bibb Hubbard (212) 343-4653 (Scholastic, Inc.)

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

- **The Association of Hispanic Advertising Agencies (AHAA)**
POC: Daisey Exposito (703) 610-9014

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

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

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

- **Department of Education's Title I Outreach Campaign**

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

- **HHS, HUD, and the White House Initiative on Educational Excellence for Hispanic Americans**
POC: Christine Pelosi 708-2046, x 5062

The Department of Housing and Urban Development (HUD), Department of Health and Human Services (HHS) and the White House Initiative on Educational Excellence for Hispanic Americans are working together to provide English and Spanish language materials and educational forums to parents of young children through HUD's Neighborhood Networks and other community-based programs. The parents will receive information on early brain development research, parenting tips, how to access child care subsidies and tax credits, how to choose a child care center, what Head Start has to offer, and other family supports. This initiative was launched on July 27, at a HUD's first Neighborhood Network Center serving the Hispanic community in Washington, D.C.. The initiative will be launched at five other HUD Neighborhood Network sites across the country serving Latino communities.

II. Ensuring that Hispanic students achieve English language proficiency

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

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

- **DoEd and National Association of Bilingual Education Partnership to Assist School Districts with Rapidly Growing Hispanic Populations**

DoEd, in partnership with the National Association of Bilingual Education, will launch a series of workshops for school districts on strategies for training teachers to address linguistic and cultural diversity in the classroom, effective bilingual education programs, teaching reading to English language learners, and using community-wide resources to meet the needs of new students and their families. The Department will also provide technical assistance for school superintendents and principals, who work in communities that have recently experienced a large increase in Hispanic students, on building partnerships to improve academic performance and increase high school completion rates.

III. Eliminating the achievement gap on state assessments

- **Lightspan, Inc. and The Department of Housing and Urban Development (HUD)**
POC: Ms. Ilene Rosenthal (202) 265-4086 (Lightspan) and Christine Pelosi (202) 708-2046, x.5062 (HUD)

Lightspan and HUD will team up to provide educational technology resources to HUD's over 600 Neighborhood Networks centers in public and assisted housing communities across the country. Beginning in October, Lightspan will provide assistance and customized on-line content to meet the needs of the residents at 10 Neighborhood Network centers in Hispanic communities. Governor Thomas R. Carper of Delaware is taking the lead in encouraging and facilitating this dynamic partnership in two of the State's HUD Neighborhood Networks.

- **National PTA and the Hispanic Radio Network**
POC: Maribeth Oakes (202) 289-6790

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

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

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

- **Department of Health and Human Services (HHS)**
POC: Mirtha Beedle (202) 205-9042

The Substance Abuse and Mental Health Services Administration is working in partnership with the Hispanic community to develop and implement an initiative called !!SOY UNICA!! SOY LATINA!! !!!'M UNIQUE!! SOY LATINA!!, a national, comprehensive, multimedia bilingual campaign geared for

Hispanics/Latinas age 9 to 14. The initiative will assist young girls to build positive self-esteem in order to prevent drug use, as well as harmful consequences of emotional and behavioral problems.

IV. Increasing the rate of high school completion

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

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

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

Washington Mutual Inc., has committed to expand its high school internship program from 6 to 8 states. This program provides 11th and 12th grade students with a two-year internship opportunity consisting of part-time employment in the bank's financial centers and 80 hours of instruction in workforce preparation and consumer education (e.g. interview techniques, dress code, team work, work place ethics, time management, cultural diversity, conflict resolution, money management). Over the past 26 years, the program has served over 37,000 high school students, including 11,000 Hispanic students.

V. Increasing the rate of college completion.

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

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

- **Department of Agriculture (USDA)**
POC: Jennifer Yezak 690-0878

In 2001, the U.S. Department of Agriculture will establish a scholarship program to increase the number of students entering and graduating from 2- and 4-year Hispanic Serving Institutions and encourage students to pursue careers in the U.S. Food and Agriculture sector. The scholarship will cover educational expenses for students earning degrees ranging from an Associate of Arts through a doctorate. Following graduation, the scholarship recipients must work at USDA for one year for each year of financial assistance received. The program, which will be called the National Hispanic Serving Institutions Scholars Program, will serve up to 30 students during its first year of funding.

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

MOUs with Hispanic Serving Colleges and Universities:

The Department of Commerce recently entered into agreements with three Hispanic Serving Institutions (HSIs), covering over 36,000 Hispanic students. The agreements will result in professional exchange programs between DOC executives and HSI faculty, make DOC's world-renowned scientists available to the HSIs as guest lecturers, and permit the Department to enhance its efforts to recruit HSI graduates for DOC employment. In September, DOC will sponsor a mini-conference for HSI presidents, leaders of the Hispanic community, and DOC executives to promote communications among the entities' executives and facilitate progress on the implementation of the MOUs.

Directions 2000 Conference:

On September 21-22, 2000, the Department of Commerce will sponsor a conference for Minority Serving Institutions (MSIs) to promote minority participation in DOC grants and other financial assistance programs. Over 190 Minority Serving Institutions of higher learning, including a substantial number of HSIs, will be invited to participate in the conference.

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

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

- **DoEd's New Grants To Support Hispanic Serving Colleges and Universities**

DoEd's Hispanic-Serving Institutions Program will provide \$25.8 million for 76 new development grants to enable eligible Hispanic-serving institutions of higher education expand their capacity to serve Hispanic students and other low-income individuals. The HSIs may use the funds for faculty development, administrative management, and improvement of academic programs, facilities and student services. Hispanic Serving Institutions enroll the majority of all Hispanic students nationally and also provide access for a large number of other disadvantaged students.

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

For FY 2001, the Department of Energy's Community College Institute (CCI) has committed to quadruple the size of its summer "technical and research" internship program for community college students studying mathematics, science, or other technical subjects. The Department will enhance its internship program by providing additional incentives for interns who agree to mentor other students when they return to their community college after their internships, including reimbursements for textbooks and membership fees and travel expenses to meetings of the American Association for the Advancement of Science.

All Goals

- **2010 Alliance**
POC: Hector Garza (202) 530-1135

To close the achievement gap between Latino children and Anglo, African American, and Asian students by 2010, the National Council for Community and Education Partnerships, the National Association for Bilingual Education, the National Council of La Raza, and the National Association for Latino Elected and Appointed Officials will join with leaders from the Ford, Irvine, Kellogg, and Hazen foundations and AT&T, Univision, State Farm Insurance, and General Motors Corporation to convene a summit in Washington, D.C. in October 2000 and commit to a collaborative partnership over the next decade to support the Latino achievement agenda announced by President Clinton at the White House Strategy Session.

- **Discovery Communications, Inc.**
POC: Mr. David Leavy (301) 771-3653

Discovery en Espanol (DEN) will create five public service announcements (PSAs) that will be run on the channel regularly for a year beginning in October, 2000, and distributed through any other available medium. Each PSA will focus on one of the five national Hispanic Education goals announced by the President at the White House Strategy Session on June 15th. Discovery en Espanol, in partnership

with cable operators across the country, will create versions of the PSAs to air in local communities. Discovery en Espanol is a digital channel owned and operated by Discovery Communications, Inc.

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

Proctor & Gamble has contributed \$50,000 to the White House Initiative on Educational Excellence for Hispanic Americans for the collaborative development and distribution of a "an information kit for organizers" to support Latino parents' efforts to secure a quality education for their children. The information kit will be developed in both English and Spanish and will address the following topics: Parents as First Teachers, A Quality Education for All, Heading Towards College, and Making It Happen in Your Community.

- **Department of Ed's Outreach Campaign with the National PTA:**

Hispanic families, like all others, want their children to achieve to high standards and be successful in school. In partnership, the Department of Education and the National PTA will distribute "Vamos Juntos a la Escuela" (Let's Go to School Together), a videotape for Spanish-speaking families and the schools and organizations that serve them. The tape, which will go to PTAs nationwide serving schools with significant populations of Hispanic students, provides basic suggestions about helping children succeed in school, covering subjects such as parent involvement in education, early childhood, reading and mathematics, and preparing young people for college.

Resources

- **Council of Economic Advisors**

The President's Council of Economic Advisors will release a report entitled, "Educational Attainment and Success in the New Economy: An Analysis of Challenges for Improving Hispanic Student Achievement." The report documents the gaps in educational outcomes for Hispanics and the importance from both an individual and national perspective of improving Hispanic students' educational achievement. In addition, the CEA's report focuses on the need for greater representation of Hispanics in the rapidly growing information technology sector.

- **Department of Education (DoEd)**

National Goals and Benchmarks for the Next Decade:

The U.S. Department of Education will release "Key Indicators of Hispanic Student Achievement: National Goals and Benchmarks for the Next Decade," which provides national goals to guide federal, state, and local educators, policy makers, and community leaders in improving educational access and quality for Hispanic students. This publication also provides indicators of progress in the following areas for schools, communities and states to follow: early childhood education, learning English, closing achievement gaps and the dropout rate, and increasing college completion.

The "Idea Book":

DoEd is releasing "Helping Hispanic Students Reach High Academic Standards: An Idea Book," which highlights promising strategies used by schools and communities to help Hispanic students succeed in learning, gaining productive employment, and becoming responsible citizens. The "Idea Book" was developed by the U.S. Department of Education as a guide to support schools and communities in designing successful programs that promote high academic achievement among Hispanic students, including using federal funds. The Department will send the Idea Book to the top 100 school districts with the fastest growing Hispanic student populations.

Presidential Deliverables Related to Early Education:

Federal Deliverables:

HHS, HUD, and the White House Initiative on Educational Excellence for Hispanic Americans.

The Department of Housing and Urban Development (HUD), Department of Health and Human Services (HHS) and the White House Initiative on Educational Excellence for Hispanic Americans will work together to provide English and Spanish language materials and educational forums to parents of young children through HUD's Neighborhood Networks and other community-based programs. The parents will receive information on early brain development research, parenting tips, how to access child care subsidies and tax credits, how to choose a child care center, what Head Start has to offer, and other family supports. Starting this summer, this effort will be piloted in six locations across the country serving Latino communities.

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

Private Sector Deliverables:

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

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

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

VIII. 2010 ALLIANCE

IX. APPENDICES

- Participants List
Names and organizations (contact info or breakout session attended could also be included)
- CEA Report
- Report Card

ⁱ School and Staffing Survey. NCES.

ⁱⁱ *Digest of Education Statistics 1999*, p. 156 (Table 142).

ⁱⁱⁱ *The Condition of Education 2000*, pp. 49, 149 (Table 32-1) (using three-year averages for low-income students, African Americans, and Hispanics), 151 (Table 32-3).

^{iv} *The Condition of Education 2000*, p. 156 (Table 38-3).

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

Background

President Clinton and Vice President Gore have worked tirelessly to end the era of low expectations for some students and some public schools. In 1993, the Clinton-Gore Administration proposed and fought for legislation requiring states to establish rigorous standards for what children should learn, institute regular tests to measure progress, and provide accountability for results. This legislation (the Goals 2000 Act and the 1994 reauthorization of the Elementary and Secondary Education Act) ensured that states held disadvantaged students to the same high standards established for all students. Nearly all fifty states now have these results-driven systems in place. As schools progress toward standards based educational reform, the emphasis remains on equity and excellence. Yet, nowhere in this effort do schools seem more challenged to provide rigorous academic standards, instruction, and aligned assessments that measure higher order skills, than when meeting the needs of English language learners. Closing the achievement gap between Hispanic students and their non-Hispanic peers requires a serious commitment to ensure that all children become proficient in English quickly, while also reaching high standards in all core academic subjects.

Limited English Proficient Students in the United States

Limited English proficient (LEP) is the legal term for students who were not born in the U.S. or whose native language is not English and who cannot participate effectively in the regular curriculum because they have difficulty speaking, understanding, reading, and writing English. Nationwide, there are 3.2 million limited English proficient students, and the number of limited English proficient students has nearly doubled in less than a decade. LEP students comprise about one in four public school students in California, Alaska and New Mexico and about one in eight students in Texas and Arizona. Over 75% of all limited English proficient students attend high poverty schools. Although about 1.3 million students are in state and local bilingual programs, approximately 640,000 identified limited English proficient students are not served through any special program. Title VII, the federal bilingual education program under the Elementary and Secondary Education Act, serves over 900,000 limited English proficient students, but the demand for teachers to serve LEP students far outstrips the supply. Hispanic students are by far the largest population of LEP students nationwide, the five most common language groups for limited English proficient students being Spanish (72.9%), Vietnamese (3.9%), Hmong (1.8%), Cantonese (1.7%), and Cambodian (1.6%).

Instructional Strategies

Throughout the country there are good examples of bilingual education programs, dual-language programs, English as a Second Language (ESL) programs, English-immersion programs and other instructional methods that are helping children reach high academic standards while becoming proficient in English. Evidence is mixed on which is most effective. English as a second language (ESL) or English for Speakers of Other Languages (ESOL) is a technique that uses English to teach

*state to which
or federal
diff ways
/ bilingual
- ESL
- immersion*

*1.3
-9*

non-English speakers. English as a second language is always a component of bilingual education. Bilingual education is the use of two languages for instruction, English and native language. Bilingual education programs use the native-language to provide academic instruction in the content areas, while using ESL strategies to teach English. This is designed to enable LEP students to make a transition to all-English instruction, without losing ground in core academic subjects. Bilingual programs should emphasize the development of English-language skills as well as academic achievement, grade promotion and graduation requirements. Likewise, these programs may not be appropriate for all schools or students, depending on the number of students speaking the same language, and the number of bilingual teachers available. Only 2.5% of teachers are certified to teach bilingual education or ESL, and a report by the GAO found that many school districts with high concentrations of LEP students were not adequately providing bilingual services. The Clinton-Gore Administration fought for and won a 35% increase in bilingual and immigrant education in 1997, and won another \$24 million increase in FY 2000.

Continue over how, we need to know by end of this. - 3/15, 3/20/00

Economic Effects of Language

The effects of an education that fails to teach students English quickly and well are clear: nationally, 40 percent of students who have difficulty speaking English never complete high school. As global markets become increasingly available to all, language becomes increasingly important in the international arena. Knowledge of a second language is power; and Secretary of Education Richard Riley has championed a movement to ensure every child learns English plus another language. "We must find ways to prepare the more racially and culturally diverse pool of young people who will be flowing into jobs and operating businesses in the twenty-first century." -- Alan Greenspan, Chairman of the Federal Reserve Board, quoted by Irasenia Garza. [Need more here on effects in workforce of limited English proficiency as well as section on economic value of bilingualism]

[Also need a section with some indicators or explaining lack of indicator.]

Outcomes of the White House Strategy Session

The White House Strategy Session brought together professionals from many arenas to identify critical issues to address and strategies to undertake in order to ensure all our children graduate from high school able to speak, read and write English at a high level and prepared to succeed in college. Led by Congressman Joe Baca (D-PR), participants in the Goal 2 breakout session drew on their personal and professional experiences to outline an action agenda for policymakers, parents, educators and activists at all levels. The group discussed the importance of communication in promoting self-esteem, confidence, motivation and a positive attitude toward education, as well as the importance of expectations in fostering student success. The group also recognized that, while the economic and cultural advantages of speaking English are paramount in the United States, speaking more than one language is an additional advantage to be celebrated and promoted. Finally, as one participant noted "The prime responsibility is to teach children regardless of their background," and the following are some ways to do that:

Strategies

Ensuring Appropriate Resources and Services for LEP Students

*Convened
 Deborah Sherry
 Attended
 Awareness
 Support
 Resources*

- Work with schools to develop effective programs to educate students who enter U.S. schools with limited English proficiency.
- Work with schools to develop effective programs to educate students who enter school with limited English proficiency, especially those who enter U.S. schools in the later grades:
 - Disseminate effective, research-based practices for educating LEP students to achieve proficiency in English and other core academic subjects;
 - Foster the expectation that children entering our public schools at any time are capable of learning to high academic standards, and the understanding that it is the responsibility of educators to ensure they are offered the opportunity to do so;
 - ✓ Encourage businesses, community based organizations, schools and governments to offer more English as a Second Language (ESL) courses in the after school and evening hours for students and their families; and
 - Offer more supports to address limited English proficiency, illiteracy and prolonged reading difficulties in older students.
- Offer students more time to learn.
- Need to develop proper standards and accountabilities measures for students and teachers.
- All LEP students will receive appropriate language services:
 - Ensure that schools are offering sufficiently intensive English language services to LEP students, including more extended learning time; and
 - Recruit and train more teachers to use research-based approaches to teaching LEP students English and other academic subjects.

The Importance of Good Teachers

- Ensure all teachers who teach LEP students have appropriate training and skills:
 - Work with schools of education to ensure all new teachers are trained in effective, research-based approaches to teach LEP students English, while also ensuring progress in other academic areas; and
 - Ensure relevant and standards-based professional development is available to all teachers, especially those in areas with growing populations of LEP students.
 - Provide analysis and feedback to teachers
- Recruit and train more high-quality teachers with bilingual ability:
 - Increase federal investment in teacher recruitment and training;
 - Encourage talented, Hispanic mid-career professionals to use alternative routes to certification to become teachers
- ✓ • Pair bilingual and regular teachers together to “team-teach”
- Encourage more Hispanics to serve as English tutors and mentors for LEP students.
- Many teachers do not know how to support language acquisition

Involving the Community

- Include teachers, parents and students in the learning process.
- The entire community must have high expectations for LEP children, and the conviction that every child can learn.
- Stress teamwork and cooperation among teachers, principals, parents and students.
- All students should be held to the same standard but we must be willing to try new and innovative ways to reach students.

Promoting the Advantages of Bilingualism

- Encourage all students to become proficient in both English and a second language:
 - Promote the use of effective dual immersion programs;
 - Help students and educators appreciate the value of multilingualism; and
 - Recruit and train more foreign language teachers.
 - We must maintain Spanish while learning English.

[NOTE: I think that Coral Way elementary would be a great “best practices” piece to include in this section] Mrs. Migdania Vega - Coral Way Elementary School is bicultural as well as bilingual. Bilingual and Bicultural = global approach to learning. Sixty percent of the children are English speaking and the other 40% Spanish speaking; 86% of students for the year 2000 were proficient in English. Children who complete the curriculum are both bilingual and bicultural. She stressed the keys to success: high expectations, teamwork, intensive teacher training and conviction that every student can learn.

Strategies

- Don't label programs, they are different all over the country
 - We have a tendency to label the children as well as 'slow' or special education
 - What do the children need, curriculum, language, and teachers
- Distinguish between age - learning capabilities
- Teach other languages, not just English and ensure literacy
- Read to children in all languages
- Allow communities to take on the responsibility of educating
 - Coordination of public and private schools
 - Change attitudes of teachers as it relates to the need language
 - **Use senior citizens to read to our children**
- Identify money resources out of the box
 - Corporate community is ahead of education
 - Corporations need and want bilingual employees, they are customers driven
- We must go back to fundamental
 - Phonics, behavior and attitude
- We need to determine and define how children process the transfer of languages from one to the other
- Infrastructure
 - Must assist students beyond the B. S, level

- Let schools leverage their own resources
 - Parent involvement
 - School districts pull back
 - Require staff development
 - Principals should spend 50% of their time in the classrooms
- Inclusion of ESL teachers with other teachers in classrooms with other teachers
- Give money for 'model' implementation
 - Copy good programs that are proven to work 'Success for all' best example; although somewhat rigid
 - Be faithful to the 'model'; don't allow people charged with implementation digress from the model for their own interpretations
 - Implementation must be 'rigid' to properly replicate
 - Develop criteria for evaluate of the model
- Determine outcome
 - Bilingual
 - Biliterate
- Set an equity agenda
 - All students need to learn English proficiency)
 - All students should learn 2 languages
 - Should support "native" language mastery
- Develop stronger adult language programs - to carry over into the home as well
- Barriers
- Lawmakers can create problems e.g. Proposition 227 California
- Many students come to school with enough English to be disqualified from ESL but still are not proficient in English.
- Lack of community spirit and cohesion
- How much more can we asked schools to do and continue to slash budgets
- People are afraid to try new things if "failure" is a possibility and there will be a penalty
- Teacher disempowerment must cease
 - They must be given time to interact with the community
 - They must incentivized, increase of dollars and standing in the community

- Prejudice (the facilitator's interpretation) is still a factor, "take away the 'comfort' language and replace with the language of the 'realm' instead of both"
"nativist" backlash

We are teaching 'majority' children proficiency in English, why teach a second language as well

- Need to change policies that inhibit and prevent more interaction such as liability issues for after school programs
- There needs to be change in the bureaucracy that presents process in the name of order but while implementing creates barriers
- Lack of technology in schools is an issue that is greater than schools, it need to be addressed by the larger community
- We must invest in the professional development and respect for those charged with the education of our children
- Need to shift attitudes about standards
Parents must get involved

Comments

- Bilingual just as important as submersion
- Language literacy is not negotiable

Students should learn more than one language with Spanish being only one of many choices, so as to reflect the true complexion

**Educational Attainment and Success in the New Economy: An Analysis
of Challenges for Improving Hispanic Students' Achievement**

June 2000

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

EXECUTIVE SUMMARY

This report focuses on education and the rewards to education among Hispanics in the United States. It documents the gaps in educational outcomes for Hispanics relative to non-Hispanic whites. The study also provides evidence about the increasing importance of education to the economic success of Hispanics in the new economy, focusing particularly on a high-paying, rapidly expanding sector, information technology (IT). Among the significant findings in the report are:

- *The Hispanic population is a rapidly growing, increasingly important segment of the U.S. population.* In 20 years about 1 in 6 U.S. residents will be of Hispanic origin, and by the middle of this century—when today's young children are middle aged—this ratio will increase to about 1 in 4. The future productivity of the U.S. labor force hinges to a considerable degree on our nation's ability to provide high quality education for Hispanic young people who will play a vital role in the labor market of the future.
- *Despite tangible evidence of improvements for some groups, there are troubling lags in the educational attainment of Hispanics.* Over recent decades the average education of Hispanics born in the United States has increased substantially, and the educational gap between U.S.-born Hispanics and non-Hispanic whites has narrowed. Nonetheless, the high school completion rate among all young Hispanic adults is only 63 percent—compared with 88 percent for whites and African Americans. And the proportion of Hispanics who graduate from 4-year colleges is less than half that of whites. While these differences are partially attributable to the low education levels of immigrant Hispanics, U.S.-born Hispanics also have relatively low educational attainment.
- *The economic rewards of education are on the rise.* The importance of improving educational outcomes for Hispanics is underscored by the increasing value of education in the labor market. Two decades ago, a male Hispanic college graduate earned 67 percent more than a Hispanic male with no high school education, an earnings premium that has increased to 146 percent today. Similar increases in the earnings premium are observed for all employed males.
- *Currently, the relatively low levels of Hispanic earnings are explained in large measure by lower levels of educational attainment. Earnings premiums associated with higher education are much the same for Hispanics as for non-Hispanics.* Hispanics have much lower earnings than non-Hispanic whites; median hourly earnings are 21 percent less for U.S.-born Hispanics. After accounting for differences in age and gender, U.S.-born Hispanics earned 15 percent less, and after controlling also for education, the gap narrows to 6 percent (with the remaining “unexplained” gap due to other factors not directly examined in the study, such as quality of education, geographic variation, and discriminatory employment practices). Educational differences also explain much of the wage gap for foreign-born Hispanics.
- *Hispanics are greatly underrepresented in the high-paying IT sector, but in general those in IT occupations are successful.* While Hispanics are 11 percent of employed workers, they are only 4 percent of workers in 5 IT occupations. This Hispanic “digital divide” exists because the relatively low educational level of many Hispanics hinders entry into the IT labor market. This under-representation contributes to the economy-wide Hispanic pay gap because these IT jobs pay considerably more than other jobs. Non-Hispanic whites earn 62 percent more in IT than non-Hispanic whites in other occupations, and Hispanics earn twice as much in IT as

in non-IT occupations. Hispanics who are in IT occupations earn only marginally less (about 6 to 8 percent) than non-Hispanic whites after adjusting for differences in age, gender, and education.

