

- advocacy conf

**First Lady Hilary Clinton's White House Convocation on Hispanic
Children and Youth
August 2, 1999
Washington, DC**

Hispanic Educational Attainment

Distinguished First Lady

Honored Guests

here we
are today

Thank you for the opportunity to contribute to this national dialogue today on Hispanic youth.

In responding to First Lady Clinton's request, I will present to you a picture of Hispanic educational attainment. I would like you to put yourself in that picture.

This year, 1999, a little more than 700,000 Hispanic children are being born. See yourself as one of those children. Make yourself that child, that Hispanic American child.

By this date in the year 2015, you are turning 16 years old. An adolescent, a teenager, filled with all the hopes and dreams that a teenager wants. Imagine you are still in school, likely between the 9th and 11th grades.

By 2015, you are one of about 10.5 million Hispanic American children who are your age or younger, and you know there are many more to come. Your peer cohort and the cohorts below you are accounting for about half of all the Hispanic American growth in the U.S. since 1995. In that 20 year period, the Hispanic American population has grown about 20 million - ten million between 1995 and 2005 and another 10 million between 2005 and 2015.

If current patterns and trends of educational attainment for Hispanic youth do not change or change very little, by 2015 you are facing the following challenges:

Challenges

- Many of you (as Dr. Cordero-Guzman reminds us), are poor. In fact, almost half of you are growing up with poor families in poor neighborhoods. You are wondering how possible is it that you will ever escape poverty? You get tired, angry and frustrated that you always have to fight the odds.

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- Because you are poor, you go to resource poor schools. Your schools, even though it is 2015, don't have what other schools have. You have few technological resources at home or in school, and fewer teachers who actually know how to teach you to use them. You have never had enough textbooks to go around. In fact, you do not have enough credentialed teachers to go around. You have had a few teachers who you know really care about you and your future, but not all.
- Poor or not, more than half of you has grown up knowing and speaking Spanish. It is part of your cultural experience with your family and joins you with the majority of the population of the Americas. Yet, most of you have learned that your teachers and your schools do not expect much of you academically, and do not expect you to attain much educationally. You also have learned that if you are bilingual and speak Spanish, you are not expected to succeed academically, if at all. You know that this is what happened to your parents.
- You are beginning to experience that one in every four of your friends are dropping out of school or getting ready to. You know that many of these are getting in trouble with the criminal justice system and some are finding low-end jobs in food services, health care, hospitality and maintenance work. Many of your friends who are girls and dropping out are pregnant. You know you have a one in five chance of getting AIDS whether you are a boy or a girl, but not enough people talk to you about it. You realize that there is about a 1 in 6 chance that you will finish high school or get a GED by the time you are twenty-five. You fight a constant battle to stay engaged with your own learning.
- You know that you have stayed in school so far, your grades are good, but you will not be able to go to the four-year college because you do not have the right credits, especially in mathematics and science courses. Even if you do have the credits, many of you will have counselors tell you to go to community college first. You are wondering if college can really be a hope for you.

Come back to 1999.

Of all Hispanics over the age of 18 in the U.S. (about 18 million), I would like to emphasize these five statistics on educational attainment:

- 20 percent (3.6 million) of us have less than 7 years of elementary schooling,
- Only 27 percent (4.8 million) have graduated from high school,
- Only 6 percent (1.06 million) have earned a Bachelor's degree, and
- Only about 1 percent or less of us has earned master's, professional or doctoral degrees.
- On average, among all the children under 18 and still enrolled in the K-12 system, we continue to lag about two years or more behind mainstream white students in reading,

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mathematics, and science – due not to innate, intrinsic factors, but rather extrinsic, contextual and political factors.

Let me remind you, these rates are current trends. For Hispanic American youth, each of these rates are and will remain less than the attainment rates for Americans of White, African, and Asian origin unless concerted national, state and local efforts reverse deeply rooted historical trends. This trends are occurring even as the Hispanic population becomes the majority minority population within 10 years, and within 50 years, perhaps the largest of any of the four major American ethnic or racial groups.

While certain academic gains can be measured with some groups of Hispanic students, there remains an enormous gap between Hispanic students and other students on specific measures of educational attainment. Over the last few decades, has there been progress? Yes, but it insufficient when considered in relationship to our proportionate growth and presence in K-12 schools, especially.

Unequal educational outcomes weaken our national fabric by under-utilizing all of its human and intellectual capital. Educational attainment is strongly related to economic and democratic prosperity. Due to the unabated and increasing high rates of poverty, unparalleled and rapid demographic expansion, linked to an educational enterprise that compromises and under-serves its fastest growing client, nothing short of excellence in equity and outcomes for Hispanic American youth can be acceptable to any of us.

While we know there are many challenges to Hispanic educational attainment, I would like you to take three primary challenges with you from this convocation:

- ❑ **One, the “against all odds” mentality that poor Hispanic children live with every day of their lives is robbing them of the interest and motivation necessary for educational success.**
- ❑ **Two, the challenge of building and maintaining engagement with learning is central to educational growth. Engagement that results in Hispanic students wanting to learn more, engagement that results in Hispanic students enjoying learning enough to not want to stop. Engagement that results in schools and teachers knowing how to build on the unique gifts of linguistic and cultural diversity.**
- ❑ **Three, accepting the challenge that post-secondary attainment of Hispanics is absolutely essential to ensure the emergence of Hispanic leadership in civic and political life, in business and health, in education, and in all aspects of our American culture for the 21st century.**

Opportunities for Policy and Practice

There are specific opportunities for policy and practice that address the three challenges I

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have posed to you.

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1. It is way past the time to acknowledge that bilingualism is not a threat, but an asset to this nation. The natural, national resource of a Spanish speaking bilingual population should be capitalized on for the expansion of democracy and markets throughout the hemispheres, as well as for promoting educational success. Known models of successful bilingual education development programs need wide dissemination and support. It is shortsighted to think we are preparing American children for living, working, competing and enjoying the new century without facility in at least one language in addition to English.
1. Hispanic students get the message early on that their academic success is not an expected norm but rather, an exception. Hispanic students also are generally tracked into non-college preparatory course sequences. Today, Hispanic students are receiving, on average, more vocational course credits than academic credits, and are less likely to take algebra, geometry and science courses – the minimum requirements for college acceptance. (Only 6 states require Algebra 1 for high school graduation and none require Geometry.)
1. Several educational reform efforts based on systemic and partnership approaches are demonstrating success with Hispanic and other minority students. These need support, expansion, and dissemination.
1. Since the majority of Hispanic students who complete high school or its equivalent become engaged with higher education only at the community college level, community colleges are challenged to:
 - offer job training and re-training,
 - develop literacy among critical masses of U.S. and immigrant Hispanics,
 - build Hispanic capacity in technology, and
 - ensure successful transitions to four-year institutions.
1. Graduating unprecedented numbers of Hispanic students from colleges and universities must become a local and national priority. How to do so is well established in the wide range of research on student persistence and retention, but funding, policy and practice remain at the margins of state and institutional priorities. We know how to keep students in college. Healthy democracies and markets depend on educational prosperity. The social and individual