- *The IT case study illustrates that the consequences of underachievement in education are two-fold: The students' future prosperity is harmed, and the economy at large will have fewer individuals prepared to contribute in "new economy" occupations.* Individuals' economic success in today's economy increasingly depends on being well educated. In turn, the strong performance of the American economy is propelled by the ingenuity and skills of our labor force, exemplified by new economy sectors like IT. Given the rapid growth of the U.S. Hispanic population, the gap in educational achievement between Hispanics and their peers is a matter of critical importance for Hispanic young people and society generally.

1. INTRODUCTION

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

In this light, enhancing the current state of Hispanic education in the United States must be viewed as a public policy priority. While Hispanic student achievement and educational attainment have shown some progress over the past decades, troubling gaps remain. Hispanics lag behind non-Hispanics on a variety of educational measures. A much smaller proportion of the Hispanic population than the non-Hispanic population completes high school. Similarly, college entrance and completion rates are much lower among Hispanics than among non-Hispanic whites.

These educational achievement gaps are especially troubling in a labor market in which the economic rewards of education are large and increasing. Evidence suggests that demand has increased for workers who bring strong problem-solving ability and technical skills to the workplace. Statistics presented below verify that the economic rewards of education are much the same for Hispanics as for non-Hispanics. Those who fall behind in educational achievement will also lag in terms of economic success in the new economy.

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

The IT case study illustrates that the consequences of underachievement in education are two-fold. Underachievement not only hurts the future prosperity of students themselves, but also reduces the number of individuals in the U.S. labor market prepared to contribute in new economy occupations. Individuals' economic success in the modern economy depends on their being well educated. In turn the performance of the American economy is strong in part because of the ingenuity and skills of our labor force, especially in new economy sectors like IT. In light of the rapid growth of the U.S. Hispanic population, the gap in educational achievement between Hispanics and their peers is a matter of critical importance for Hispanic young people themselves and also to society more generally.

2. A BRIEF OVERVIEW OF TRENDS IN HISPANIC EDUCATION

Over the past 5 decades there has been a marked increase in the educational attainment of young Americans. Recent data indicate that high school completion rates for young adults (aged 25-29) are approximately 88 percent for both whites and African Americans, with the earlier

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

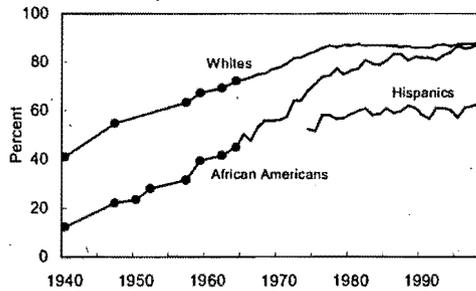
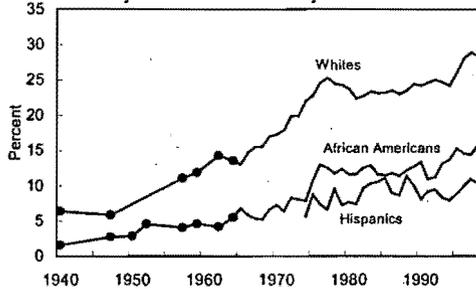


Chart 2. College Completion Rates of 25- to 29-Year-Olds by Race and Ethnicity



pronounced differences between the races disappearing by 1998 (Chart 1).¹ Hispanics, however, have not experienced the same gains. The proportion of those aged 25-29 completing high school remains relatively low—about 63 percent in 1998—and, though data are unavailable for this series on Hispanics prior to 1974, there has been little growth in high school graduation rates since that time.

Similarly, as demonstrated in Chart 2, the college completion rate for Hispanics have lagged behind those of whites and African Americans. For whites the college completion rate—the fraction earning bachelor's degrees—rose significantly, from 6 percent in 1940 to 28 percent in 1998. Despite some progress, racial and ethnic gaps in college graduation rates remain large. Currently, only 10 percent of Hispanic adults aged 25-29 have graduated from college.

One major reason for the lower levels of education for Hispanics relative to non-Hispanics is that new immigrants are much less educated.² If we look only at Hispanics born in the United States (“native-born”), there has been clear growth in educational attainment. Census data from 1970, 1980, and 1990 indicate that among working-age adults, native- and foreign-born Hispanics trail native-born whites in average educational levels (see Table 1 on the next page). However, the education gap between whites and native-born Hispanics has been narrowing. In contrast, the gap in average education between whites and immigrant Hispanics has become wider. Measures of educational achievement for Hispanics such as those given in Charts 1 and 2 combine the relatively less educated immigrant Hispanic group with those born in the United States.³

¹ Charts 1 and 2 are based on Census data, which include both Hispanic and non-Hispanic whites among “whites” and similarly has some Hispanics included in the African American group. The gaps between Hispanics and non-Hispanics are thus even larger than those pictured. Prior to the mid-1960s annual data are not available (the dots in the charts indicate points for which data are available).

² As of 1997, 38 percent of the Hispanic population were foreign-born, compared with 8 percent of whites and 6 percent of African Americans.

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

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

	1970	1980	1990
Men			
Native White	11.6	12.7	12.9
Native Hispanic	9.5	10.9	11.4
Immigrant Hispanic	8.8	9.1	8.9
Women			
Native White	11.5	12.4	12.8
Native Hispanic	9.2	10.5	11.3
Immigrant Hispanic	8.4	9.0	9.1

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

While the educational attainment of U.S.-born Hispanics has been increasing over time, U.S.-born Hispanics continue to have lower school completion rates than do non-Hispanic whites. The average high school completion rate for 25- to 29-year-olds stood at about 80 percent for the 1995-1999 period, compared with a rate of 93 percent for non-Hispanic whites (Chart 3).⁴ In contrast, the completion rate for foreign-born Hispanics averages below 50 percent. Data on dropout rates for those aged 16-24—the fraction of individuals who are neither enrolled in high school nor have completed high school—show similar patterns. The dropout rate (in Chart 4) is especially high for foreign-born Hispanics (“first generation immigrants”) and for native-born Hispanic youth who had at least one parent born outside the United States (“second generation immigrants”).⁵ However, even for Hispanics who were born in the United States and whose parents were also born in the United States (“third generation” or higher), the dropout rate was approximately twice as high for Hispanics as for non-Hispanic whites—15.8 percent vs. 7.7 percent. Clearly the Hispanic education gap is not solely the consequence of relatively low educational attainment among immigrant Hispanics. A central challenge for improving Hispanic educational outcomes, then, lies in improving the educational prospects of both immigrant and native-born Hispanic youth.

Chart 3. High School Completion Rates 1995-1999, Aged 25-29

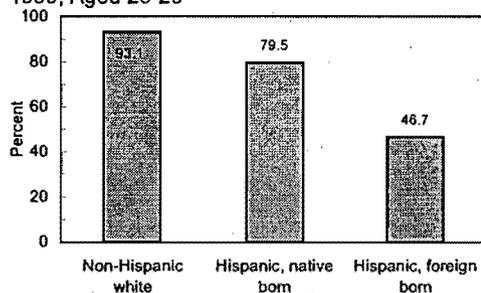
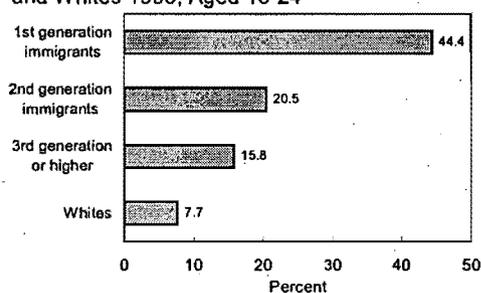


Chart 4. Dropout Rates for Hispanic Immigrants and Whites 1998, Aged 16-24



⁴ This completion rate of 93 percent for non-Hispanic whites is higher than the 88 percent completion rate reported in Chart 1 which is for whites generally (including Hispanic whites). This analysis uses the Current Population Survey (CPS) for 1995 through 1999. Consistent with the definition used by the Census Bureau, this analysis (as well as all other original analysis conducted for this report) defines individuals as “native born” if they were born in the United States or an outlying area of the United States, or were born in a foreign country but had at least one parent born in the United States.

⁵ Phillip Kaufman, et al., “Dropout Rates in the United States: 1998,” U.S. Department of Education, National Center for Education Statistics, November 1999. Their analysis compares those born in the 50 states and the District of Columbia to those born elsewhere.

3. THE PATH TO HIGHER EDUCATIONAL ATTAINMENT

Early education in the home and at school appears to be critical to successfully following a path towards higher educational attainment. Evidence suggests that the ethnic education gap can arise from learning differences at very young ages. One report using 1999 data indicates that among 3- to 5-year-olds not yet enrolled in kindergarten, Hispanic children were less likely than non-Hispanic children to regularly engage in such "home literacy" activities as being read to, told a story, or taught letters, words, or numbers. These home literacy activities in turn were found generally to be associated with higher levels of "children's emerging literacy." Thus, the Hispanic children in the study were less likely to recognize all letters, count to 20 or higher, write their names, or read or pretend to read storybooks.⁶ Statistics also indicate that Hispanic 3- and 4-year-olds are less likely than their white counterparts to be enrolled in early childhood education programs, and are underrepresented in Head Start enrollment.

At older ages, Hispanics on average trail non-Hispanic whites in reading and mathematics proficiency (at ages 9, 13, and 17, as measured by the National Assessment of Educational Progress).⁷ Not surprisingly then, Hispanics on average also score lower than non-Hispanic whites on college entrance exams. This latter difference can be traced in part to family background. Hispanic students who take the Scholastic Aptitude Test (SAT) are much less likely than non-Hispanic whites to have a parent with a college degree, who might be in a better position to assist a child in the college-preparation process.⁸ Hispanic SAT takers are also less likely than their non-Hispanic counterparts to have taken the Preliminary SAT (PSAT).⁹

Careful research shows that much of the disparity between the educational attainments of Hispanics and non-Hispanic whites stems from large differences in family background and income.¹⁰ One study found that by age 15, 44 percent of Hispanic children had fallen one or two years behind the expected grade level—apparently because these students started school at older ages or were not advanced along with other children in their elementary school classes. Only about half as many non-Hispanic white children (23 percent) had fallen behind their expected grade level. Statistical analysis indicates that much of this educational gap can be explained by differences in family background characteristics, such as household income and parents' education. Furthermore, future prospects of completing high school and going on to college are greatly diminished for children who fall behind by age 15. For students who were 2 years behind the expected grade level, 67 percent of Hispanics and 80 percent of non-Hispanic whites failed to

⁶ See Christine Winquist Nord, et al., "Home Literacy Activities and Signs of Children's Emerging Literacy: 1993 and 1999," U.S. Department of Education, National Center for Education Statistics, 2000.

⁷ From the early 1980s to present there has been improvement on these scores for all age groups of Hispanics, although only slightly for reading.

⁸ About one third of Hispanic SAT takers have a parent with a college education, compared with more than half of non-Hispanic whites. See the National Science Foundation, *Women, Minorities, and Persons with Disabilities in Science and Engineering: 1998, 1999*.

⁹ Statistics also indicate that for Hispanic groups as well as for other racial and ethnic groups, performance on the American College Test (ACT) is clearly correlated with family income. (National Science Foundation, *Women, Minorities, and Persons with Disabilities in Science and Engineering: 1998, 1999*.) These findings are relevant for Hispanic families in particular because family incomes are far lower for Hispanic households than non-Hispanic white households.

¹⁰ The research reported in this paragraph is from Stephen V. Cameron and James J. Heckman, "The Dynamics of Educational Attainment for Blacks, Hispanics, and Whites," National Bureau of Economic Research working paper 7249, July 1999. The authors emphasize the role that economic background plays on children's educational achievement.

complete high school or earn a GED by age 24. Virtually none of these students (1 percent of Hispanics and 2 percent of non-Hispanic whites) had attended college by age 24. Thus, a disparity in educational outcomes appears among young children—long before they reach the ages when they are making decisions about completing high school and continuing on to college.

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

While evidence suggests that children from low-income families are less likely to be college-ready (by failing to earn a high school degree or otherwise failing to acquire skills or prepare to attend college), researchers also argue that low family income can be an important direct determinant of college attendance.¹¹ The high cost of college education can pose a serious deterrent. As indicated in Table 2, high-income families are much more likely than low-income families to send their children to college, and they are particularly likely to send them to four-year colleges.¹² The vast majority (90 percent) of students whose parents were in the top quartile of the income distribution were pursuing post-secondary education within 20 months of high school graduation, compared with only 60 percent of students whose parents were in the bottom quartile. And of those lower income students enrolling in post-secondary education, fewer than half enrolled in a 4-year college, compared with almost three-quarters of students from the top income group. Much of these differences in youths' college attendance may arise from the differences in preparedness for college just discussed, rather than from financial barriers. However, even after considering such family background influences, parental income remains an important determinant of college attendance.

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

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

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

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

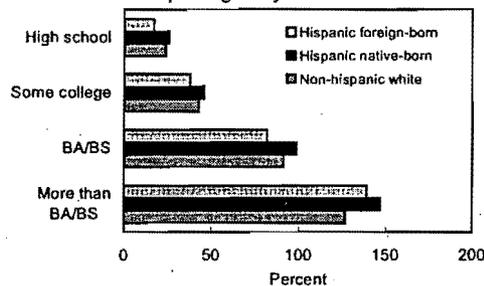
¹¹ As of 1998 median income for Hispanics was \$28,330 compared with \$42,439 for non-Hispanic whites. Data from the 1993 Survey of Income and Program Participation suggest that the median net worth of non-Hispanic white households was over 10 times that of Hispanic households. The 1998 *Economic Report of the President* provides a detailed overview of racial and ethnic disparity in income and assets.

¹² Thomas J. Kane, "Rethinking the Way Americans Pay for College," *The Milken Institute Review*, Third Quarter 1999.

4. THE IMPORTANCE OF EDUCATION FOR ECONOMIC SUCCESS

On average, higher levels of education lead to better labor market outcomes—to higher rates of employment, lower rates of unemployment, and higher wages. And the wage premium associated with education has risen over time. In 1999, Hispanic men with a college degree earned 146 percent more than Hispanic men who had not completed high school. In contrast, in 1979 this same premium was a much smaller 67 percent for college completion. (Over the same period the premium for college education for all men in the work force rose similarly, from 57 percent to 147 percent.) The increasing premium appears to stem from the increasing value that the market places on technology-intensive skills, including computer skills that are used in service sector jobs. The wage premium for completing high school relative to dropping out has also risen over time for Hispanic men, increasing from 33 percent in 1979 to 40 percent in 1999. Recent research suggests that employers seeking to hire high-school educated individuals are looking for those with strong cognitive skills (including mastery of basic reading, math, and problem-solving skills). This preference for cognitive rather than manual skills might account for the rising pay premium for high school education.

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



whites, native-born Hispanics and foreign-born Hispanics.¹⁴ The general relationship between educational attainment and labor market success clearly holds for both Hispanics and non-Hispanics whites.¹⁵

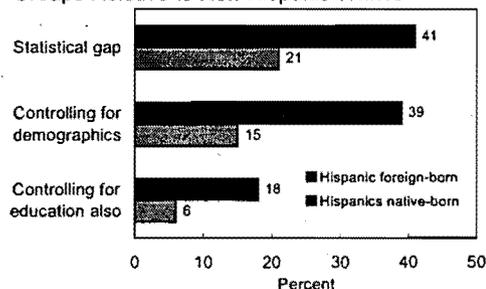
The raw comparisons in wages across education level described above do not take account of any differences in age structure or gender between workers in these groups. Chart 5 demonstrates that after controlling for age and gender, the premium for education is even higher for U.S.-born Hispanics than for non-Hispanic whites.¹³ The earnings premiums, which show the percent increase in earnings for specific educational levels relative to those who drop out of high school after receiving 10 or more years of education, are given separately for non-Hispanic

¹³ Specifically, these results are based on regression models estimated for each ethnic/nativity group using a pooled sample of the 1995 through March 2000 monthly data from the CPS (with respondents in 1995-1998 included only in their last survey months and respondents in 2000 included only in their fourth survey month). The dependent variable is the log of individuals' per hour earnings, and explanatory variables are gender, age (included as indicator variables for 5-year age groupings), and educational category (less than grade 10, an omitted category of grade 10 or more but no high school diploma, high school, some college, BA or BS, graduate education). The analysis focuses on full-time workers aged 20 or older who are not self-employed. Earnings are converted to December 1999 dollars using the monthly CPI-U. Sample sizes are 262,843 non-Hispanic whites and 30,650 Hispanics (just over half of whom are foreign-born). Median regression is used, which allows one safely to ignore earnings top-coding of the CPS data. Coefficients reported in Chart 5 are for educational levels of high school and above. They are transformed to represent percent changes in hourly earnings.

¹⁴ The "earnings premiums" reported in Chart 5 reflect in part the causal effect of education on workers' earnings (e.g., the increased earnings due to the higher productivity of workers in the labor markets). In principle, these numbers may also reflect that on average workers who attain higher education may also have valued unobserved characteristics (such as inherent cognitive ability or personal drive) that differ from those with lower levels of education. Evidence suggests that the premiums reported in ordinary regression analysis are reasonably good measures of the causal effects of education on earnings. (See

Since Hispanics have returns to education that are at least as great as those of non-Hispanic whites, the generally lower wages earned by Hispanics arise in large part from their lower levels of education. Specifically, over the last half of the 1990s, median hourly earnings of Hispanics were one-third less than those of non-Hispanic whites. Native-born Hispanics earned 21 percent less than whites, while foreign-born Hispanics earned 41 percent less (Chart 6). Part of these wage gaps are due to differences in gender and age composition; after adjusting for these demographic factors the gap is 15 percent for native-born Hispanics and 39 percent for foreign-

Chart 6. Differences in Wages of Hispanic Groups Relative to Non-Hispanic Whites



born Hispanics. After controlling for available measures of educational attainment, the gap declines further to 6 percent for native-born Hispanics and 18 percent for foreign-born Hispanics. Part of the remaining “unexplained gaps” may be the consequence of differences in the quality and type of education at measured levels (for example, if non-Hispanic whites typically live in communities with higher quality public high schools than Hispanics, or if immigrants educated abroad received relatively lower quality education). Additionally, these gaps may reflect

differences in language ability, variations in regional labor markets, and any wage differentials arising because of discriminatory employment practices. (Among foreign-born Hispanics the differential might also stem in part from the inclusion of illegal immigrants.) The central conclusion, though, is that for native-born and immigrant Hispanics alike earnings disparities are due in substantial measure to differences in educational attainment.¹⁶

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

By most accounts the U.S. economy is experiencing a technological transformation that has changed the nature of work and placed a premium on a new set of skills. While this transformation has affected many jobs in the economy, there is a core set of occupations at the forefront of the revolution—occupations in information technology (IT). In the last 10 years, firms’ expenditure on IT surged to become one of the largest components of investment. And employers appear increasingly to need workers with the problem-solving skills and technical expertise necessary to efficiently utilize these new IT investments.

David Card, “The Causal Effect of Education on Earnings,” in *Handbook of Labor Economics*, volume 3, edited by Orley Ashenfelter and David Card, North-Holland, 1999.)

¹⁵ For all of the analysis using the CPS it is useful to note that some differences between native-born and foreign-born Hispanics may stem from the inclusion in the CPS data of illegal immigrants, many of whom are presumably in a poor position to compete for good jobs in the United States. For a discussion about the presence of illegal immigrants in the CPS data, see Guillermina Jasso, et al., “The New Immigrant Survey Pilot (NIS-P): Overview and New Findings About U.S. Legal Immigrants at Admission,” *Demography*, February 2000.

¹⁶ The results about the importance of education for explaining the ethnic wage gap are consistent with recent research indicating that three-quarters of the wage gap between Mexican Americans and non-Hispanic whites is attributable to Mexican Americans’ relative youth, English language deficiencies, and especially their lower educational attainment (Steven J. Trejo, “Why Do Mexican Americans Earn Low Wages?” *Journal of Political Economy*, 1997).

This section examines the role of Hispanic Americans in IT. The analysis provides a vivid case study of the general problem of low educational attainment for Hispanic Americans, and the importance of closing the educational gap.

Although there is no exact definition of an IT worker, there are a number of occupations that quite clearly fall into the general domain of IT.¹⁷ The analysis in this report considers a number of core IT occupations for which data are available from the Current Population Survey (CPS), a large nationally representative sample with information on workers' weekly earnings, demographic characteristics, and occupation. These core IT occupations are:

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

Definitions of these occupations are provided in the Appendix.

IT Occupations: Rapid Growth and High Wages

The combined employment level in these five occupations has grown by almost 81 percent since 1983 (Chart 7), with particularly strong growth in the last 5 years. In contrast, total employment in the overall economy grew by just 32 percent since 1983. Today these IT occupations comprise approximately 3.4 million workers (about 2.6 percent of all employed workers). Employment projections by the Bureau of Labor Statistics suggest that rapid growth for computer-related occupations is expected to continue well into this century.

Chart 7. Workers Employed in IT Occupations

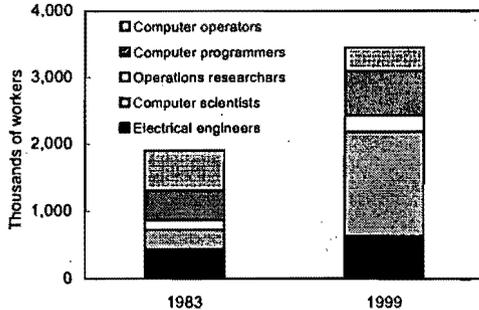
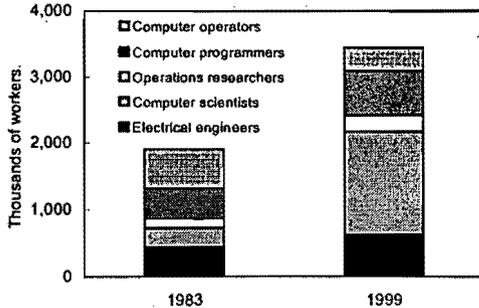


Chart 7. Workers Employed in IT Occupations



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

In addition to experiencing high employment growth, these occupations are also characterized by high wages (Chart 8). Median weekly earnings for four of the five IT occupations—all but computer operators—easily

¹⁷ For a further discussion of these and related issues see Carol Ann Meares et al., "The Digital Workforce: Building Infotech Skills at the Speed of Innovation," U.S. Department of Commerce, Office of Technology Policy, June 1999.

about 4 percent less than non-Hispanic whites, while foreign-born Hispanics earn an additional 2 percentage points less than native-born Hispanics (earnings differences that are not statistically significant).²¹ However, a large gap exists in Hispanic employment: Hispanics are 11 percent of all employed workers but only 4.3 percent of workers in these science and technology occupations.

As detailed in a 1999 Office of Technology Policy report, the lack of Hispanic workers in these high-paid and rapidly-growing occupations stems from disparities in education that exist among young people prior to entering the labor force.²² In particular, the report indicates that as of 1996 Hispanic college students earned bachelor's degrees in science and engineering at the same rate as whites (33 percent of students major in science or engineering). And rates are comparable also in engineering specifically (5.3 percent for Hispanics and 4.9 percent for whites) and computer science (1.8 percent for Hispanics and 1.7 percent for whites). The shortage of Hispanics in new economy jobs is not the consequence of Hispanic college students shying away from technical fields. Instead, the key to increasing Hispanic representation in science and engineering appears to be identifying and implementing strategies to increase the overall pool of Hispanic undergraduates.

6. CONCLUDING REMARKS

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

Research described in this report suggests that the relatively poor educational outcomes of Hispanic youth often stem from a lifetime of disadvantage. The solution to the education gap lies in finding and implementing initiatives that not only target students at the ages when they are making decisions about completing high school and continuing on to college, but that also focus

²¹ The sample is 718 Hispanics and 16,495 non-Hispanic whites. The coefficient for "Hispanic" is not significant (t-statistic of -1.6) nor is the coefficient for "foreign-born Hispanic" (t-statistic of -0.6).

²² "The Digital Work Force: Building Infotech Skills at the Speed of Innovation," U.S. Department of Commerce, Office of Technology Policy, June 1999. This report also highlights that women generally are underrepresented in IT occupations. In contrast to racial and ethnic minorities, women are underrepresented because they are less likely to choose science and engineering fields when in college.

General Comments:

- 1) Watch tone - delicate balance b/w pointing out gaps and calling for action vs. sounding negative
- 2) Watch unattributed conclusions or value statements (ie, should be neutral unless research or session comment is cited)
- 3) Trim back general statements about quality of education etc. that is not specific or focused on Hispanic population
- 4) If "barriers" sections are kept in report, link "barriers" with proposed strategies, actions



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Manuel L. Isquierdo
Principal

July 17, 2000

Mr. Randolph Quezada

In Re: White House Summit on Hispanic Education

Dear Mr. Quezada:

I would like to thank the White House for the invitation and the opportunity to speak at the White House Summit on Hispanic Education. My remarks focused on the following:

I gave a brief background on Morton East High School's Attendance Initiative. The initiative was largely successful in reducing our dropout rate by 50%, decreasing the failure rate by 5%, and improving our overall ADA (Average Daily Attendance) from 86% to 90%. Morton East High School's Attendance Initiative truly demonstrated that large Hispanic high schools can be successful with the support and cooperation from all its stakeholders.

Sincerely,

Manuel L. Isquierdo
Principal

MLI:sb

ACCESS TO COLLEGE FOR HISPANIC STUDENTS

PRESENTATION AT

WHITE HOUSE STRATEGY SESSION ON EDUCATIONAL EXCELLENCE FOR
HISPANIC STUDENTS

THE WHITE HOUSE

LAURA I. RENDON

VEFFIE MILSTEAD JONES ENDOWED CHAIR
CALIFORNIA STATE UNIVERSITY-LONG BEACH

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JUNE 15, 2000

ACCESS TO COLLEGE FOR HISPANIC STUDENTS

LAURA I. RENDON

**VEFFIE MILSTEAD JONES ENDOWED CHAIR
CALIFORNIA STATE UNIVERSITY-LONG BEACH**

Access to college for Hispanic students is tied both to what happens in pre-college schooling and what students experience once they enroll in college. It is not enough to focus on the K-12 system to prepare more students to enroll in college. Higher education plays an equally important role in promoting access and cannot be let off the hook. Access is both about gearing students up for college and gearing students through college. Rendon (1994) calls this process of both preparing students to attend college and to attain degrees "Democratic Access." "Democratic access ensures that all students, regardless of social background, race/ethnicity or gender, are provided a fair and equal opportunity to graduate from high school, enter the college of their choice, graduate from college, and enter and complete the graduate or professional program of their choice (Rendon, 1998, p. 64)."

Pre-College Access Issues

While the high school completion rate for Hispanic students has gone up, it still lags behind that of White and African American students. Moreover, it is important to note that high school graduation rates normally reflect the proportion of 12th graders who complete the last year of high school, not the proportion of beginning high school students who graduate four years later. For example, in 1998, the Hispanic high school completion rate was 63%. For Whites it was 90% and for Blacks it was 81%. While these data look promising, one needs to interpret them cautiously. For instance, in a trend study of students in 16 urban cities reflecting high school completion rates over four years (from the beginning to the end of high school) the graduation rate was only 38%. In fact, the highest dropout occurred between the 9th and 12th grade (Rendon, 2000). The good and the bad news here is that while more 12th graders are completing high school, a great deal of dropout behavior is occurring in the earlier grades.

At the K-12 level, it is important to not only focus on increasing the pool of Hispanic high school graduates. Just because a student completes high school does not mean the student is eligible to enroll and succeed in college. Perhaps even more important than focusing on increasing high school completion is assuring that many more Hispanic

students graduate from high school fully eligible to enroll in college (i.e., fulfill college-prep curriculum, testing, and GPA requirements). A longitudinal study following the progress of 10th graders in California (Geiser, 1996) illustrates this point. While the University of California did reasonably well attracting and enrolling minority and majority students who were college-eligible, the pool of Black and Chicano/Latino college-eligible students was very small due to differential rates of high school graduation and completion of the college-prep curriculum. Geiser explains that "The message is that low eligibility is the fundamental obstacle to broadening participation of groups that are currently underrepresented in the UC student body (p.12)." Low-eligibility (impacted by tracking students away from college-prep courses) is a key reason that only 35% of Hispanics, compared to 44% of Whites and 35.9% of African Americans enrolled in four-year institutions (ACE, 1997).

College and University Access Issues

Getting students into college is only part of the solution. Hispanic students must also get through college and successfully complete associate and bachelor's degrees as well as advanced masters, doctoral, and professional degrees. While more Hispanics are going to college, one needs to examine data that substantiate what is happening to these students after they enroll in college.

Two-Year College Data

Hispanics are disproportionately concentrated in the two-year college sector where graduation and transfer rates are relatively low. While the nation's system of higher education virtually assures that students can attend some form of college regardless of academic background, Hispanics are not evenly distributed among non-selective, selective, and highly selective institutions. While 47% of all minority students are found in two-year colleges, Hispanics represent 36% of total community college enrollments (President's Advisory Commission, 1996). Moreover, only 34% of degree-seeking students in public community colleges graduate within three years (College Board News, 1988). The first year of college is especially critical. In the fall of 1990, the persistence rate for full-time, first-time students in two-year colleges was 56%, and the comparable rate for part-time students was only 36% (Tinto, 1993). Moreover, in 1994-95, Whites earned nearly 78% of all associate degrees, while Hispanics earned 6.6%, and African Americans earned 8.7% (Chronicle of Higher Education Almanac, 1997). The national average for students transferring from two- to four-year colleges is only 22%, suggesting

that initiatives are needed to expand the pool of Hispanics transiting between the two sectors (College Board News, 1998).

Four-Year College Data

Retention rates in four-year colleges tend to be higher than at two-year institutions. Nonetheless, the first-year experience in four-year colleges and universities is critical. In the fall of 1990, the persistence rate for full-time, first-time students in four-year colleges was 73.2%, and the comparable rate for part-timers was 36% (Tinto, 1993). In terms of bachelor's degree completion, in 1994-95, Whites earned nearly 80% of all bachelor's degrees, while Hispanics earned only 4.67% and African Americans earned 7.52% (The Chronicle of Higher Education Almanac, 1997). The importance of Hispanics earning bachelor's degrees is paramount, as this milestone is a prerequisite for moving on to earning graduate and professional degrees. Hispanics are significantly underrepresented at the doctoral degree level. In 1994, out of 43,261 doctoral degrees awarded nationwide, only 946 went to Hispanic Americans (Casper Database, 1994).

The Importance of Validation

By the time Hispanic students from poverty backgrounds finish high school they are likely to have experienced invalidation--told that they will not amount to very much. Many fear they are not college material, even when they overcome obstacles and perform well in school. Even some straight "A" students turn down scholarships to Ivy-League universities.

Many of these students are first-generation, the first in their family even to consider college. For them the transition to the first year of college is filled with both excitement and trauma. Hispanic students are often proud of attending college, and are excited about making new friends and learning new information. Yet, as students separate from their family and friends, they find that they have to break family codes of unity, learn to live in multiple worlds (barrio, work, family, college), and assume a new identity (Jalomo, 1995).

The first year of college is critical since dropout rates tend to be higher at this juncture. Some students find the new college environment to be intimidating and difficult to negotiate. Many students do not even know which questions to ask. They may perceive taking advantage of student support programs as a sign of weakness. They are often concerned that if they ask questions they may be perceived as stupid or lazy.

Consequently, many low-income Hispanic students find it difficult to get involved on campus on their own and this impacts retention (Rendon, 1994; Jalomo, 1995).

These nontraditional students need what Rendon (1994) terms "validation." Validation occurs when agents such as faculty, counselors, coaches and student affairs staff personally reach out to students to help them believe in their inherent capacity to learn, become excited about learning, feel a part of the learning community, become motivated, and feel cared about as a person, not just as a student. The impact of validation is very powerful for Hispanic students and may be the prerequisite for involvement as well as for academic and personal development, which lead to retention. A validating classroom environment is contrasted from its antithesis in Chart 1.

Recommendations

1. Colleges should work with middle and high schools to gear students up for college so that Hispanic students are academically prepared to enter and succeed in college.

The focus needs to be on:

- Grades
- Test scores
- Complete college-prep curriculum
- Sustain high aspirations
- Have a realistic vision of what it takes to succeed in college
- Know importance of having goals and back-up plans
- Early outreach (no later than the 6th or 7th grade)

2. Higher education should focus on "College Gear-Through" to assist low-income, first-generation Hispanic students to make the transition to college and attain undergraduate and graduate degrees.

College Gear Through could include initiatives such as:

- Summer bridge programs
- Mentoring and counseling
- First-Year Experience programs
- First-Generation Student programs
- Transfer Programs to assist students to make the transition from a two- to a four-year institution
- Supplemental instruction

3. Colleges should develop validating in- and out-of-class environments (see Chart 1) that support, encourage, affirm and turn students into powerful learners. Examples include:
 - Learning communities
 - One-on-one mentoring and counseling
 - Study groups that work collaboratively on assignments
 - Structuring learning so that students see themselves as capable of learning early in the semester
 - Multicultural, inclusive curriculum
 - Recognition of accomplishments
 - Time with faculty both in- and out-of-class

4. Two-year colleges should focus on three key outcomes:
 - Increase the first- to second-year retention rate for Hispanic students
 - Increase the numbers of Hispanic students earning associate degrees, especially in high-tech fields.
 - Increase the numbers of Hispanic students successfully transferring from two to four-year institutions.

5. Four-year colleges should focus on four key outcomes:
 - Increase the first- to second-year retention rate for Hispanic students
 - Increase the numbers of Hispanic students earning bachelor's degrees
 - Work with community colleges to ensure that more Hispanics successfully transfer
 - Increase the numbers of Hispanic students earning graduate degrees, including masters, Ph.D., and professional degrees.

FOSTERING A VALIDATING CLASSROOM

NOTES

Invalidating Model

1. Students are treated as empty receptacles and/or as incapable of learning.
2. Students are expected to disconnect with the past.
3. Faculty assault students with information and/or withhold information.
4. Faculty instill doubt and fear in students.
5. Faculty are experts, the sole source of truth and authority.
6. Students are oppressed, silenced and cast in subordinate roles.
7. Faculty focus on abstract thinking.

Validating Model

1. Students bring rich reservoir of experience and are motivated to believe they are capable of learning.
2. The past is a source of strength and knowledge.
3. Faculty share knowledge with students and support students in learning.
4. Faculty structure learning so that students are able to see themselves as powerful learners.
5. Faculty are partners in learning with students.
6. Students are allowed to have a public voice and share their ideas openly.
7. Faculty recognize that experience as a base of knowledge is as powerful as out-of-class learning is equally powerful.

NOTES

*Invalidating Model**Validating Model*

- | | |
|---|---|
| 8. Students are passive. | 8. Faculty employ active learning techniques such as collaborative learning, demonstrations, simulations, field trips, etc. |
| 9. Evaluation instills fear and is objective and impersonal. | 9. Learning standards are designed in collaboration with students, and students are allowed to re-do assignments until they master them. Faculty praise success and encourage motivation. |
| 10. Faculty and students remain separated. | 10. Faculty meet with students in- and out-of class, serve as mentors for students, as well as encourage and support them. |
| 11. The classroom is fiercely competitive. | 11. Students work together in teams and are encouraged to share information. |
| 12. Fear of failure permeates the classroom environment. | 12. A climate of success is fostered by faculty and students. |
| 13. Teaching is linear, flowing only from teacher to student. | 13. Teachers may be learners; learners may be teachers. |
| 14. Students validated only at the end of the term. | 14. Students are validated early, and validation continues throughout college years. |

NOTES

Invalidating Model

- 15. The core curriculum is male-centered and/or Euro-centered.
- 16. Students are encouraged to give automated and rote responses.

Validating Model

- 15. The core curriculum is inclusive of the contributors of diverse groups.
- 16. Learning allows for reflection, multiperspectives, and imperfection.

email;internet:jvgarcia@utb1.utb.edu
title:President
fn:Juliet V. Garcia
end:vcard

----- Forwarded by Randolph D. Quezada/OPD/EOP on 07/28/2000 12:13 PM -----



"Domenech, Daniel" <ddomenech@burkholder.fcps.k12.va.us>
07/17/2000 10:41:06 AM

Record Type: Record

To: Randolph D. Quezada/OPD/EOP
cc:
Subject: Hispanic Student Summit

Dear Mr. Quezada,
As per your request, here is a summary of my presentation at the White House Summit on Hispanic Student Achievement.

Dan Domenech

The greatest challenge facing American public education is the closing of the achievement gap that exists between majority and minority students. Hispanic students already have the highest dropout rates and one of the lowest high school graduation rates in the country. In many cases hampered by both poverty and limited English proficiency, our Hispanic students will need a strong commitment and the necessary resources from our public schools to close the gap.

Fortunately, educators know what has to be done to help our Latino students to succeed:

- * More time on task - In order to catch up, students need to spend more time engaged in instructional activities. This can be accomplished in a number of ways.
 - More pre-school and full day kindergarten programs. Early intervention will pay huge dividends in subsequent years.
 - Extended school days. After school programs where youngsters can receive assistance with their homework and tutoring in reading and math.
 - Saturday programs. Remedial and enrichment opportunities can be offered.
 - Summer school. Summer is a critical time for our youngsters. Much work can be done to help them close the gap.
 - Year round school calendar. Many of the above can be incorporated into a year round calendar that better coordinates extended learning opportunities for Hispanic students.

- Fairfax County schools currently provide all of the above. As our Hispanic population grows, we are looking to expand our offerings to include all of our students.

* Reorganize for learning - Traditional education approaches will not succeed in closing the gap.

- Small instructional groups. Students that are struggling academically will not receive the attention they need if they are instructed in large groups. School staff must be efficiently deployed to minimize instructional group size. Twelve students or less is optimum.

- Use the native language. No question but that learning English is the number one priority. However, to deny the use of the child's native language to improve communication and to reinforce learning is to ignore a key tool in closing the gap.

- Learning can take place anywhere. The school building is not the only place where learning can take place. Mall academies have proven to be very successful in Fairfax, often providing for both the child's academic and need to work needs. So have our three alternative high schools, giving our students the opportunity to take high school courses at non traditional hours.

These are a few examples of specific strategies that will succeed in closing the achievement gap that exists between Hispanic and majority students. All we need are the resources and the will to do it.

----- Forwarded by Randolph D. Quezada/OPD/EOP on 07/28/2000 12:13 PM -----



MeCalde@aol.com
07/25/2000 04:30:37 PM

Record Type: Record

To: Randolph D. Quezada/OPD/EOP

cc:

Subject: Re: white house strategy session on hispanic education

Our research at CRESPAR shows that Latino students can be successful with (1) whole school implementation of effective reading programs in bilingual, ESL and mainstream classrooms; (2) professional development on second language acquisition and reading for all the teachers in a school; (3) Teachers Learning Communities (TLCs) within school hours for teachers' continuous learning; (4) implementation visits to provide feedback on program implementation; (5) continuous analysis of student assessment results; and (6) meaningful engagement of Latino parents.

Margarita Calderón, Ph.D.
Research Scientist

Center for Research on the Education of Students Placed at Risk (CRESPAR)
Johns Hopkins University



Randolph D. Quezada

07/28/2000 12:13:26 PM



Record Type: Record

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

cc:

Subject: talk summary

----- Forwarded by Randolph D. Quezada/OPD/EOP on 07/28/2000 12:13 PM -----



linda espinosa <espinosal@missouri.edu>

07/10/2000 04:22:03 PM

Record Type: Record

To: Randolph D. Quezada/OPD/EOP

cc:

Subject: talk summary

Randy--here is a summary of my comments:

Linda Espinosa provided an overview of the research on preschool programs for Hispanic preschool children. There are many areas of concern: Young Hispanic children are less likely to attend any type of preschool program and the programs they do attend tend to be of lesser quality. The available research on program features supports maintenance and development of primary language and support of home culture. The main challenges concern teacher preparation, teacher training, and policy development based on sound research.

Hispanic Demographics:

- * 1/7 of Adult Population
- * 26% of Head Start: (22% Spanish-speaking, 4% Other)
- * By 2030, 25% of school-age population will be Hispanic
- * 55% of Hispanics graduate from high school; 75% of Blacks; 86% of Whites

----- Forwarded by Randolph D. Quezada/OPD/EOP on 07/28/2000 12:13 PM -----



migdania vega <migdaniav@hotmail.com>
07/11/2000 04:43:10 PM

Record Type: Record

To: Randolph D. Quezada/OPD/EOP
cc:
Subject: Re: Hispanics Conference at the White House

Randy, I didn't send you any attachments, just the information you requested on my response to the President's question. I'm going to send it to you again.

Coral Way Elementary was the first dual language program instituted in the public system in the U.S. in 1963. Instruction is provided both in English and in Spanish schoolwide. 90.2% of the student population is hispanic, mostly of low socio-economic level. 71% of the students are on free or reduced lunch, qualifying the school for Title I funding. Last year the total school population was 1,402 of which 395 were Limited English Proficient (LEP), coming to school with no English and very poor home experiences. Our school is very successful in teaching English to our students at an early stage. 85% of our 2nd graders ended this year with English proficiency and reading at grade level in the two languages. Our school was classified this year as a Grade A school based on our 4th and 5th graders' performance in the Florida Comprehensive Assessment Test in Reading, Writing and Math in English.

We are able to obtain these results by providing intensive instruction in both languages, by setting high standards for all students, and by the efforts of a school community totally dedicated to a school mission of "creating bilingual, bi-literate and bicultural individuals.

>From: Randolph_D_Quetzada@opd.eop.gov
>To: migdania vega <migdaniav@hotmail.com>
>Subject: Re: Hispanics Conference at the White House
>Date: Fri, 07 Jul 2000 16:51:43 -0400

>
>migdania,
>muchisimas gracias por contestar me hoy mismo! por favor mande el email de
>nuevo...
>no recibí el attachment.

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>randy
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> image moved migdania vega <migdaniav@hotmail.com>
> to file: 07/07/2000 04:43:18 PM

**FAMILY RESOURCE AGENCY OF NORTH GEORGIA
HEAD START PROGRAM
Presenter: Flo Abel, Director
1217 LaFayette Road
Rossville, Georgia 30741
Ph: 706-861-0105 Fax: 706-861-3627**

White House Strategy Session On Educational Excellence For Hispanic Students

Challenge: Increasing Access To Quality Early Childhood Education

Current Status: Whitfield County Georgia has the fastest growing Hispanic population in the country. Of the 783 slots our agency holds, 279 are located in Whitfield County. 54% of the preliminary selection of Head Start children for the next year in this county are Spanish Speaking.

Issues/Challenges: The community has struggled to recognize effective integration techniques which could effectively bridge the chasm between cultures and language barriers.
Many families are undocumented; and are ineligible for health care (Medicaid) and other programs designed to assist low-income children and families.

Effective Strategies: Our materials going into each home are double-sided; Spanish on one side, English on the other, to promote learning. Our translator and bi-lingual staff are given a pay incentive, provide accurate child development screening and assessment, and teach English to parents, family members and friends. They also provide translation services at Parent Meetings and other collaborative meetings. Multi-lingual Classroom and Parent-room supplies are available, labeling in the classrooms is bi-lingual, voice mail, monthly newsletters and PSA's are bi-lingual, and home visits utilize translators. The integration of children and the participation of parents of all cultures in the Head Start community affords the family and young child the opportunity to embrace differences with understanding and acceptance.

Linda Espinosa:

Linda Espinosa provided an overview of the research on preschool programs for Hispanic preschool children. There are many areas of concern: Young Hispanic children are less likely to attend any type of preschool program and the programs they do attend tend to be of lesser quality. The available research on program features supports maintenance and development of primary language and support of home culture. The main challenges concern teacher preparation, teacher training, and policy development based on sound research.

Hispanic Demographics:

* 1/7 of Adult Population

* 26% of Head Start: (22% Spanish-speaking, 4% Other)

* By 2030, 25% of school-age population will be Hispanic

• 55% of Hispanics graduate from high school; 75% of Blacks; 86% of Whites

Carole Fiore:

Follow-up to

White House Strategy Session on Educational Excellence for Hispanic Students
Increasing Access to Quality Early Childhood Education

Public libraries are uniquely suited to provide quality early childhood educational experiences as libraries are free and available to all citizens from birth, are situated in nearly every community, have traditionally worked in partnership with other community agencies, and are a critical asset to underserved populations in every community. Born to Read, a program developed by the Association for Library Service to Children, a division of the American Library Association, has grown from its inception to over 500 sites nationally. Working in partnership with other child serving agencies, library sponsored Born to Read programs prepare expectant and new parents to be their child's first teacher, by providing them with necessary skills and materials, and by teaching them the importance of reading aloud to and sharing language and literacy experiences with their children. The American Library Association is committed to raising community awareness of the contribution of Latino authors and illustrators by enhancing and elevating a new children's literature award (Pura Belpre Award) to the status and recognition of the Newbery and Caldecott Awards.

Rebecca Barrera:

Talking Points for Rebeca Barrera

Reading to young children promotes language acquisition and later on correlates with literacy development and overall school success

Storytelling has always been a core element of the Hispanic culture, and literature is highly valued, including poetry and theatre; however current

conditions, including educational achievement of parents, poverty, and language barriers create a disconnect between books and young Latino children

According to data from the U.S. Department of Education, Non-Hispanic children are more likely to be read to aloud every day (64%) than non-Hispanic black children (44%) or Hispanic children (39%) (Need better data, more complete research)

In addition, Latino children continue to be among the poorest children in the nation (39%), and have the least access to attending preschool (31%)

Current literacy campaigns may not reach Hispanics, ex: one of the best, distributes books through pediatricians and hospitals, yet as the most uninsured group, Latino children may not have access to health care, therefore campaign may not reach them

New campaign Descubra el encanto - Discover the Excitement of Reading, joint venture of NLCI with Scholastic and Univision, offers new formula for promoting family literacy and reading to children

At national level, print and media campaign led by Scholastic and Univision, public service announcements, resource materials, celebrity spokespersons, increase number of Hispanic authors

At local level, NLCI will coordinate community partner efforts, first in five markets, then expand throughout the country

Information from 100 La Promesa de un Futuro Brillante community organizations will serve to create the cultural foundation for reaching the community

Family gatherings, block parties, community events, and cultural traditions will form the basis for creating messages and making books available, the whole family will be encouraged to participate

Community partners such as REFORMA (National Association to promote Library and Information Services to Latinos and Spanish Speaking) and chapters of National Association for Bilingual Education (NABE) will work with La Promesa programs to instill excitement of reading locally

April 30th El día de los niños-Celebrating Young Americans will serve as a rallying point for book fairs and special events already created by NABE and REFORMA

Higher Education Access is Up: Largest Investment

- **1992.** In 1992, 62% of high school graduates enrolled in college. Less than 14 percent of black 25- to 29-year-olds had a bachelor's degree or higher, as did less than 28 percent of women.
- **Today.** In 1993-1999, high school graduate enrollment has increased to 67%, an all time high. The fraction of blacks and women with a bachelor's degree or higher have each jumped by more than 4 percent. Student aid has doubled to nearly \$60 billion, the largest investment in higher education since the G.I. Bill. The Administration has significantly expanded college opportunity by providing over \$7 billion per year in tax credits to 13 million students and families for postsecondary education and training, increasing the maximum Pell grant award from \$2,300 to \$3,300 (which exceeded the average increase in tuition and fees during the same period), decreasing loan student costs by billions of dollars through interest rate formula and origination fee reductions, and helping nearly 30% more students pay for college through work-study opportunities.

Educational Accountability: Nearly All States Have Implemented Standards

- **1992.** At the start of the Administration, only 19 States had academic standards, or clear definitions of what students should know and be able to do.
- **Today.** Prior to the Goals 2000 and Improving America's Schools Act (IASA), states were not required to have standards and accountability systems for their schools. These Administration initiatives have provided assistance to states to develop challenging standards for all students. Partly as a result, 49 states currently have adopted rigorous standards for core curriculum subjects as well as standards-based assessments. Now that states are required to use these systems to identify and turn around low-performing schools, the Administration's Accountability Fund is providing additional resources to help districts fix failing schools through such measures as overhauling curriculum, improving staffing, or even closing schools and reopening them as charter schools.

Educational Achievement: Scores Are Up, Gaps Are Narrowing

- **1992.** The average reading score on the National Assessment of Educational Progress (NAEP) for nine-year-olds was 180; and the gap between nine-year-olds in high-poverty and all nine-year-olds was 29 points. 388,000 students were taking Advanced Placement exams and about 38 percent of high school seniors were taking a core curriculum of four years of English and 3 years each of Math, Science and Social Studies
- **Today.** Since 1992, reading and math scores on the National Assessment of Educational Progress (NAEP) have increased for fourth, eighth, and twelfth graders, including those students in the highest poverty schools. For example, reading and math scores for nine-year-olds in our highest poverty schools have improved by nearly one grade level since 1992. In 1996, average NAEP reading scores for nine-year olds increased eight points, and the gap between nine-year-olds in high-poverty schools and all nine-year-olds decreased to 22 points. Among eighth-graders in the highest-poverty schools, reading scores increased by 6 points between 1994 and 1998 and math scores increased by 7 points between 1990 and 1996. The number of students taking AP exams has increased by two-thirds, to more than 581,000 in 1997, and the fraction of graduating seniors taking a core curriculum has grown to 55 percent.

Public School Choice: Substantially More Charter Schools

- **1993.** There was only one charter school in the entire nation, and only one state with a charter school law.
- **Today.** There are over 1,700 charter schools, serving 250,000 children. Charter school laws are now in place in 36 states, Puerto Rico and the District of Columbia.

Educational Technology: XX% Schools Are Connected To The Internet

- **1993.** In 1993, only 3 percent of classrooms had access to the Internet.
- **Today.** More than 65 percent of classrooms have Internet access, and by the end of this year, 100 percent of schools will likely be connected to the Internet.

EDUCATION ACCOMPLISHMENTS DURING THE CLINTON-GORE ADMINISTRATION

Largest Investment In Higher Education In 30 Years

- In the past seven years, the proportion of high school graduates going straight to college has increased by nearly 10 percent, and student aid has doubled to nearly \$60 billion, the largest investment in higher education since the G.I. Bill.
- President Clinton's Hope Scholarships and Lifetime Learning Tax Credits have already helped an estimated 10 million American families pay for college. Expansions of the Work Study and Pell Grant programs also positively impact nearly five million students. In addition, during the Bush Administration, the maximum Pell Grant award increased \$100, compared to \$1,000 under the Clinton Administration.
- The President's GEAR-UP mentoring initiative is helping over 750,000 low-income middle school children finish school and prepare for college.

Emphasis on Standards, Assessments & Accountability

- Under Goals 2000, President Clinton's education reform initiative enacted in 1994, states have received assistance in establishing standards of excellence for all children, and have used these funds to upgrade the curriculum, improve teaching, increase parental involvement in schools, and make better use of computers in the classroom.
- Today, 49 states have adopted rigorous standards for core curriculum subjects as well as standards-based assessments for all students.
- A newly-established accountability fund is providing the additional resources necessary to help turn around the worst performing schools and hold them accountable for results through such measures as overhauling curriculum, improving staffing, or even closing schools and reopening them as charter schools.

Educational Achievement Has Improved & Gaps Are Narrowing

- National reading and math scores as measured by the National Assessment of Educational Progress have increased for all students, and gaps between overall averages and minority and low-income students have decreased.
- A significantly greater percentage of graduating high school seniors – 55 percent – compared to 38 percent in 1990 – are taking a core curriculum of four years of English and 3 years each of Math, Science and Social Studies
- Nearly twice as many students are taking Advanced Placement exams today than before the beginning of the Clinton-Gore Administration.
- The Administration's investments in key research-proven areas – such as a new after-school program serving over 850,000 students and class-size reduction funds that have helped 1.7 million children -- have contributed significantly to these achievement gains.

A Significant Increase In Charter Schools Gives Parents More Choice

- Whereas there was just one charter school at the beginning of the Clinton-Gore Administration, today there are over 1,700 charter schools, serving 250,000 children in 30 states and the District of Columbia.

Emphasis on Educational Technology

- Through the aggressive E-rate program, today 95 percent of schools are connected to the Internet, compared to 35 percent in 1994; 90 percent of high-poverty schools are connected to the Internet, compared to 19 percent in 1994.
- The Clinton-Gore Administration has also narrowed the digital divide by establishing community technology centers, as well as providing funds for software, computers, and pre-service training in technology for teachers so they can help students make the most of the technology that is so critical to their futures.

More High-Quality Teachers with Smaller Class Sizes

- Given the research that proves that children learn more in smaller classes – particularly in the early years, the Clinton-Gore Administration has emphasized the importance of hiring well-prepared teachers to reduce class size in the early grades, when children learn to read and master the basic skills. Since the start of this Administration, 1.7 million children have benefited by being able to focus their learning in smaller classes.

What Works for Latino Youth

Evidence of effectiveness: Over the past ten years, LULAC has had over 34,000 sixth through twelfth graders participate in their Annual Youth Leadership Conference. In 1994, LULAC received the Metropolitan Education Commission's (MEC) prestigious Crystal Apple Award for this conference, as well as recognition from the city of Tucson and its school district.

AVID (CA)

Achievement Via Individual Determination (AVID) Center
2490 Heritage Park Row
San Diego, CA 92110
(619) 682-5057 (619) 682-5060 fax
Website: www.avidcenter.org

Mission: AVID is a nationally recognized program designed to give students who ordinarily would not be in rigorous, academic, college-preparatory classes the opportunity to take such classes and the support to succeed in them.

Services: AVID students are recruited for the program at the middle and high school levels. They are then enrolled in a college preparatory sequence and in an elective section of AVID, through which students are given the academic and motivational support to succeed. Within AVID, students are coached by college tutors and work in collaborative groups using a curriculum focusing on writing and inquiry. Non-tutorial days are devoted to an across-the-curriculum writing sequence and grade-level study skills in preparation for college entrance and placement exams.

Evidence of effectiveness: This program began with one group of students in 1980. It is currently being implemented in all 57 public high schools in San Diego County, along with 65 middle schools and some elementary schools. The state of California has over 400 AVID programs and over 700 schools in 13 states, as well as in Europe and Asia, are adopting it. Currently, 87 percent of AVID graduates from San Diego County enrolling at San Diego State University pass the writing portion of the college placement exam. (The overall-passing rate in the college placement exam is only about 50 percent.)

CHICANO LATINO YOUTH LEADERSHIP PROJECT (CA)

Daniel Hernandez, Executive Director
P.O. Box 161566
Sacramento, CA 95816
(916) 446-1640 (916) 446-2899 fax
Website: www.assembly.ca.gov/latinocaucus

Mission: The Chicano Latino Youth Leadership Project, Inc.'s (CLYLP) primary purpose is to prepare students (Latino eleventh and twelfth graders) to more fully participate in California's economic, social and political development in the 21st century and beyond. Goals and objectives are to: strengthen the student's knowledge of state government and politics; emphasize the importance of cultural and family values; inspire students to realize their educational and professional potential through individual and group interactions with business, community and political leaders; encourage students to pursue postsecondary educational opportunities by providing them information on public/private institutions of higher education.

What Works for Latino Youth

Services: This project offers a weeklong leadership training program at California State University, Sacramento during the summer. Each year 120 students are selected to participate by the project organizing committee. The selection criteria are based on letters of recommendation, grade point averages, community and school service, three written essays and overall demonstrated leadership potential. There is no cost to the students or their parents for participating.

Evidence of effectiveness: Since its inception in 1982, the CLYLP has successfully offered a weeklong intensive leadership training conference in Sacramento to over two thousand students. Eighty percent of the participants have gone on to higher education.

PASSPORT TO COLLEGE (CA)

Amy Cardullo, Assistant Director
Riverside Community College Foundation
4800 Magnolia Avenue
Riverside, CA 92506
(909) 222-8626 (909) 222-8670 fax

Mission: Passport to College is a collaboration of Riverside Community College (RCC), the Riverside County Office of Education and six area unified school districts which, with the active commitment of businesses and individuals throughout the region, seek to make a college education possible for an entire class of students enrolled in the Riverside Community College District.

Services: This program provides campus tours; classroom presentations; teacher training workshops; parent meetings; financial aid workshops; mentors; college guaranteed admission to 11,500 participants who graduate from high school; and two years of tuition and fee assistance to those who successfully complete the program and enroll at RCC.

Evidence of effectiveness: Initiated in 1996, the program now targets 11,500 students.

UPWARD BOUND – COLORADO STATE UNIVERSITY (CO)

Center for Educational Access and Outreach
Division of Student Affairs
Maria Escobar
304 Student Services
Fort Collins, CO 80523
(970) 491-6473 (970) 491-1077 fax

Mission: This program seeks to generate the skills and motivation necessary for success in completing high school and enrolling in postsecondary education, and to encourage youths to enroll in postsecondary education and graduate.

Services: This program serves low-income and potential first-generation college students, of whom 59.3 percent are Hispanic. Services include weekly academic, personal and college prep advising; after-school study sessions; college visitations; home visits; a leadership conference; a six-week academic program; and a variety of cultural experiences.

What Works for Latino Youth

Evidence of effectiveness: PUENTE was selected as an exhibitor in the Technology Showcase of the President's Summit for America's Future. First Lady Hillary Clinton visited PUENTE in 1996.

PROYECTO EDUCAR / AMIGOS DE LA COMUNIDAD (CO)

Latin American Research and Service Agency (LARASA)

Luci Aandahl, Program Director

309 West First Avenue

Denver, CO 80223

(303) 722-5150 (303) 722-5118 fax

Website: www.larasa.org

Mission: LARASA is committed to leading and influencing change to improve the quality of life for Latinos in Colorado by addressing disparities in academic achievement and parental involvement.

Services: Proyecto Educar offers a comprehensive curriculum on delivering culturally competent teaching methods to Latino students through its Cultural Competency Training Institute for Educators. The training provides educators with demographic information pertaining to Latinos, information on Latino risk factors and barriers to education, information on cultural values and beliefs affecting educational attainment, and techniques for bridging the gaps inherent in educating the Latino student.

Amigos de la Comunidad is designed to be a replicable neighborhood support and parent leadership development project for the Latino community. It currently targets the low educational achievement of youth by providing leadership and educational opportunities to parents in their neighborhoods. Program activities include: Community Walk, Breakfast/Forums with the Principal, Family Nights, Parent Leadership Training, and Ancianos.

Evidence of effectiveness: Approximately 1,700 individuals were involved with the Amigo's programs in 1998.

ASPIRA OF FLORIDA (FL)

Raúl Martínez, President/CEO

3650 N. Miami Avenue

Miami, FL 33137

(305) 576-1512 (305) 576-0810 fax

Mission: ASPIRA of Florida, Inc. is a community-based organization dedicated to youth leadership development. Its mission is to empower the Puerto Rican and Latino communities through education and the leadership development of their youth.

Services: ASPIRA of Florida is currently in its 15th year of providing community-based guidance, counseling and leadership development opportunities to educationally at-risk youth. Services are conducted through the ASPIRA Club System and facilitated by an ASPIRA counselor. Utilizing a school and community-based approach, club meetings are held on a weekly basis. Curriculum instruction includes an educational and skills development component as well as individual academic and personal advisement.

2A on left

Sheri Tolliver
202.581.2505

1

Breakout Session I: Increasing Access to quality early childhood education

US Senate Study: No more excuses
problems → economic NOT top Reason.
Study says MUST start early in lives of ^{HISPANIC} children

- 3 areas of focus -
1) access 2) quality 3) family literacy

MUST provide Universal pre-K access at 100%

① Linda Espinosa

Need to start early doing what?

- ensure that high quality programs delivered
- children of all ages (hispanic) receive lowest quality education in innercity environments.
- Studies on Eng, Span development. ~~the~~ compare progress of kids in ~~english~~ better, bilingual programs → english + Spanish proficiency far exceeds those kids in lower level programs in both span + English.

Danger of english exposure results in loss of Span - when kids lose ability, desire to communicate with family. Long term negative outcomes when integration is out expense of Spanish culture.

Elements for Success

Staff must

- 1) Value, respect culture
- 2) Ability to speak language
- 3) must capitalize on child's unique background
- 4) bicultural, bilingualism ~~also~~ very important

Cultural, linguistic variables, mutual respect →
critical variables for success.

Research sparse. Need for further scientific, empirical, concrete information.

#2

2 principles (children's institute)

- Kids seeing themselves in artistic modes.
- increasing access to early education.

Awards for the future (i.e. tips for families)

Latinos not reading to children's. Do not know why.
not enough research.

Research: ask parents to play games with kids
in grocery store. "Oh no, not a teacher. I'm only
a parent". Parents have been disconnected
from school life esp if not finish
school themselves.

Campaign: The excitement of reading

Storytelling very weak. Kids not ^{access to} ~~at~~ lots of books

Campaign

local level. Recognize ability to work w/ Latino community. Foundation ^(parents to children) i.e. buckling up → you are most imp to me also Bless Car seats → spiritual addition (Dept of transportation) → Built around intrinsic feelings, hope
 parents feel connected.

#3

BORN to Read → early intervention program.
 25% of kids under 3 in poverty (across board)

Know: Kids who read, succeed. Surest predictor of success is reading out loud to kids.

Public libraries esp suited to work w/ kids. Great economic equalizers. Provides free help.

wants to make parents 1st teacher.
 want to decrease literacy across language barriers.

Mission: ^(of BORN to Read) prenatal care, good health, impor of care, imp of Reading to kids

BORN to Read rapidly expanding, to communities and working w/ other groups

targets low income, low literate, d or teen parents

Components (a few)

- 1) training to librarians
- 2) " to parents → public partner
- 3) Members of community → Reading to Kids
- 4)

materials → Remind kids they are loved and born to read

Also provide literacy programs for parents

~~ANN~~ Evaluation of Born to Read is difficult b/c libraries don't follow parents → but ~~evid~~ some results, observations point to fact that kids of families in program are more prepared when they enter school. NOT enough to JUST give a BOOK. Librarian, someone MOST act as a model for parents.

- Need more bilingual librarians
- Need training

#4 (Headstart)

taking English classes to the Spanish momo. Have translators, bilingual, who teach in both English and Spanish at same time.

English speaking kids learning about Hispanic culture and vice versa. Headstart, largest referral program.

Headstart issue family of four w/ 2 full time minimum wage parents are over income ^{level} for Headstart eligibility

Facilitator Portion

Strategies to achieve goal ★ that people understand is key

1) Performance standards for pre-K kids. → ~~can~~ establishing what we expect kids to know. → Headstart Standards already established. Trying to maybe have all childcare enforce standards. (competent teachers)

★ But can't achieve standards w/out resources

2) Need good information, profiles on ~~parents~~ family.

→ separate on culture and class

(performance standards → used to talking in jargon w/ each other in reaching out to parents → very specific, simple.)

3) must accept that not all kids will come in w/ standards and teachers are trained and understand

4) ~~can~~ Reaching Latino children wherever they are → increasing available programs. Can't wait until they are in an organized program

5) more funds

→ ★ Culturally Appropriate information ★ ^{to fams} (often programs don't reach Hispanic fams b/c they do not understand)

~~Abstract~~

Working w/ Hispanic Radio Network to promote importance of parental roles, spread resources available, knowledge

- 6) Involve publishers for culture appropriate - teacher, ~~librarian~~ librarian training
- 7) Develop Capacity for fast growing communities
- 8) Looking at curriculum for bilingual programs
- 9) ^{ENSURING A} System for a relevant education

~~How~~ How to meet strategies -

Barriers → Do not have full access to kids
 in any given state, we only serving 10-15%
Barrier → D conversations right now will not translate into anything that is

concrete
Strategy → how do you raise expectation of people (to know to look for programs when kids are 3, 4)

Obvious Allies → the medical community insuring kids. Then → you have people w/ serious money (as kids are insured) who want to invest in the wellbeing of these kids.

~~Need~~ Need something besides text based learning

more strats to reach out to Latino community → Headstart working towards this

(7)

(Headstart)

[Contract → community mapping. Looking to see what's going on, where Latino population is going]

Letting public know → literacy comes in lots of ways
* Scholarship grant to pre-K/Kids
* One week conference for this issue. Very complex issue
want culturally/linguistically diverse teachers

Barrier - Public doesn't understand, appreciate bilingual skills. People very intimidated by multilingual skills. feels excluded. Status symbol → ~~multilingual skills~~ bilingual ability →

Barrier → sophisticated lobby against issues being discussed today
What policy issues at local, state, national issues need to be addressed?

Need: Research - can't have strategy without research
Role → how do we understand sub-groups in Latino community. Look at what's wrong, also what's right

Barrier → attracting, maintaining qualified staff. Creating a career ladder
* Knowledge Based Compensation

Use title 1, title 7 money
 once we recruit → must have quality education
 that us

- * Parents must be partners in process.
 - * El Dia de los niños → encouraged development of program, can become a National holiday - in conjunction w/ Reading to Kids. Students go to city council and request day can be incorporated very well into process (health, education, future career, safety → day to promote concepts) APRIL 30th
 → folks back into it
- BARRIERS: whose job is it battles?

→ Creation of home libraries. Money to put books into hands of every program
 school breakfast, school ~~at~~ lunch programs

BARRIER → Lack of money
 → ASK foundations for more money. Huge source of money
 → will fund RESTRUCTURING, STAFF WORK.
 Not long term (need funds for long term)

Action → change public view of funding
 @ early education. Public

9

~~Money now~~ Cross effectiveness of spending
money now v. having to spend the
dollars later.

Different kids, different needs. Peanut Butter
effect won't work. Some kids need
more money. One size fits all
funding doesn't necessarily get
job done.

⊗ Need an Advocacy PLAN

Goal #2

— Congressman Joe Baca —

Intro: Protecting Educational system

Migdania Vega: Principal of Bi-lingual school

Proficiency in English BUT the importance of BOTH
(English/Spanish) - In general, importance of
learning languages

- Bilingual EDUCATION - (personal experience)

Importance of learning new language in EARLY STAGE
of life → much easier

- Leads to self-esteem

confidence

motivation

positive attitude towards EDUCATION

Q) key goals?

Strategy?

Resources?

— Dr. Margarita Calderon —

Summary: Idea Book / "Effective Programs for Latino students"

Success = whole school implementation

Instruction of teachers

- Follow up sessions (improvement)

- Feedback from teachers

- Analysis by educators of
students' reaction

- Bilingual and ESL teachers
working together

HS needs whole school implementation

Educators must be INFORMED

staff development / leading teachers

10-12 days year

weekly "teacher community" workshops

upgrade skills

— Combine ESL with Bi-lingual —

Reports have proven success of new system

America's economy hinges on BILINGUALISM

Effective Latino Parent Involvement Programs

Family Bi-lingual literacy

MASSIVE retraining for any teacher w/ Latino students

— Migdania Vega — Educator for 30 yrs

Principal of Elementary School in Miami

— First school to use Bi-lingual instruction (1963)

90% of school Hispanic

Over 1000 students — low social/economic status

Most students come with VERY LITTLE English

By 2nd grade, most students LEFT ESL
86% this year were proficient in English (2nd grade)

Bi-lingual Global Approach to Learning
Bi-Cultural

Goal: Multi-cultural / interactive learning environment
Test scores NOT based on home experience,
RATHER on school experience

This school scored 49 points higher
than other area schools with same
poverty level

key to success: High Expectations

Team work

Intensive teacher training

Conviction Every Teacher can learn

- KEN NOONAN - Bi-lingual teacher/educator 30 yrs
California.

Proposition 227

ENEMY of success: LOW EXPECTATIONS

"poor baby" syndrome

Only shifting of responsibility

Must teach students regardless of Background

Must be brought into mainstream English

- as soon as possible -

Must be taught English early

HS Graduation Rate Too Low

Percent of Latinos in colleges Too Low

must hold ALL students to some standards
willing to try new ways of teaching

English Immersion Instruction may be
better than Bi-lingual system

Restrictions/Education should also come from
Federal Government

- Dr. Alba Ortiz -

Goal: Bi-lingualism

Must maintain Spanish while learning English

Native language support for students
learning English (How much is debated)

Not enough teachers in ESL and
Bi-lingual ED

- Students need more TIME and SUPPORT

Ensuring regular classroom teachers know how

to support language acquisition

Some students come to school w/
enough english to be disqualified from
ESL but still do NOT have enough
English

Problem

Proper Standards and Accountability measures
for students/teachers

Congressman Baca (summary)

Need for teacher Training - How?

Should have High Expectations

Responsibility on EDUCATORS - Accountability

Need Parent Involvement

Make somebody feel comfortable when they
come to school - NO ISOLATION

DENSE - Facilitator

Fear: Battle about bi-lingual ED

Let's look at what kids NEED

Bi-lingual education is different everywhere
Stop labeling →

Sohn Krane
Make distinction between Ages
must be based on research

Miriam Katz
Demonstrate Bi-literacy
Not just English but other

Suzanne King
Strongest Indicator of success is
Reading to children at young age

Sister Senny
Allow communities to take on own
responsibilities - use resources of communities
- Local corporations helping local schools
- Schools need people with expertise in
management
- Bureaucracy can be problem
Sen Bala
- Using Senior citizens to read to kids

- knowing what funds are available

Ken Hunt
united states
Corporations need educated, multi-lingual workers

Fabrice

Communicate the idea

Andrew Bern

Give kids ability to communicate
important social currency

Give kids skills so they can have
CHOICES in life

Jim
Traub
NYT
magazine

Problem of Ideal Case

Difference between Ideal and making kids literate

Alba
NYT

Infrastructure - need PhD experts to
develop programs

John
Kane

Input of parents

District office staying out of the way

Teachers required for staff development

Miguel
Vega

ESL teachers included in normal classrooms

Bi-lingual Gifted programs

Principal must BE in classroom a lot

Copy good programs that are proven to work
"Success for All" best example

Jim
Traub
NYT

How do you choose which good program to use?

Statistical criteria

Determine which GOALS you're trying to achieve

- 2 languages
- English
- High Expectation
- offer quality Education
- Bi-literacy

Social / political barriers to what we're trying to achieve

Look to be PRAGMATIC

more school site autonomy?

Not so much what is done, But WHO is doing it

"Success for All" very rigid but school must decide to do it

Lack of community spirit/cohesion
Education needs to be community issue
literacy - churches/other institutions
involved

Must have practical application for
after HS (outside of school)
Adult support/education

?
→ WHO ELSE NEEDS TO PARTICIPATE? →
• All groups that care about kids

What is the problem?

Ms. Calderon
Not enough teacher training / Follow-up
Every teacher needs RE-training

Need change in attitude towards students
Parents involved

ENID:

- Parents

- Teachers - why are they not trained?

Goal 2

Congressman Joe Baca - chair

Panelists

Margarita Calderon

~~Med~~ Migdania Vega

Ken Noonan

* Baccala - speaking multiple languages +
understanding them is important.
Without Bilingual Ed kids get put in
the slower learning classes.

Earliest stages of learning are critical, students
need language early.

Margarita Calderon

Schools can be successful if

reading instruction for all teachers

follow up visits

Student assessment results analyzed every 8 weeks

Have ESL, Bi-lingual, and regular teachers

all working "Flowing" together

"Whole school implementation model"

~~Student can~~

ESL can be combined with Bi-lingual Ed,

Effective parental / family literacy programs.

Migdanis Vega

Her school uses Dual-language format. 60% in English 40% in Spanish. Same system since 1963. 90% Hispanic. 71% on free or reduced lunch. Most students come to school with ~~no~~ little English.

86% of the schools 2nd graders ended the year speaking English & Spanish proficiently. The schools students score very high on standardized tests compared with surrounding areas & socio-economic background.

Keys to ~~success~~ success

High expectation

Team work

Dedication

Ken Wonnak

Bi-lingual teachers & administrators

Prop. 227

Problem - Low expectations.

Spanish speaking Latinos need to be

brought into the English main stream
as soon as possible. students taught
to read Spanish first & English in
later grade like 4th many of them
never catch up by Highschool.

English immersion instruction may be
more effective than Bi-lingual Education.

He supports a positive gov role in
setting standards for Latino Education.

Alba ortiz -

Doesn't think English immersion is the answer
& thinks without Bi-lingual & ESL students
get labeled as slow learners & end up
in special ed.

Thinks we need more Bi-lingual & ESL
Teachers.

Thinks students need more time to
become English proficient.

Thinks regular class teachers no how to
support language acquisition.

Bi-lingual & ESL students can't make it
unless Gen. Ed teachers have some
language development training.

Congressman Baca - We all agree teachers need more training & should have high expectations.

Denise - Facilitator

A goal should be Proficiency & literacy in English & another language.

Sarah Long - being Read Too is one of the strongest tools in proficiency in reading. & it doesn't really matter what language its read in, but rather seeing a respected figure reading.

Sister Jenny - corporate funding can come & help education. Non-profit organizations are not asked to help enough. Schools ~~sch~~ should go to them. Rather than waiting for non-profit to have to come to the school.

Outside Resources are not being used enough. Public schools can go to them.

Baca - Senior citizens would often love to come in & work with students.

Principals often don't know what money & help from private & non-profit groups is available.

Ken Hunt - The Corporate world really needs people who are proficient in both languages. The customer has demanded this.

Andrew Khan - To succeed in our society there are core things you need to know.

John Crane - Study of 57 schools in Texas all BTE schools succeeded when principal was given control of how resources are used. Reg superintendents had less power. Parents were respected & reached out to. Principal spent 50% of his/her time in the classroom.

Vega - Schools can use a lot of their own resources to help the students if they use them wisely. Like using Title I money to hire retired teachers to help with students struggling with language.

Bilingualism for all students & Bi-literacy
social & political barriers

Philip Lopez

Key Indicators of Hispanic Student Achievement:



**National Goals and Benchmarks
for the Next Decade**

Key Indicators of Hispanic Student Achievement: National Goals and Benchmarks for the Next Decade

Education is the key to individual opportunity, the strength of our economy, and the vitality of our democracy. In the 21st century, this nation cannot afford to leave anyone behind. While the academic achievement and educational attainment of Hispanic Americans has been moving in the right direction, untenable gaps still exist between Hispanic students and their counterparts in the areas of early childhood education, learning English, academic achievement, and high school and college completion.

Hispanics will represent more than one-quarter of school-age children in the United States by 2025. These children are more likely than others to be educationally and economically disadvantaged. Presently, 36 percent of Hispanic students live in families whose income is below the poverty line. As a result, Hispanic students are concentrated in high-poverty, largely racially isolated schools, and they often have limited access to the resources needed for academic success, such as highly qualified teachers, small classes, 21st century technology, and modern school buildings.

As the fastest growing racial or ethnic group in America's public schools, Hispanic students have the unique potential to positively affect the economic and cultural future of the United States. Ensuring the promise of this diverse group of learners requires the attention and commitment of the entire country. We must work harder to close the educational achievement gaps between Hispanic students and the nation as a whole. This must begin with high expectations for achievement, clear goals for what must be accomplished, and specific benchmarks to measure our progress.

This report defines national goals for improving the educational achievement of Hispanic students. These include providing access to quality early childhood education, learning English, closing the academic achievement gaps, increasing the rate of high school completion, and doubling the rate of postsecondary degree attainment. These goals focus on results and, in some areas, include indicators that provide a clear picture of the progress that must be made. In other areas, key indicators must be developed to effectively gauge progress and achievement. This report is intended to serve not only as an annual measure of national progress, but as a tool for use by stakeholders at all levels and in all sectors to galvanize action and boost Hispanic student achievement throughout the country.

GOAL 1: Early Childhood

Ensure that Hispanic American children have access to high-quality early childhood education and development programs and enter school prepared to succeed by increasing the Hispanic participation rate to the national participation rate in high-quality programs by 2010.

KEY OUTCOME INDICATOR:

	Baseline Year	Age	Hispanic	National
Percentage of 3-, 4-, and 5-year-old children who were enrolled in center-based or kindergarten programs. ¹	1999	3	26%	46%
		4	64%	70%
		5	89%	93%

All percentages rounded.

OTHER OUTCOME INDICATORS:

	Baseline Year	Hispanic	National
Percentage of eligible children who were enrolled in Head Start programs. ²	1998	36%	40%
Percentage of 3-to 5-year-olds who were read to by a family member on a daily basis. ³	1999	33%	53%

GOAL 2: Learning English

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

KEY OUTCOME INDICATOR:

To be developed: There are more than 3.5 million children with limited English proficiency in U.S. schools. These children need sufficient proficiency to succeed in the full academic program, however, there are no national data on their progress in learning English. The Secretary of Education will be responsible for developing an adequate indicator to regularly measure the English language proficiency of these students, such as through the collection of state or national sample data.

GOAL 3: Eliminating the Achievement Gap

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

KEY OUTCOME INDICATORS:

To be developed: By 2001, under Title I of the Elementary and Secondary Education Act, states are required to have aligned assessments that test all students at three grade intervals and report data disaggregated by race and ethnicity, as well as by English proficiency.

	Baseline Year	Hispanic	National
Percentage of elementary, middle, and high school students in each state who scored at or above the proficient level on the reading and math sections of aligned state assessments.	2001	Data not yet available	Data not yet available

OTHER OUTCOME INDICATORS:

	Baseline Year	Hispanic	National
Percentage of <i>fourth</i> graders who scored at or above the proficient level on the reading section of the NAEP test. ⁴	1998	13%	31%
Percentage of <i>fourth</i> graders who scored at or above the proficient level on the mathematics section of the NAEP test. ⁵	1996	8%	22%
Percentage of <i>eighth</i> graders who scored at or above the proficient level on the reading section of the NAEP test. ⁶	1998	15%	33%
Percentage of <i>eighth</i> graders who scored at or above the proficient level on the mathematics section of the NAEP test. ⁷	1996	9%	24%
Students' average mathematics SAT score. ⁸	1999	458	511
Students' average verbal SAT score.	1999	457	505

GOAL 4: Eliminating the Gap in High School Completion

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

KEY OUTCOME INDICATOR:

	Baseline Year	Hispanic	National
Percentage of 18- to 24- year olds who had either a high school diploma or a GED. ⁹	1998	63%	85%

OTHER OUTCOME INDICATORS:

	Baseline Year	Hispanic	National
Percentage of students ages 15 to 24 in grades 10-12 who were enrolled in high school the previous October but were <i>not</i> enrolled and had not graduated by the following October. ¹⁰	1998	9%	5%
Percentage of students ages 16 to 24 <i>born outside the U.S.*</i> who were <i>not</i> enrolled in school and did not complete high school. ¹¹	1997	39%	24%
Percentage of <i>first generation*</i> students aged 16-24 born within the U.S. who were not enrolled in school and did not complete high school.	1997	15%	10%

*Individuals born in Puerto Rico and the U.S. territories are considered *born outside the U.S.*.
Individuals are classified as *first generation* if they were born in the 50 states or DC and at least one of their parents was not.

GOAL 5: Increasing Postsecondary Completion

Double the percentage of Hispanic Americans who earn associate's and bachelor's degrees by 2010.

KEY OUTCOME INDICATORS:

	Baseline Year	Hispanic	National
Percentage of individuals ages 25- to 29 who held a bachelor's degree or higher. ¹²	1998	10%	27%
Percentage of individuals ages 25- to 29 who held an occupational or academic associate's degree.	1998	6%	9%

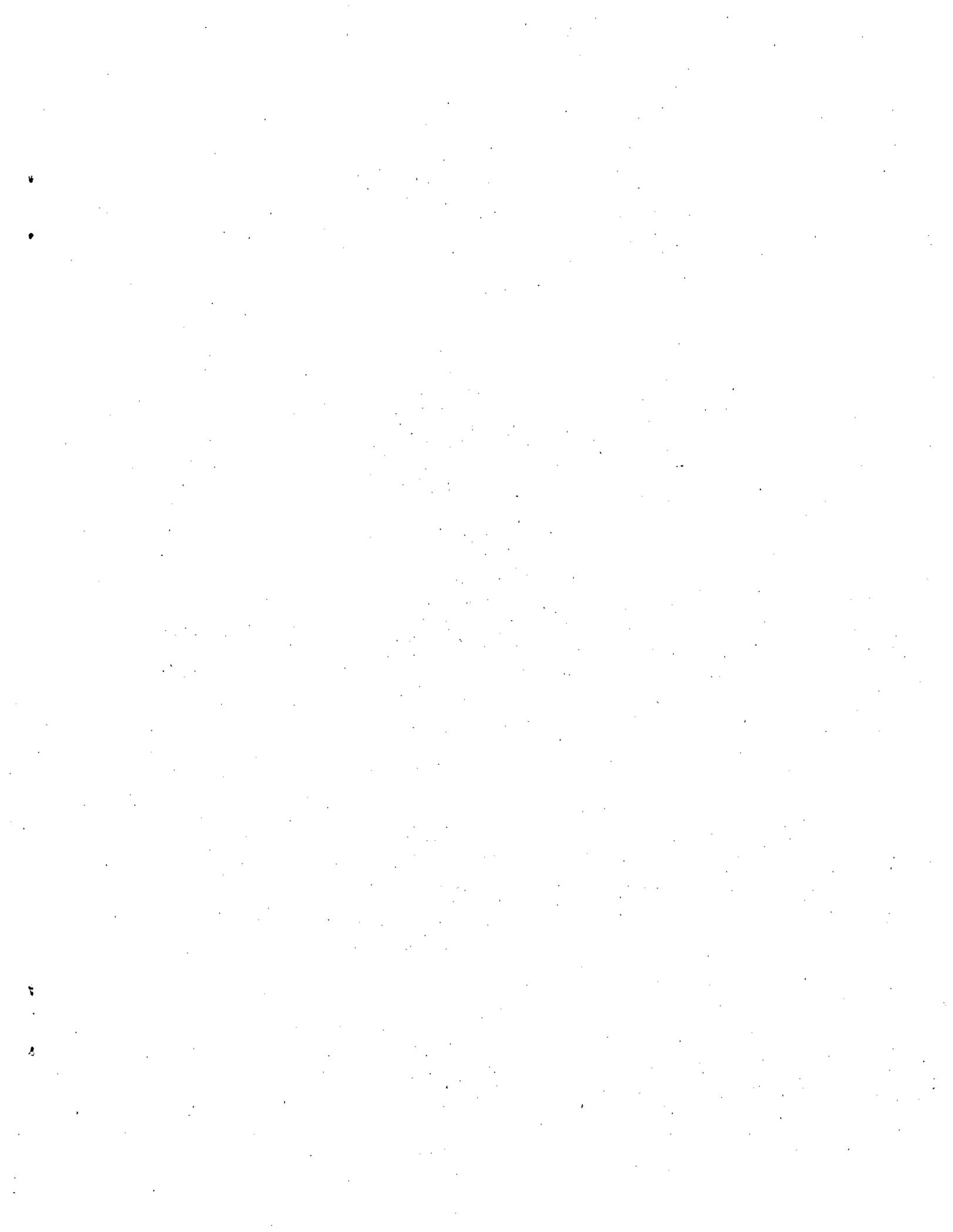
OTHER OUTCOME INDICATORS:

	Baseline Year	Hispanic	National
Percentage of high school graduates who completed four years of English and three years of mathematics, science, and social studies. ¹³	1998	40%	55%
Percentage of individuals ages 16 to 24 who had graduated from high school in the preceding 12 months and were enrolled in college the following October. ¹⁴	1998	55%	66%
Percentage of all 18- to 24-year-old high school graduates who were enrolled in institutions of higher education. ¹⁵	1998	34%	45%
Percentage of all 18- to 24-year-olds who were enrolled in institutions of higher education.	1998	20%	37%

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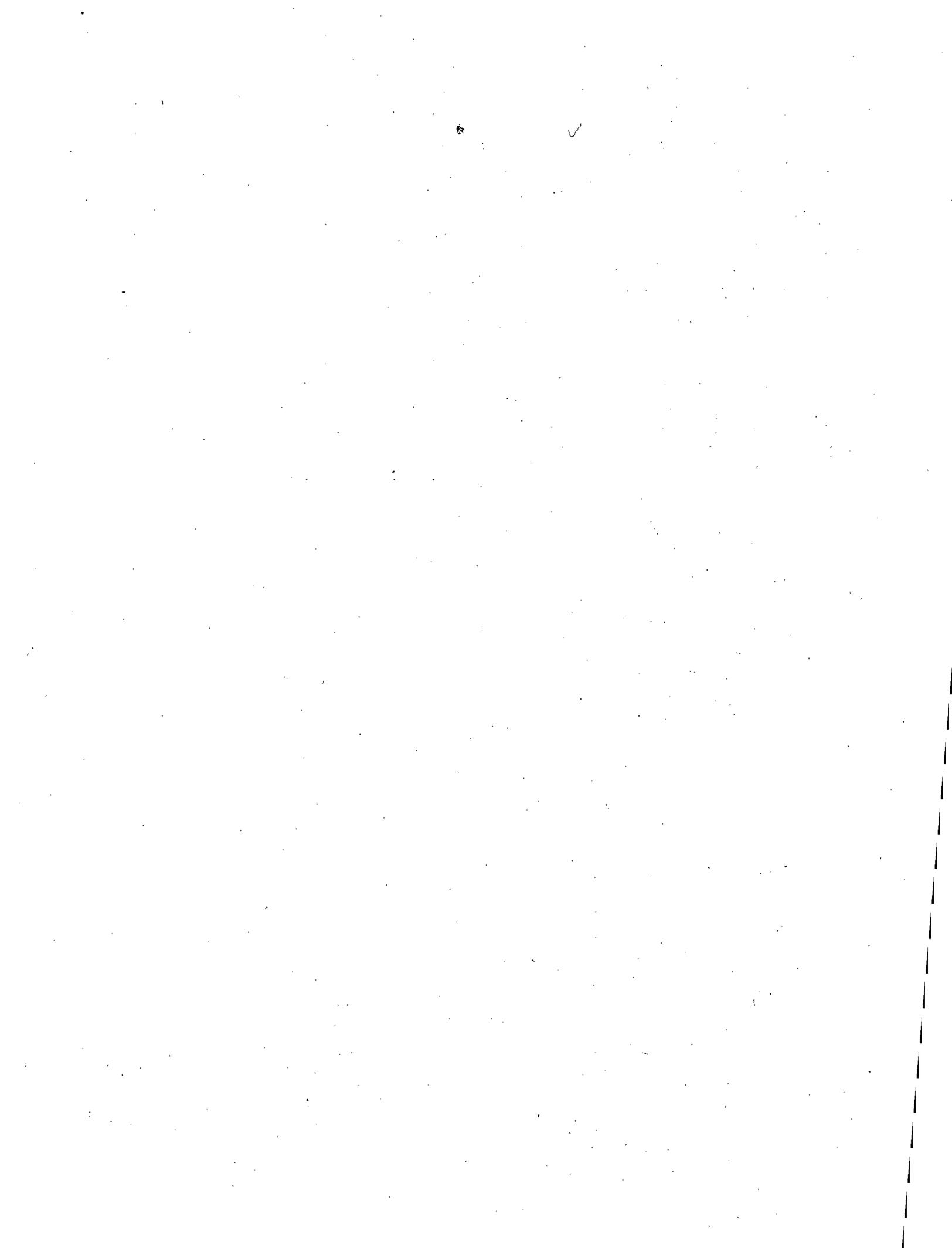
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Southern
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EDUCATIONAL BENCHMARKS 2000 SERIES



Goals for Education: Challenge 2000

BY THE YEAR 2000—

All children will be ready for first grade.

Student achievement for elementary and secondary students will be at national levels or higher.

The school dropout rate will be reduced by one-half.

90 percent of adults will have a high school diploma or its equivalent.

Four of every five students entering college will be ready to begin college-level work.

Significant gains will be achieved in the mathematics, sciences and communications competencies of vocational education students.

The percentage of adults who have attended college or earned two-year, four-year and graduate degrees will be at the national averages or higher.

The quality and effectiveness of all colleges and universities will be regularly assessed, with particular emphasis on the performance of undergraduate students.

All institutions that prepare teachers will have effective teacher-education programs that place primary emphasis on the knowledge and performance of graduates.

All states and localities will have schools with improved performance and productivity demonstrated by results.

Salaries for teachers and faculty will be competitive in the marketplace, will reach important benchmarks and will be linked to performance measures and standards.

States will maintain or increase the proportion of state tax dollars for schools and colleges while emphasizing funding aimed at raising quality and productivity.

D R O P O U T R A T E

BY THE YEAR 2000—

The school dropout rate will be reduced by one-half.

SREB Goals for Education, 1988

Dropout rates in most SREB states are lower now than in the mid-1980s and are dramatically lower than in the mid-1970s. The SREB region has led the nation in reducing the dropout rate over the last two decades.

By the mid-1990s, the percentage of 16- through 24-year-olds without high school diplomas and not enrolled in school had been reduced by one-third — from 19 percent in 1975 to 13 percent in 1995. But progress has stalled since 1995; the rate remains at about 13 percent.

Most SREB states now have comprehensive plans for reducing dropout rates. These plans include:

- systems to collect and report dropout data for different groups of students;
- programs to identify and help students who are most likely to drop out of school;
- policies to reduce excessive absenteeism; and
- special assistance for particular groups of students, such as teen parents, children of migrant workers, and children whose native language is not English.

Compared with a decade ago, we know more about who drops out of school and why. We know that low expectations and academic and career-preparation programs that are not challenging will not keep students in school. We know that students who have fallen behind in reading, mathematics and writing are those who are most likely to drop out of school when they get to high school. We know that children who are not ready to begin first grade are more likely than their peers to drop out of school later. We know that the dropout problem cannot be solved by schools alone. Preventing teens from dropping out of school requires services from and cooperation among schools, community agencies and local businesses.

One of the most troubling and confusing issues in addressing the dropout problem is deciding when to count a student as having dropped out and how to calculate the dropout rate. Newspaper reports in SREB states — most notably Florida, South Carolina and Texas — in the last year highlighted problems associated with understanding dropout rates. Legislative hearings on the dropout problem are being conducted in Texas this year.

This report describes and compares different methods used to calculate and report dropout rates; looks at advantages and disadvantages of each method; explains what we know about students who drop out of school; and outlines actions states are taking to reduce dropout rates. To reduce the number of students who drop out of school, state leaders must

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insist on proper and accurate collection of data and reporting on dropout rates; support programs and actions that prevent students from dropping out; provide incentives and rewards for schools to give the academic and personal support needed by students who are most likely to drop out; and require coordination of services among schools and other government and community agencies that work with children and families.

Mark Musick
SREB President

Reducing Dropout Rates

Are dropout rates in SREB states lower now than in the 1980s?

What is the dropout rate in your state and how is it measured?

Who drops out of school and why?

What actions are states taking to reduce further the dropout rates?

Are dropout rates in SREB states lower now than in the 1980s?

Yes.

- The percentage of young people (ages 16 to 24) who are not enrolled in school and who are not high school graduates dropped from 18 percent in the early 1980s to just below 12 percent in 1997 but crept back up to about 13 percent in 1998. The national rate is 12 percent. (See Table 1.)
- Thirteen of the 16 SREB states have smaller percentages of teens (ages 16 to 19) dropping out of school than they had in 1986. The percentages increased in only two SREB states. (See Table 2.)

The measures in Tables 1 and 2 are used to compare dropout rates because they are calculated the same way for each state and are comparable from one year to the next. All SREB states now report the percentages of students in

grades nine through 12 who do not graduate and who do not return to school each year. However, the method of calculating these rates and the definitions of who is counted have changed, and the current rates are not comparable with those from earlier years in many states. In states that have retained the same definition of dropouts, rates are about the same as or lower than they were in the early 1990s.

Because states use dropout rates as a measure of performance in school accountability systems, it is important for state leaders to understand different ways to calculate dropout rates. The different rates that result from different methods can lead to confusion. Some rates are more appropriate than others for making decisions about the effectiveness of schools and of dropout prevention programs and for assessing progress in reducing the rates.

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Table 1
Percent of 16- through 24-year-olds who have dropped out of school

	Nation	Northeast	Midwest	South *	West
1975	13.9	11.3	10.9	18.9	13.0
1980	14.1	10.4	11.5	18.2	14.9
1985	12.6	9.9	9.8	15.2	14.6
1990	12.1	8.7	9.1	14.5	14.7
1991	12.5	9.1	9.7	14.1	15.9
1992	11.0	8.6	7.9	12.4	14.4
1993	11.0	8.5	8.8	13.0	12.5
1994	11.5	8.6	7.7	13.5	14.7
1995	12.0	8.4	8.9	14.2	14.6
1996	11.1	8.3	7.7	13.0	13.9
1997	11.0	10.5	8.8	11.7	12.5
1998	11.8	9.4	8.0	13.1	15.3

Source: National Center for Education Statistics, *Dropout Rates in the United States*, various years

* South includes SREB states and the District of Columbia.

What is the dropout rate in your state?

"It is not possible to compare dropout rates among states because there is neither a common definition of the term 'dropout' nor a uniform method of collecting information at the state and national levels." That was how SREB in 1990 described the difficulty in obtaining information on dropout rates.

Today, more states use similar definitions and methods for collecting information on how many students drop out of school each year. Students generally are considered to have dropped out when they leave school, do not

transfer to another school, do not graduate and do not return to school the next year. Students are not considered to have dropped out of school when they transfer to another public or private school, are home-schooled, enroll in college early, or graduate or receive a GED certificate.

Yet comparable information on who drops out of school is hard to come by. One state may count a student who transfers from one school to another as a dropout because it has no system to track students who transfer.

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Table 2
Percent of teens who drop out of high school, * 1986 and 1997**

	1986	1997
United States	11	10
Alabama	15	12
Arkansas	13	9
Delaware	10	10
Florida	15	12
Georgia	14	13
Kentucky	13	14
Louisiana	15	12
Maryland	8	7
Mississippi	12	11
North Carolina	13	12
Oklahoma	11	10
South Carolina	10	11
Tennessee	15	13
Texas	16	13
Virginia	12	8
West Virginia	13	9

Source: *1999 Kids Count Data Book*.

* The percentage of 16- to 19-year-olds who are not enrolled in school and are not high school graduates.

** Three-year averages were used to reduce random change. For example, the 1997 figure is the average of data from 1995, 1996 and 1997.

Another state may be able to account for students who transfer within the same district but may not be able to identify students who transfer to schools in other districts or in other states. Schools' accuracy in counting and reporting information also varies.

The various methods of calculating dropout rates convey different messages that may result in different decisions about which strategies to follow. Policy-makers need to be aware of the different ways that dropout rates are calculated and the advantages of each method.

The percentage of ninth-graders who do not graduate within five years — the longitudinal dropout rate

The most credible definition of a dropout rate is one consistent with the public's understanding of the term "dropout": someone who enters ninth grade and, during the next four or five years, does not complete high school and no longer is enrolled. This rate — called a "longitudinal" or "cohort" dropout rate — is calculated by dividing the number of students who drop out and do not return to school by the number in the original class.

Advantages:

This method is consistent with the public's understanding of the definition of dropping out of school.

A longitudinal dropout rate accounts for students who leave school one year and return later, and it can account for students who are

retained in grade nine but stay in school and graduate later than their original classmates.

Disadvantages:

Education agencies in most SREB states do not have information systems to track individual students as they progress from grade to grade, transfer to other public schools in the state, move to another state, or graduate. Only two SREB states — Florida and Texas — have implemented systems capable of producing "longitudinal" dropout rates.

In the absence of information systems that can follow students over a period of years, longitudinal dropout rates often are estimated based on a sample of students (within a state or across the nation) or are projected based on "annual" dropout rates.

The percentage of students in grades nine through 12 who leave school without a diploma each year — the annual dropout rate

Every SREB states now calculates and reports an "annual" dropout rate. The annual dropout rate is the percentage of students who are enrolled in May or June who do not graduate and do not return to school in September or October. It is the rate used most frequently to report school and district performance in state accountability systems. Annual dropout rates reported by different states may not be comparable for several reasons. States may include different grade levels (grades seven through 12; grades nine through 12) in the calculation or may define who drops out of

school differently. The annual dropout rates for grades nine through 12 — as calculated and reported by SREB states — range from 1.6 percent in Texas to 10.2 percent in Louisiana.

The National Center for Education Statistics is working with states to calculate dropout rates in ways that will allow comparisons among states. In reporting annual dropout rates for the 1996-97 school year, 37 states used consistent data definitions and methods of collecting information from schools. These 37 states had the same definitions of who was enrolled, who had completed

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a high school program, and who did not return to school. Eleven of the 37 states were SREB states: Alabama, Arkansas, Delaware, Georgia, Louisiana, Maryland, Mississippi, Tennessee, Texas, Virginia and West Virginia.

Using the National Center for Education Statistics definition, the annual dropout rates for grades nine through 12 in the 37 participating states range from less than 3 percent in North Dakota and Wisconsin to almost 12 percent in Louisiana. Among the 11 SREB states reporting for 1996-97, Texas and West Virginia had the lowest annual rates (about 4 percent); Louisiana (12 percent), Georgia (8 percent) and Mississippi (6 percent) had the highest rates. Alabama, Arkansas, Delaware, Maryland, Tennessee and Virginia reported rates of about 5 percent.

Advantages:

The annual dropout rate is easy to calculate and requires states to collect little additional data.

Calculating this rate is a practical way for schools and states to get a handle on the numbers of students leaving school each year.

The percentage of ninth-graders not enrolled in grade 12 four years later — the attrition rate

By subtracting the number of high school graduates from the number of students in the ninth-grade class four years earlier and then dividing by that ninth-grade enrollment, one arrives at a crude measure of the percentage of students who do not finish high school on time. This figure usually is used when total enrollment numbers are the only data available.

Disadvantages:

Because the annual dropout rate includes only students who drop out in each year, it is a low rate and may understate the dropout problem over four years of high school.

Table 3 illustrates the differences that result from using each state's method to calculate annual dropout rates and from using the National Center for Education Statistics method. One factor that affects annual dropout rates is the range of grade levels used to compute the rates. For example, some states count the number of students who drop out in grades seven through 12 and divide by the number of students enrolled in those grades. Most students drop out of school in grades nine through 12, after they reach the age at which they no longer are required to attend school. A much smaller number drop out of school in grades seven and eight, and including these grades in this calculation understates the dropout rate. For example, Virginia's annual dropout rate for grades seven through 12 is 3.2 percent; for grades nine through 12 the rate is 5.1 percent.

Advantage:

The numbers are readily available.

Disadvantages:

This method does not adequately account for students who fail, who move from school to school or who take more than four years to graduate. For example, data from several states

Table 3
Annual dropout rates as calculated by SREB states and
by the National Center for Education Statistics

	Using the state's method for 1998-99	Grades used in state calculation	Using NCES method for 1996-97 for grades nine through 12
Alabama	— ¹	9-12	5.3%
Arkansas	3.9% ²	7-12	5.0
Delaware	4.1	9-12	4.5
Florida	5.4	9-12	—
Georgia	6.5	9-12	8.2
Kentucky	5.3	9-12	—
Louisiana	10.2	9-12	11.6
Maryland	4.1	9-12	4.9
Mississippi	2.0	1-12	6.0
North Carolina	4.6	7-12	—
Oklahoma	5.0	9-12	—
South Carolina	2.7 ²	9-12	—
Tennessee	4.2	9-12	5.1
Texas	1.6	7-12	3.6
Virginia	3.2	7-12	4.6
West Virginia	2.9 ²	7-12	4.1

¹ Alabama uses the NCES method to calculate an annual rate and calculates and reports a projected four-year dropout rate of 15.3 percent.

² 1997-98 state rate is most recent information.

— State did not calculate rate using this method.

show failure rates as high as 20 percent in ninth grade. Thus, the 12th-grade class would be 20 percent smaller than the ninth-grade class, even if all the students who did not fail went on to complete high school in four years.

This method also fails to account for students who graduate early and are not included in grade 12 enrollment figures. The attrition rate tends to overstate the dropout rate and is not recommended.

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The percentage of teenagers who are not high school graduates and are not enrolled in school — the status dropout rate

Kids Count, an often-cited report on the well-being of children, reports that about 10 percent of the nation's 16- to 19-year-olds are not enrolled in school and are not high school graduates. In the SREB states, the percentages range from 7 percent to 14 percent. The percentage of a particular age group who are not enrolled in school and who do not have high school diplomas is called a "status" dropout rate. Status dropout rates are calculated from data collected by the U.S. Census Bureau through population surveys.

Advantages:

Status rates are calculated the same way for the same age group in each state and in the

nation and may be the most appropriate rates for comparing state results and for determining changes over time.

A status rate represents the dropout problem for all people in an age group.

Disadvantages:

Like all estimates based on samples, these percentages contain some errors. The information for three years is averaged to reduce the differences attributed to the size of population samples in the states.

Status rates are not available for individual schools and school districts.

The percentage of young adults (ages 18 to 24) who complete high school — the high school completion rate

School completion rates provided by the U.S. Census Bureau show that 85 percent of the nation's young adults (ages 18 to 24) have high school diplomas or the equivalent. In SREB states the percentages range from 80 percent in Texas to 95 percent in Maryland. Maryland is one of 15 states nationwide in which 90 percent or more of the young adults have high school diplomas.

Advantages:

The information is comparable among states.

The high school completion rate provides a good estimate of a state's needs for adult education and training.

Disadvantages:

The high school completion rate of 18- to 24-year-olds is not a very appropriate indicator of a particular state's dropout problem because there is more interstate mobility among this age group than among 16- to 19-year-olds.

Like the status rates, the percentages contain some errors because of sampling.

These rates are not available for individual schools and school districts.

Table 4 shows annual dropout rates for grades nine through 12, the percentage of teens who drop out of school, high school completion rates among young adults, and grade 12 enrollment as a percentage of grade nine enrollment four years earlier. In general, a state that

Table 4
Selected measure of dropout rates and school completion rates

	Annual dropout rates, grades nine through 12	Percent of teens (16- to 19-year-olds) who drop out of school	High school completion rates, 18- to 24-year-olds	Grade 12 enrollment as percentage of grade nine enrollment four years earlier
United States	5%	10%	85%	74%
Alabama	5*	12	84	70
Arkansas	5*	9	85	80
Delaware	5*	10	89	71
Florida	5	12	84	63
Georgia	8*	13	85	61
Kentucky	5	14	85	72
Louisiana	12*	12	82	61
Maryland	5*	7	95	74
Mississippi	6*	11	82	62
North Carolina	5	12	85	64
Oklahoma	5	10	86	77
South Carolina	3	11	88	61
Tennessee	5*	13	87	67
Texas	4*	13	80	64
Virginia	5*	8	86	79
West Virginia	4*	9	89	81

Source: State education agencies; 1999 Kids Count Data Book; National Center of Education Statistics

* Dropout rates for grades 9-12 calculated using NCES method.

has a high dropout rate will have a low completion rate and grade 12 enrollment will be a smaller percentage of grade nine enrollment. A state with a low dropout rate will have a high completion rate.

As noted earlier, the relationship of grade 12 enrollment to grade nine enrollment does not account for students who were retained; students who completed school early; or students who dropped out and then enrolled later

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in the same district, a different district or a different state. This percentage therefore will be lower than the completion rate of young adults, which does include students who dropped out, were retained and completed high school later, or earned GED certificates. The completion rate also reflects migration into and out of the state. For example, if many 18- to 24-year-olds with high school diplomas move into a state and few state residents who have high school diplomas move to other states, the high school completion rate will increase. Changes in high school completion rates are influenced by factors other than state actions to increase the rates.

The dropout data sometimes are inconsistent. For example, South Carolina reports the smallest percentage of students who drop out each year *and* the smallest percentage of ninth-graders who become 12th-graders in four years. The most likely explanation is that there are flaws in South Carolina's procedures for collecting information used to calculate the annual dropout rate. Because of such differences, sev-

eral SREB states have reviewed or are reviewing procedures that schools use to report who drops out of school as well as the accuracy of these reports.

Following a review of different methods of reporting dropout rates, Alabama's state board of education decided to use the dropout rate at each grade level to project the percentage of students who drop out during the four years of high school. When the Louisiana Department of Education switched from collecting school-level counts of students who dropped out to keeping records on individual students, the annual dropout rate changed from about 4 percent to almost 12 percent. Florida recently changed its method of calculating an annual dropout rate to include *all* students who drop out of school in grades nine through 12 rather than only students age 16 and older who drop out. The Texas legislature is reviewing different methods used to report dropout rates for the state's schools and will determine the most appropriate method.

Who drops out of school and why?

Understanding who is dropping out of school and why can help states develop policies to get more students to stay in school and graduate. National and state studies show that the students who are most likely to leave without completing high school often:

- live in single-parent households;
- live in low-income households;
- have parents or brothers or sisters who dropped out of school;
- do not speak English well (27 percent of all students who drop out of school were

born in other countries; another 10 percent are children of parents born in other countries);

- have repeated one or more grades;
- are behavioral problems in school; and are absent frequently from school.

Sixty-four percent of students in public schools are white; 43 percent of all students who drop out of school are. Seventeen percent of students in public schools are black; 17 percent of students who drop out of school are black. Fourteen percent of students in public

Table 5
Students who drop out (by race and gender)

Group	Percent of public school enrollment	Percent of this group who drop out of school	Percent of all dropouts who fall into this group
White	64	8	43
Black	17	14	17
Hispanic	14	30	38
Male	51	13	57
Female	49	10	43

Source: National Center for Education Statistics, *Dropout Rates in the United States: 1998*, November 1999

schools are Hispanic; 38 percent of students who drop out of school are Hispanic.

Black students are almost twice as likely as white students to drop out of school; Hispanic students are more than three times as likely as white students to drop out. Boys are more likely than girls to drop out. (See Table 5.)

Knowing which students are most likely to drop out of school helps states focus efforts to help them. Knowing their reasons for dropping out helps states develop strategies that respond to students' needs. Surveys of students who drop out of high school show that they typically do so for a combination of reasons. The most frequently cited reasons related to school are:

- dislike of school and teachers, poor grades and inability to get along with classmates;
- a perception that what is being learned in school is not relevant to real life;
- inability to keep up with peers because of low achievement in reading, writing, mathematics and other basic skills; and

- behavioral problems and attendance problems that result in expulsion.

The most frequently cited reasons not directly related to school are:

- child care, marriage and pregnancy;
- the opportunity to have jobs (almost always low-skills jobs) and earn money; and
- peer groups outside of school.

Schools themselves can contribute to high dropout rates. High dropout rates are associated with schools that have poorly organized academic programs, morale problems, ineffective teachers and low expectations of students. Many academic problems that students experience in high school began when they were in middle school. Schools also contribute to higher dropout rates when they do not provide additional support to help middle school students who fall behind.

Some claim that raising expectations for students and establishing higher standards will result in more students' dropping out of

Table 6
State assistance to local schools and districts to reduce dropout rates

	AL	AR	DE	FL	GA	KY	LA	MD	MS	NC	OK	SC	TN	TX	VA	WV
Provides financial assistance to encourage development encourage development of dropout prevention programs	✓			✓	✓	✓		✓		✓	✓			✓	✓	
Evaluates districts' or schools' dropout prevention programs				✓		✓		✓	✓		✓			✓	✓	✓
Requires local school districts to establish special goals for reducing dropout rates		✓			✓	✓	✓	✓	✓				✓	✓	✓	✓
Holds state workshops on dropout prevention for schoolprincipals and superintendents			✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	
Holds regional or state workshops on dropout prevention for teachers and counselors				✓				✓		✓	✓	✓	✓		✓	✓
Provides schools with technical assistance in developing dropout prevention programs	✓			✓	✓	✓		✓		✓	✓	✓		✓	✓	✓
Disseminates information on successful practices in dropout prevention	✓			✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓
Makes on-site visits and reviews of schools with chronic dropout problems to evaluate progress and provides school leaders with recommendations for specific actions	✓				✓			✓			✓			✓		✓
Requires all school systems to develop dropout prevention plans, which are reviewed and/or approved by the state department of education	✓							✓	✓		✓				✓	✓

Source: SREB survey of state education agencies, 1999-2000.

school. Experiences in some SREB states do not support this notion. Kentucky, Maryland, North Carolina and Texas raised standards and increased expectations for students and schools during the 1990s. Since the late 1980s, the percentage of 16- to 19-year-olds who leave school decreased by three percentage points

in Maryland and by one percentage point in North Carolina and Texas. Kentucky's dropout rate is one percentage point higher. If higher expectations and standards were to cause dramatic increases in dropout rates, one would expect to have seen the effects in these states by now.

What actions are states taking to reduce further the dropout rates?

Establishing comprehensive plans

Reducing the dropout rate obviously is not easy. The subject has been discussed and debated for years and has been the focus of various programs. To meet the challenge, each state needs a comprehensive plan that includes:

- a credible, reliable definition of a "dropout" that is consistent among schools and that motivates schools to report accurately;
- a good state-level information system that can track students' movements among schools and districts and can provide information on who drops out of school and why;
- a system to identify early which students are most likely to drop out of school and to provide them with additional help and resources;
- challenging academic and vocational/technical programs and teachers who know various teaching styles to help students understand the value of what they are learning;
- a way to bring together resources and services from the school and from other community and government agencies to prevent students from dropping out of school and to attract those who have dropped out into alternative programs that lead to high school diplomas; and
- a system to evaluate the effectiveness of dropout prevention programs and programs to attract those who do drop out back to school or into alternative programs.

Holding schools accountable for dropout rates

Every SREB state now publishes annual dropout rates for the state, school districts and individual schools. Ten SREB states (Arkansas, Florida, Georgia, Kentucky, Louisiana, North Carolina, Maryland, Tennessee, Texas and West Virginia) use dropout rates as performance indicators in school accountability systems.

Dropout rates are one of the factors used to identify high- and low-performing schools. For example:

- Kentucky passed legislation in 2000 that limits rewards given through the accountability system to schools that have annual dropout rates of less than 5 percent.

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- School districts and schools in Texas that have annual dropout rates higher than 6 percent are rated “low-performing.”
- Schools in Florida must have annual dropout rates below the state average to be recognized as “high-performing.”

Most states also require schools to establish special goals for reducing dropout rates. Seven

SREB states (Florida, Kentucky, Maryland, Oklahoma, Texas, Virginia and West Virginia) evaluate dropout prevention programs in districts or schools. Alabama, Maryland, Oklahoma, Virginia and West Virginia require all school districts to develop dropout prevention plans that must be reviewed and approved by the state departments of education.

Providing assistance to local schools and districts

State education agencies in most SREB states conduct workshops that show school superintendents, principals, counselors and teachers how to prevent students from dropping out of school. All SREB states provide all schools with information on successful practices for dropout prevention.

Most SREB states provide schools with technical assistance to develop dropout prevention programs. Alabama, Georgia, Maryland,

Oklahoma, Texas and West Virginia conduct on-site reviews of schools that have chronic dropout problems. Teams evaluate the schools' progress and recommend specific actions they should take to reduce dropout rates.

Alabama, Florida, Georgia, Kentucky, Maryland, North Carolina, Oklahoma, Texas and Virginia provide financial assistance to encourage school districts to develop dropout prevention programs.

Establishing policies that encourage school attendance and completion

Frequent absences are an early warning sign that a student is likely to drop out of school. All SREB states enable local schools to intervene when students have excessive absences. Delaware, Florida, Kentucky, Louisiana, Maryland, North Carolina, Texas and Virginia have established minimum definitions of truancy or excessive absenteeism to be used by all school districts. Local school boards can set more stringent attendance requirements but may not set less stringent ones. Other SREB states allow local school districts to define excessive absenteeism. The number of unexcused absences that define truancy or excessive absenteeism varies from state to state.

For example:

- In Delaware, Kentucky and North Carolina, a truant is a student who has three days of unexcused absences; in Louisiana and Virginia, a student who has five days of unexcused absences is a truant.
- In Florida, a student who has 15 unexcused absences within 90 calendar days is a habitual truant. Maryland defines habitual truancy as being absent from school more than 20 percent of the school days within any term or year. Texas defines excessive absenteeism as 10 or more days of unexcused absences within a six-month period — or three or more days within a four-week period.

States help schools encourage regular attendance through policies that:

- require local schools to contact the parents of students who miss school and do not have a written excuse from parents;
- require counseling for students and parents when students exceed a certain number of unexcused absences from school;
- enable local judicial systems to help provide early intervention in truancy problems and to prosecute parents for not curbing their children's excessive absenteeism; and
- require students to prove that they are in school or have high school diplomas before obtaining driver's licenses — and suspend the driver's licenses of students who have excessive unexcused absences from school.

Establishing dropout recovery programs

Programs also are needed to locate students who have dropped out of school and encourage them to return and earn high school diplomas.

Kentucky requires local school districts to contact personally students ages 16 to 18 who drop out of school and to encourage them to re-enroll. Dropout recovery programs typically involve coordination of services from several public and private community agencies. For example, Maryland's dropout recovery plan includes increased funding for comprehensive services and greater coordination of efforts among schools and other agencies. It also offers incentives to encourage innovative approaches to reducing the dropout rate.

Florida's program to reduce dropouts includes a program for teen parents that provides health and social services, child care and transportation. The program also offers regular academic classes — allowing teen parents to continue their educational program — and classes in child development, nutrition and parenting skills.

All SREB states have alternative schools or programs that lead to alternative diplomas or GED certificates. Many school systems now operate special schools that have smaller classes for and give extra attention to students with histories of academic or disciplinary problems or

who quit or were expelled. Many alternative-school programs are for disruptive, disobedient students who exhibit dangerous behavior. They are designed to remove these students from traditional classrooms. Alternative classes may take place within a school or in a separate building away from the school. Some alternative programs focus on discipline and order; others focus on individualized counseling and mentoring for students. The programs also are supposed to upgrade students' academic skills and prepare them for graduation from high school or for the General Education Development (GED) tests.

Some observers fear that alternative schools will become nothing more than convenient places to "dump" or "warehouse" disruptive students. Others question whether these schools can provide the same educational opportunities that conventional high schools offer. It sometimes is difficult to find teachers for alternative schools because of the challenging nature of the students.

Other alternative programs serve students who have dropped out of school or who are about to drop out. These programs provide flexible scheduling for teenage parents, young adults who need to work to support their families, and other students who have trouble with the traditional school schedule.

Table 7
 State policies and practices to help reduce absenteeism

	AL	AR	DE	FL	GA	KY	LA	MD	MS	NC	OK	SC	TN	TX	VA	WV
Requires schools to contact parents of students who have unexcused absences	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Requires schools to provide counseling to students and parents when students have a particular number of unexcused absences			✓	✓		✓	✓	✓	✓	✓	✓	✓				✓
Has state agreements with local judicial systems to provide early intervention in truancy cases	✓	✓	✓	✓				✓	✓			✓		✓		
Allows local judicial systems to prosecute parents for not curbing their children's excessive absenteeism	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Requires students to prove that they are in school in order to obtain driver's licenses or to reinstate suspended licenses	✓	✓	✓	✓	✓	✓			✓	✓	✓		✓	✓	✓	✓

Source: SREB survey of state education agencies, 1999-2000.

What have we learned?

In the 1980s, many SREB states started programs to reduce dropout rates. As a result, the rates declined steadily from the 1980s to the mid-1990s. In 1980, more than 18 percent of young people in the South had not graduated and were not enrolled in school. By 1997 the figure had dropped to about 12 percent. The rate crept back up to 13 percent in 1998. This may mean that schools and communities are doing the right things — but not as effectively as possible. It also may mean that the

dropout prevention programs of the 1980s and early 1990s have reached the students most open to help. It also means that states need to continue searching for ways to identify the students who are most likely to quit school and need to provide them with effective assistance and incentives to stay in school.

The process of dropping out of school begins early. Strategies that improve student achievement are strategies that will reduce the dropout rate.

Strategies that work:

- Identify early the students who are at risk and provide these students with both academic and social interventions to help them overcome problems that begin in preschool and continue through elementary, middle and high school.
- Do whatever is necessary to prepare students for the transitions from elementary to middle to high school and to help students connect with at least one teacher or counselor. In some schools each teacher is assigned to advise a group of students and work with them each year until they complete high school. These programs show that one person can make a difference in whether students complete high school.
- Involve parents in school activities and in planning their children's programs of study.
- Coordinate the efforts of state and community agencies and organizations.
- Commitment from state leaders and leaders in schools and communities to solve the dropout problem.

Other Educational Benchmarks 2000 series reports:

SREB States Lead the Way: Getting Children Ready for the First Grade

Student Achievement in SREB States

Reducing Dropout Rates

A Challenge for SREB States: Increasing the Percentage of Adults With a High School Diploma

Reducing Remedial Education: What Progress are States Making?

Using Lessons Learned: Improving the Academic Achievement of Vocational Students

Linking Higher Education Performance Indicators to Goals

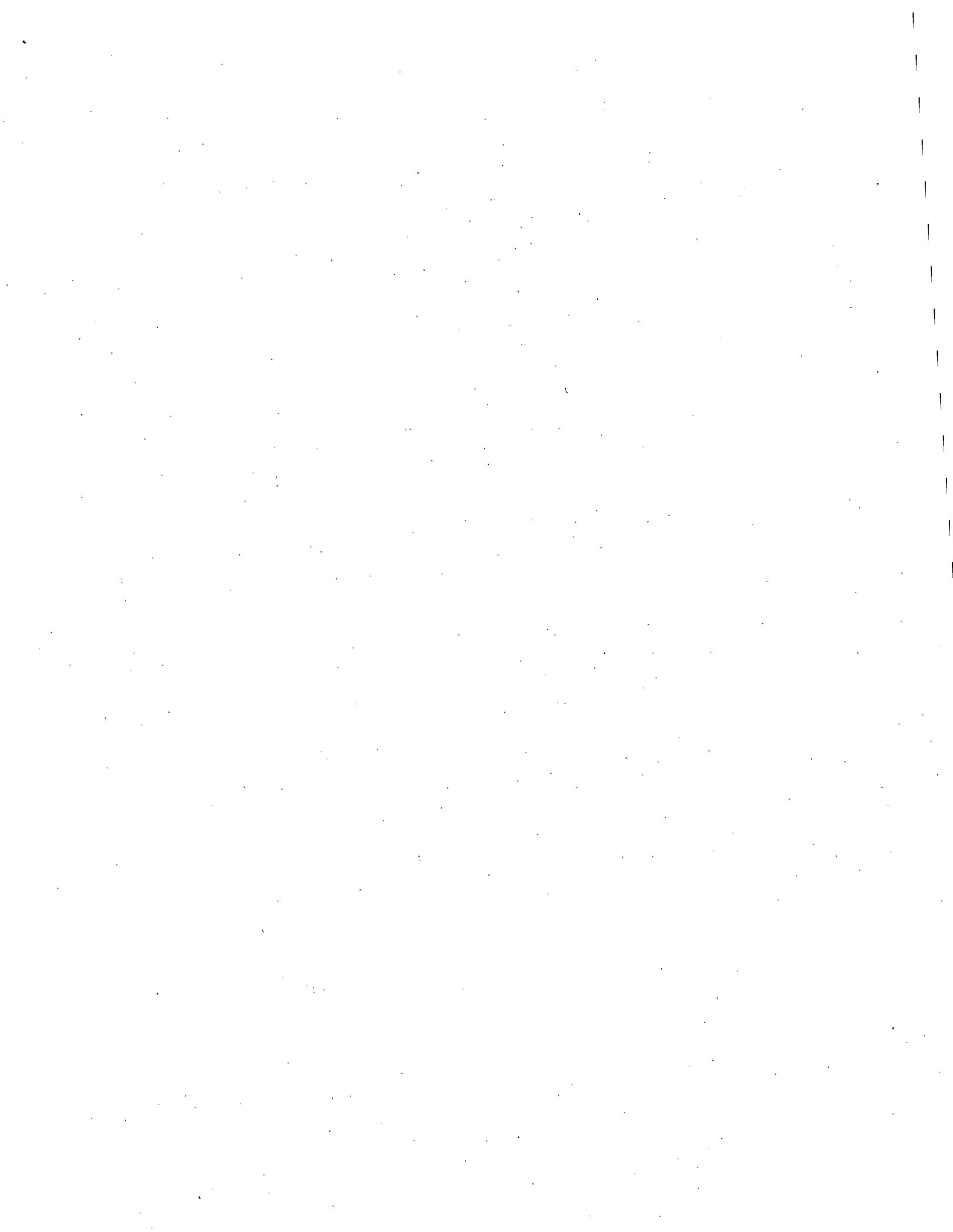
Getting Beyond Talk: State Leadership Needed to Improve Teacher Quality

Getting Results with Accountability: Rating Schools, Assisting Schools, Improving Schools

Teacher Salaries and State Priorities for Educational Quality — A Vital Link

Faculty Salaries in Colleges and Universities: Where do SREB States Stand?

Educational Benchmarks 2000



2

(00E08)

**Executive
Summary**

CSR Research Consortium

a partnership researching California's class size reduction reform

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Class Size Reduction in California:

The 1998-99 Evaluation Findings

Pre-publication Copy


Brian M. Stecher
George W. Bohmstedt

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Since we first reported on California's Class Size Reduction (CSR) program in June of last year, the national interest in reducing the size of classes in America's schools as a way to improve education has continued to grow. During the current school year (1999-2000), federal funds for reduced size classes became available for the first time, additional states initiated reduction programs, and California's CSR effort approached full implementation. In addition, expectations about the benefits of reduced size classes have remained high, partly because ongoing analyses of Tennessee's Student/Teacher Achievement Ratio (STAR) project found that the benefits of small classes in kindergarten through third grade are sustained well into high school.

Last year's CSR report,¹ the first in a planned series of four, presented our evaluation of the first two years of the CSR program—1996-97 and 1997-98.² We documented what turned out to be an extremely rapid implementation of reduced size classes in California's schools and confirmed that third-grade students in reduced classes did indeed perform better on achievement tests than third graders in non-reduced classes, although the difference was small. However, we also pointed out that the program was just beginning and that its implementation had been uneven, with those most in need—minority students, students from low-income families,³ and students not fully proficient in the English language⁴—being least likely to be in reduced size classes. Furthermore, the need for teachers grew as program implementation proceeded, resulting in many less-qualified teachers being hired into the school system. And the greatest increases in the number of teachers with lower qualifications were seen in schools with high proportions of the same groups of historically disadvantaged students.

In this second report in the series, we revisit our earlier findings as we examine what happened during 1998-99, the third year of the program. Our major findings for 1998-99 can be summarized as follows:

- The CSR program was almost fully implemented by 1998-99. Over 92 percent of California students in kindergarten through third grade (K-3) were in classes of 20 or fewer.
- K-3 classes that had not been reduced in size were concentrated in districts serving high percentages of minority, low-income, or English learner (EL) students.

¹ Bohmstedt, G.W., & Stecher, B.M. (Eds.), (1999). *Class size reduction in California: Early evaluation findings, 1996-1998* (CSR Research Consortium, Year 1 Evaluation Report). Palo Alto, CA: American Institutes for Research.

² Evaluation efforts were not funded until the second year of the CSR program, so the first report covered both the first and second years.

³ Students are referred to as low-income or as being from low-income families in this report if state records classify them as receiving public assistance in the form of Aid to Families with Dependent Children (AFDC) or its successor in California, CalWORKS.

⁴ Students for whom English is a second language and who are not fully proficient in English are often referred to as limited English proficient (LEP), English language learners (ELL), or English learners (EL). The last term is used in this report.

- The average qualifications (that is, education, credentials, and experience) of California teachers declined during the past three years for all grade levels, but the declines were worse in elementary schools.
- The qualifications of K-3 teachers continued to decline in this third year of the CSR program, but at a slower rate than in the past; and schools serving low-income, minority, or EL students continued to have fewer well-qualified teachers than did other schools. Moreover, the declines in teacher qualifications observed in K-3 during the program's first three years were mirrored in grades 4 and 5, as were the inequities between schools in terms of teacher qualifications.
- Curriculum and instruction were generally similar regardless of class size. However, teachers in reduced size classes spent more time working individually with students during mathematics and language arts lessons than did their counterparts in non-reduced size classes. The added individual work included doing more frequent sustained work with individual students who were having reading problems.³ Also, students in reduced classes were less disruptive during lessons than were students in non-reduced classes.
- There was again a small positive gain in student achievement associated with being in a reduced size class, as measured in grade 3, and this gain was realized equally by all students, regardless of their background characteristics. For students who had been in a reduced class in grade 3 in 1997-98, this small positive effect persisted even after they returned to a non-reduced size class in grade 4.
- Programs serving EL students and special education students were further affected by transfers of teachers from these areas into regular classes.

These findings point to specific issues that educators and policymakers need to address if they are to maximize the benefits of California's CSR program. Our recommendations are presented at the end of this summary.

BACKGROUND

The California program to reduce class size began in 1996 when California's state legislature passed SB 1777, a reform measure aimed at cutting class size in the early school grades from what had been an average of 28 students to a maximum of 20. To our knowledge, the CSR initiative was and still is the largest state educational reform in history: This voluntary program currently costs over \$1.5 billion per year and affects over 1.8 million students. In 1998-99, the year covered by this report and the third year of the program, California school districts that chose to participate received just over \$800 for each K-3 student enrolled in a class of 20 or fewer students.

³ Sustained individual work means five or more consecutive minutes of assistance.

The high expectations educators and policymakers hold for the program are based in large part on the results of a class size reduction experiment conducted in Tennessee from 1985 to 1990. Known as the Tennessee STAR (Student/Teacher Achievement Ratio) project, this educational improvement effort produced relatively large achievement gains for all students, as measured by their scores on the Stanford Achievement Test (SAT-9). Moreover, the gains for low-income and minority students were almost twice as large as those for other students.

However, there are substantial differences between Tennessee's and California's situations, and one cannot assume that the CSR program will automatically produce the same or better results for California's students. The Tennessee program was a carefully controlled experiment involving about 10,000 students, whereas the California program is implemented statewide and serves 1.8 million students. Another difference is that California's program reduces its maximum class size of 33 students down to 20, whereas Tennessee took its class size of 22-26 students down to 13-17. California also serves a student population that is decidedly more ethnically and linguistically diverse. Finally, California schools lack two important ingredients that Tennessee schools did not—adequate space and enough qualified teachers for program implementation. These differences between the two programs are large. When considered together, they clearly indicate that California's CSR program must be judged on its own terms rather than as a replication of the Tennessee experiment.

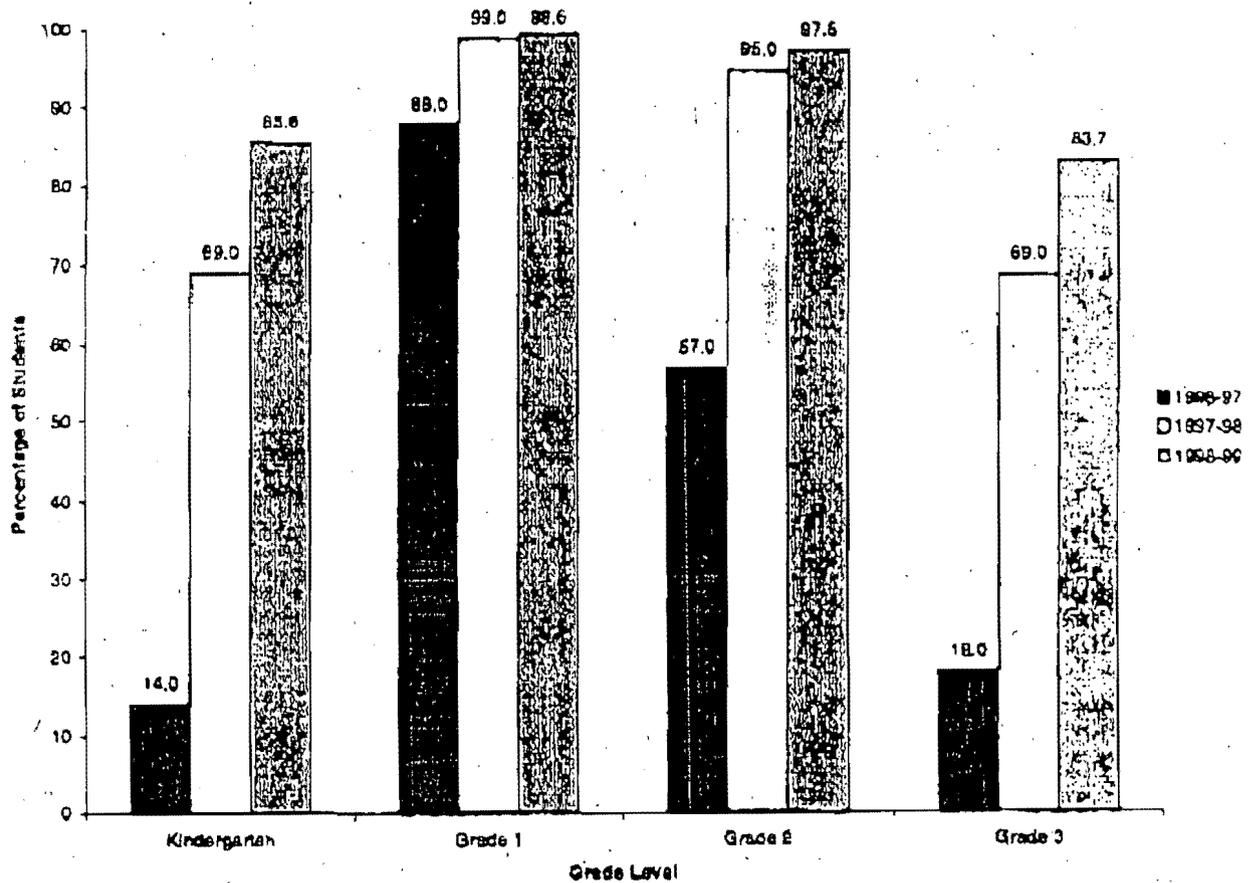
It is also important to understand that the CSR program is not being implemented within a static system. California's schools are undergoing numerous other major educational reforms that involve changes in curriculum standards, state assessments, bilingual education guidelines, teacher certification procedures, and student promotion policies. These interventions and others interact in intricate and complex ways, making it difficult to attribute changes to any single effort, including the CSR program.

RESULTS

CSR is Nearing Full Implementation

By the end of the third year of CSR (the 1998-99 school year), 98.5 percent of all eligible districts were participating in the program, and 92 percent of California's K-3 students were in reduced size classes (see Figure 1). In other words, CSR had been implemented in about 94,000 classes serving nearly 1.8 million students. This represents an increase over the second year of implementation, when 84 percent of California's K-3 students received instruction in reduced classes. And because the law required that districts first reduce class size in grades 1 and 2, the growth in 1998-99, as might be expected, occurred primarily in kindergarten and grade 3.

**Figure 1—
CSR Implementation Over First Three Years of Program**



Source: California Department of Education. Retrieved February 24, 1999, from the World Wide Web: <http://www.cde.ca.gov/ftpbranch/sfpdiv/classize/facts.htm>.

Moreover, 1998-99 saw the elimination of the gap in the extent to which CSR had been implemented in schools serving high versus low percentages of low-income students. And there was a considerable narrowing of the gap between schools serving high and low percentages of minority or EL students.

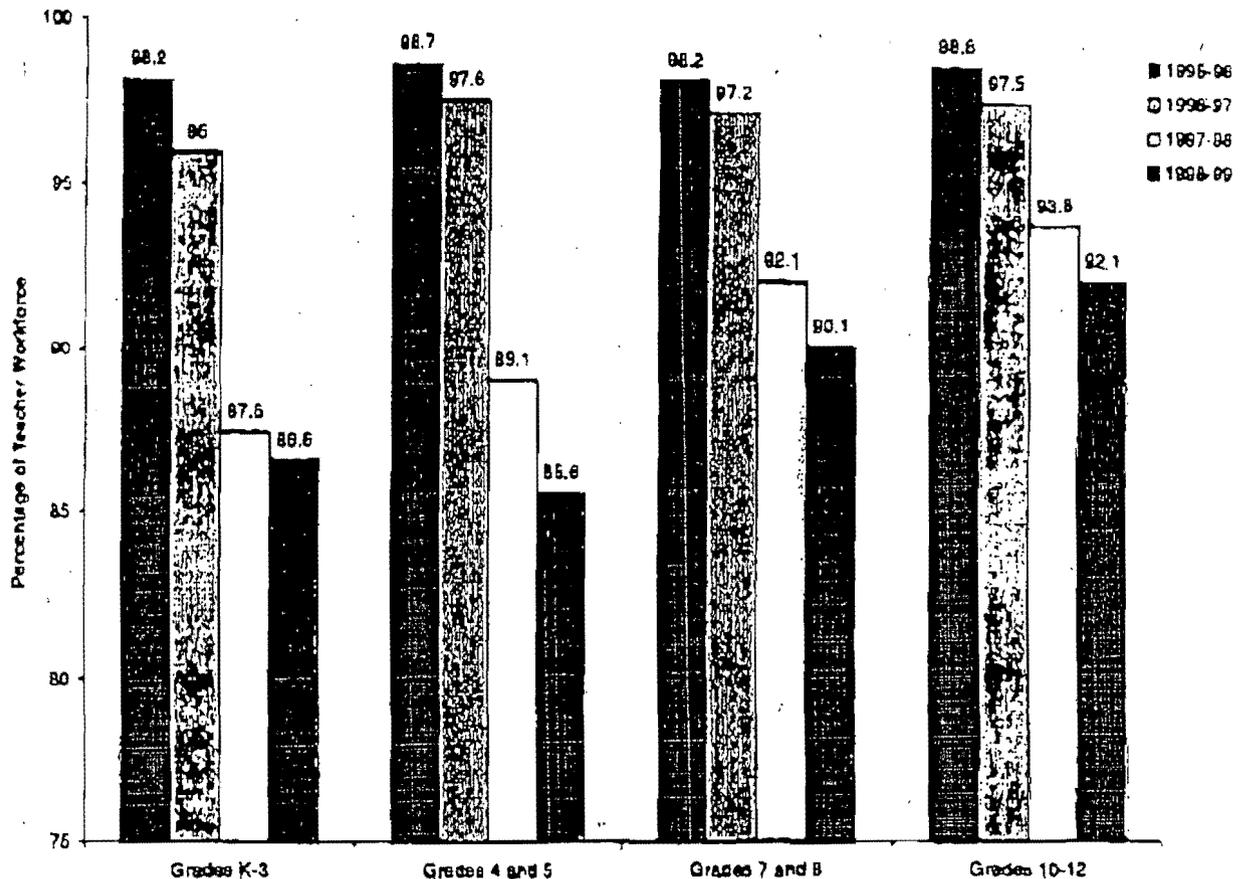
Even so, there were still some non-reduced classes (primarily in kindergarten and grade 3), and they were concentrated in schools serving high percentages of Hispanic students. For example, schools whose student body was less than 15 percent Hispanic had 95 percent of their third graders in reduced classes, whereas schools with 45 percent or more Hispanic students had 80 percent of their third graders in the smaller classes. That's a difference of 15 percentage points. The comparable gap at the kindergarten level was 11 percentage points.

Teacher Qualification Levels Declined in Grades K-12, But the Decline Was Greatest in the Elementary Grades

While CSR was being implemented, the qualifications of California's teacher workforce declined. The proportion of teachers with full credentials decreased in all grades (see Figure 2), as did the proportion of teachers with the minimum level of college education (only a bachelor's degree) and the proportion of experienced teachers (those with more than three years of experience). A number of factors, including the booming state economy and increasing enrollments may have been responsible for this decline.

But the problem of underqualified teachers was greatest in elementary schools, where CSR created the greatest increase in demand. The decline in qualification levels of the K-3 teacher workforce that we described in last year's report continued in 1998-99, although at a much slower pace. And the changes in the teacher workforce that we saw for K-3 were mirrored in grades 4 and 5. That is, the proportions of teachers who were fully credentialed, had college training beyond a bachelor's degree, or had more than three years of experience decreased for grades 4 and 5 at the same rate they decreased for K-3.

**Figure 2—
Percentage of Fully Credentialed Teachers, 1995 to 1999**

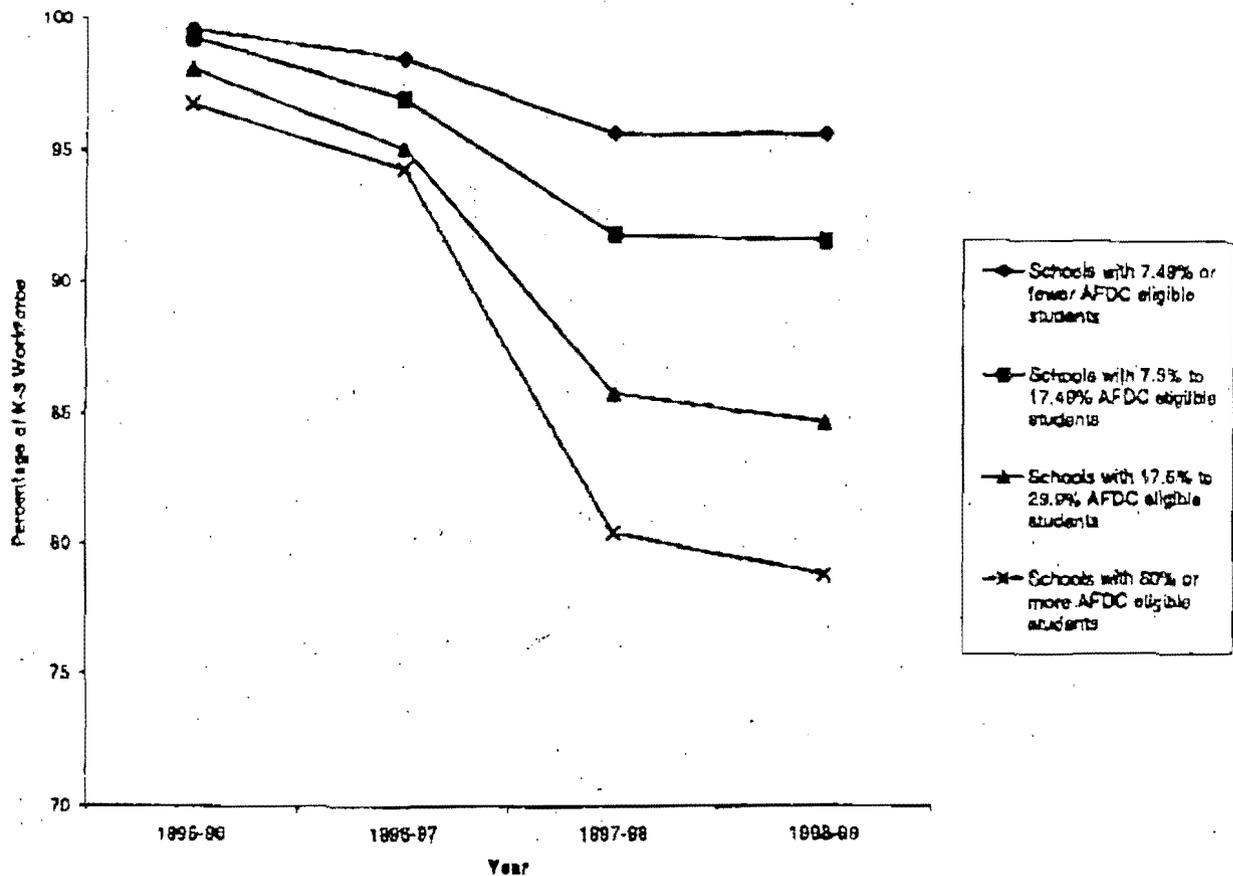


Source: CSR Consortium analysis of California Department of Education, California Basic Education Data System—Professional Assignment Information Form (CBEDS-PAIF) data.

Decline in Teacher Qualifications Was Greatest in Schools Serving Students Most in Need

The decline in teacher qualifications was greater in elementary schools serving low-income, EL, or minority students than in other schools (see Figure 3). Elementary schools serving the fewest low-income students saw the proportion of fully credentialed K-3 teachers decrease from 98 to 96 percent from 1995-96 to 1998-99, while schools serving the most low-income students saw the proportion of underqualified K-3 teachers decrease from 96 to 80 percent. In 1998-99, the rapid decrease in qualified teachers that happened in the first three years was halted for schools with fewer low-income students, but it continued, though more slowly, for schools with more low-income students.

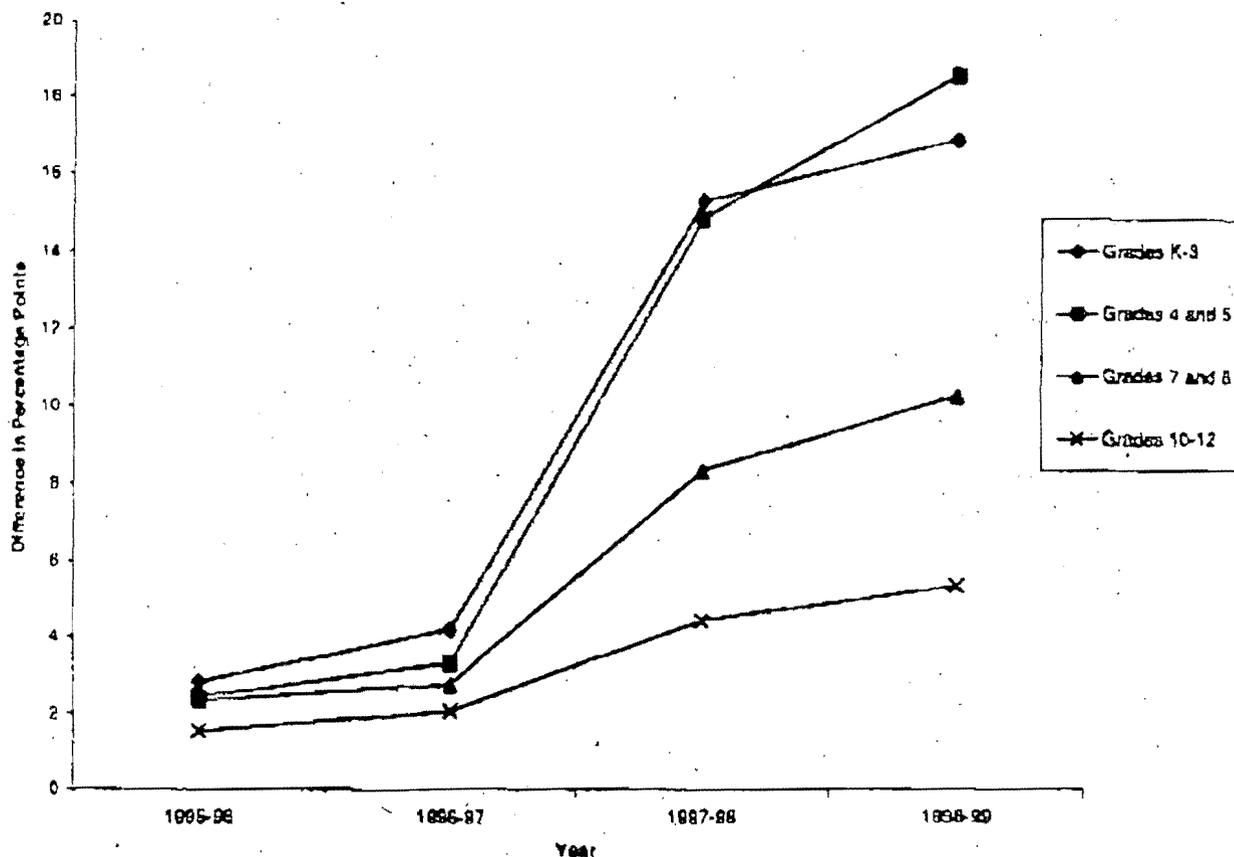
**Figure 3—
Percentage of K-3 Teachers Fully Credentialed In Schools with Different
Proportions of Low-Income Students**



Note: Differences between the top and bottom quartiles in the same years are statistically significant at the 0.01 level.
Source: CSR Consortium analysis of California Department of Education, CBEDS-PAIF data.

The uneven decline in teacher qualifications seen in grades K-3 occurred to a lesser extent in all grade levels, K-12. This is illustrated by dividing all schools into four groups based on the percentage of low-income students, and looking at the gap in teacher qualifications between the top and bottom groups (see Figure 4). At every grade level, there was a difference in teacher qualifications between schools with high percentages of low-income students and schools with low percentages of low-income students, and these differences increased from 1995-96 to 1998-99. These gaps were greatest in the elementary grades.

**Figure 4—
Difference in Percentages of Fully Credentialed Teachers Between Schools with Less Than 7.5% Low-Income Students and Schools with More Than 30% Low-Income Students**



Source: CSR Consortium analysis of California Department of Education, CBEDS-PAIF data.

Reduced Size Classes Provided More Individual Instruction But Not Different Curriculum

The survey responses we received from third-grade teachers for 1998-99 were similar to those we had received for the previous school year. They indicate that teachers in reduced size classes, once again, devoted more instructional time to small groups and to working with individual students on mathematics and language arts lessons than did teachers in non-reduced size classes (see Table 1). Moreover, teachers in the smaller classes also continued to provide comparatively more extended attention to poor readers, and were more positive about their ability to assess and meet student needs and to provide students with quick feedback and individual attention. Reduced class size was related to better student discipline in both years as well. In 1997-98, teachers in the smaller classes spent

proportionately less time disciplining students than their counterparts in the larger classes did; in 1998–99, the proportion of students who were disruptive during lessons was smaller in the reduced classes.

**Table 1—
Grouping Practices Used by Teachers in Language Arts**

Practice	Average Minutes per Day			
	1997–98		1998–99	
	Reduced	Non-reduced	Reduced	Non-reduced
Time with whole class	<i>38.2</i>	<i>43.0</i>	51.1	50.4
Time with large group (5 or more students)	<i>26.5</i>	<i>32.2</i>	28.7	34.9
Time with small group (2–4 students)	<i>20.6</i>	<i>15.7</i>	<i>23.4</i>	<i>14.6</i>
Time with individuals	16.0	14.0	<i>18.1</i>	<i>11.4</i>

Note: Differences shown in bold italics are statistically significant.

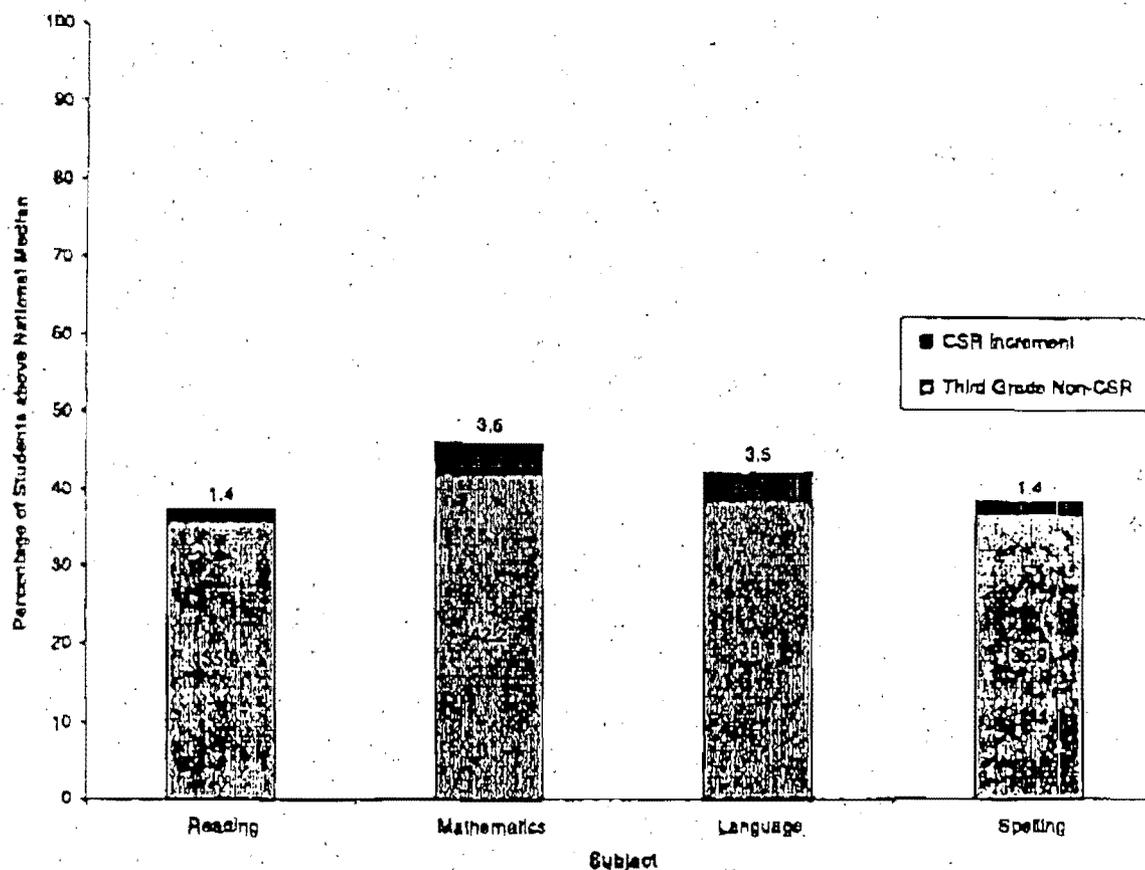
Source: 1998 and 1999 CSR teacher surveys.

However, teachers reported few differences in curriculum, regardless of class size. Teachers in reduced and non-reduced size classes alike covered about the same number of mathematics and language arts topics and devoted about the same amount of time to each major curriculum element. There were no differences between reduced and non-reduced classes in terms of language arts learning activities, and there was only one difference in terms of mathematics: Students in reduced classes worked with measuring instruments in mathematics (e.g., rulers, compasses) more frequently than their counterparts in non-reduced classes did.

Small Improvement In Third-Grade Student Achievement Persisted Into Fourth Grade

This year's evaluation and last year's found that third-grade students who were enrolled in reduced size classes performed better than those who were not. This was true in 1997–98, when both of these groups had little or no prior exposure to reduced size classes, and it was true again in 1998–99, when both groups had one to two years of prior exposure to such classes. For 1998–99, we also found that between 1 and 4 percent more third-grade students scored above the national median in schools that had implemented CSR than in schools that had not (see Figure 5).

**Figure 5—
Percentage of Third-Grade Students Above 50th National Percentile Rank
(Median) With and Without CSR**



Moreover, we found that the gains in achievement were similar regardless of a school's student characteristics—that is, regardless of the percentage of minority, low-income, or EL students in the school. This was true in 1997–98 and again in 1998–99.

In addition, there was evidence that the benefits of being in a reduced size class persisted after students returned to a large class for one year. In 1997–98, third-grade students who were in smaller classes had higher scores at the end of the year than did third-grade students who were in larger classes. In 1998–99, both of these groups were in fourth grade and thus in non-reduced size classes. At the end of fourth grade, students who had been in the smaller third-grade classes once again had higher scores than did students who had been in the larger third-grade classes. The difference in achievement at the end of fourth grade was smaller than the difference after third grade, but it was still statistically significant.⁶ And the difference was observed whether students in the smaller classes had been in them for third grade alone or for both second and third grade. There

⁶ This analysis was based on students who were enrolled at the same school for at least three years.

were no lasting effects in fourth grade, however, for students who had participated in reduced size classes only in second grade.

When we looked at the state-level results, comparing the whole 1997-98 fourth-grade class that had little or no exposure to reduced size classes with the whole 1998-99 fourth-grade class that had over a year of exposure to CSR on average, we found no differences. We are more likely to see statewide effects from the CSR program in fourth grade in the future, when the total years of exposure will be greater.

Special Populations Fared Somewhat Worse Under CSR

The percentage of students identified as needing special education services was unaffected by CSR, although interviews in six large districts suggested that the number of students referred for special education assessment did increase with the implementation of CSR. However, the CSR program placed additional pressures on services for EL and special education students. As the program grew, many teachers switched from teaching these two groups of students to teaching in regular K-3 classes (see Table 2). Based on reports from superintendents, we estimate that in 1998-99 alone, about 1,000 teachers moved out of these programs and into K-3 classes.

**Table 2—
EL and Special Education Teachers Becoming Regular K-3 Teachers from
1995-96 to 1997-98**

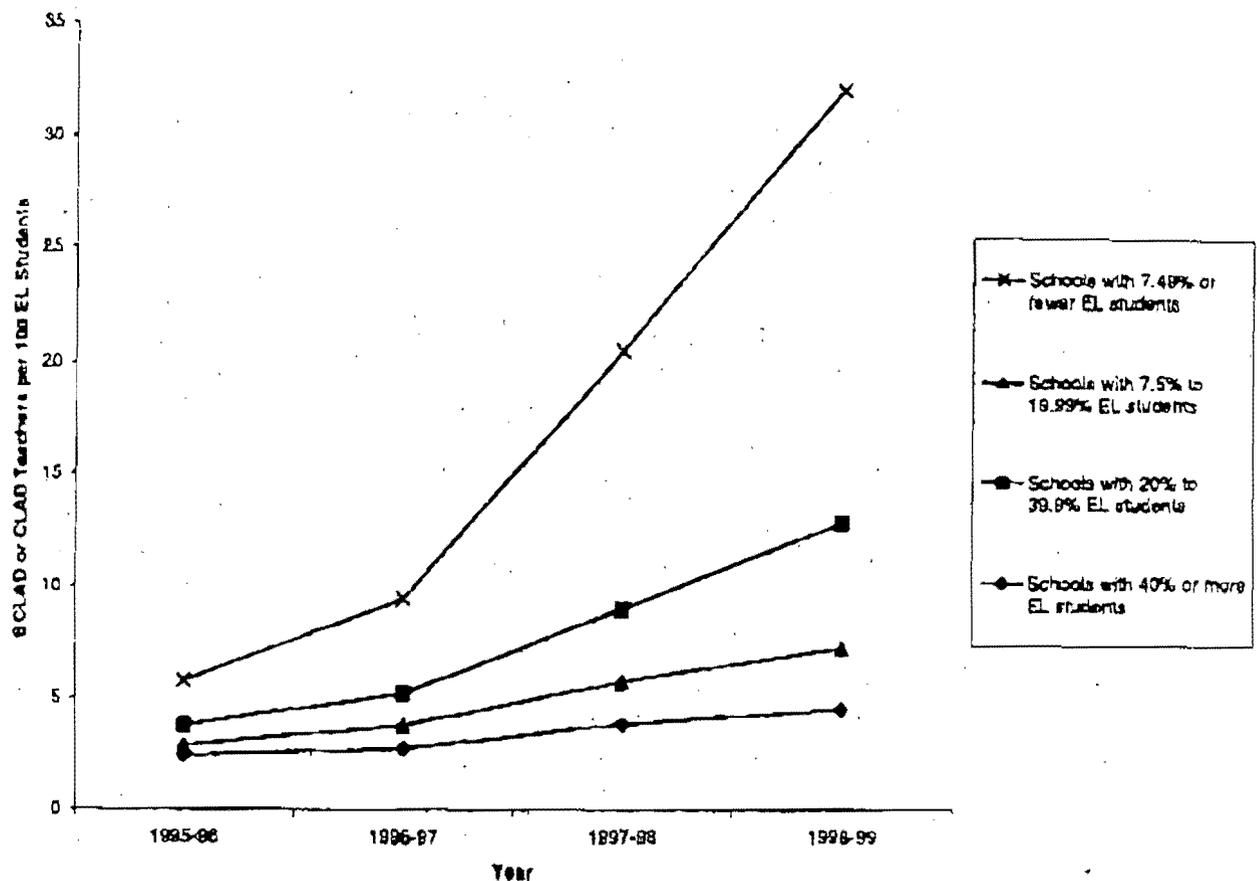
Transfer Type	1995-96	1996-97	1997-98
EL to regular K-3	65	420	509
Special education to regular K-3	165	357	495

Note: Statewide estimates are based on responses to district surveys.

At the same time, more teachers were obtaining extra training to qualify for special certificates to work with minority and bilingual students. Although the proportion of teachers with extra certification increased dramatically during this period, schools serving more EL students received proportionately fewer of these teachers (see Figure 6).

The additional certificates are called Cross Cultural Language and Academic Development (CLAD) and Bilingual Cross Cultural Language and Academic Development (BCLAD) certificates.

**Figure 6—
K-3 Teachers with CLAD or BCLAD Credentials in Schools with Different
Proportions of EL Students**



Source: CBEDS and R-30 Language Census Forms.

IMPORTANT CAVEATS

Some people will see the small positive effect on student achievement associated with the CSR program as good news, particularly given the still early stage of the program's implementation and the difficulties some schools have encountered with implementation. Other people may be disappointed that California's large investment of funds has produced such relatively small effects and that, thus far, the program has not reduced the gap in achievement between low-income, minority, or EL students and other students. We suggest caution in making too strong a judgment about the CSR program's effects on achievement at this early point in time. No one has ever implemented a class size reduction reform on this scale before, and it is difficult to establish criteria for success at this juncture. Additional time and experience are needed if we are to measure the cumulative effects of reduced size classes and to clarify what would be a reasonable standard for success. Students in the Tennessee STAR study had four years of class size

reduction beginning in kindergarten, and no student in California has yet received this much instruction in reduced size classes.

IMPLICATIONS

One of the primary purposes of the CSR evaluation was to let policymakers know whether changes were needed to increase the benefits of the CSR program. Based on our research to date, we can make the following recommendations:

- Stay the course. Policymakers should continue the CSR program in grades K-3 in its basic form to allow the time necessary to realistically assess its impact.
- Address funding and facilities challenges to ensure they do not undermine the effectiveness of the CSR program. Policymakers should
 - periodically review the cost of CSR implementation at the district level and adjust the funding formula to ensure that the support provided for CSR covers the full cost.
 - analyze the funding allocation system for CSR to ensure that it is not leading to educationally unsound teacher or student assignment practices. The funding mechanism must support rational implementation of CSR if the program is going to have the greatest positive effect on student achievement.
 - provide annual cost of living adjustments for the CSR program.
 - take actions to remove the barriers that exist for the 15 percent of California's schools that have not reduced class size in kindergarten or third grade.
 - support state bond measures and other initiatives that help school districts expand, modernize, and maintain their facilities.
- Make sure that all state policies focused on improving California's teacher workforce address the full range of problems, including those exacerbated by the CSR program. Policymakers should
 - ensure that teacher qualifications in grades 4 and 5 are strengthened so that they do not undermine student gains made in K-3.
 - track the early career patterns of novice teachers in reduced K-3 classes to determine the relationship between CSR and early career retention.

- **Make CSR in K-3 more effective for the schools and students most in need. Policymakers should**
 - target funding designated to improve the qualifications of California's teacher workforce in schools serving low-income, minority, and EL students.
 - establish experimental pilot projects to investigate the benefits of further reductions in class size for low-income, minority, and EL students in the most essential subject areas.
 - continue to monitor the program's implementation to ensure that CSR does not threaten the availability of resources and teachers essential to meeting the needs of special education students.
- **Encourage the strategic use of California's federal funds for class size reduction as a way to address the problems identified in this evaluation. Policymakers should**
 - explore the use of federal class size reduction funds to complete the implementation of CSR, especially in schools with high percentages of Hispanic students.
 - ensure that any new state or federal CSR initiatives do not exacerbate the existing shortage of qualified teachers.
- **Move quickly and boldly to mandate improvements in the state's education data system so that the effects of current reforms can be carefully investigated and future reform efforts can be meaningfully evaluated. Policymakers should**
 - require that student identifiers be included on the SAT-9 files retained by the state so that student achievement can be linked across years.
 - develop secure data systems that allow information about teacher qualifications to be linked to student test scores. Qualified researchers can then use these data to help policymakers evaluate the effectiveness of their programs without revealing the identity of teachers and students
 - ensure that the mandated data system benefits both districts and the state by helping districts meet their needs for data and easy local record transfers on students, and by helping the state evaluate and report the success of its programs.
 - provide incentives for schools and districts to cooperate with state efforts to collect additional data. Some states make participation in state-sponsored programs or funding contingent on a school's cooperation with state data collection efforts.

Executive Summary

- Evaluate future school reform efforts thoroughly to ensure that California gets the most value for its investments. Policymakers should
 - continue to fund careful evaluations of existing school improvement programs to assess the interactions between school reform variables, the status and effectiveness of implementation of various reforms, and the cost/benefit analysis related to improved student achievement.
 - conduct pilot projects or preliminary impact analyses before implementing costly school reforms in order to determine program effectiveness, costs and benefits, and possible unintended consequences.

August 2, 2000

TO: Randy Quesada
White House
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In the strategy session on language proficiency, participants agreed on two key points. Hispanic students must be able to understand, speak, read, and write English at levels comparable to those of their native English-speaking peers. And, they should be encouraged to develop their Spanish proficiency so they exit the education system fully bilingual and biliterate. In fact, participants agreed that the education system should support bilingualism for *all* students. While there were differences of opinion about the most effective methods and strategies to use in accomplishing these goals, no one questioned that proficiency in two languages is essential in today's global economy.

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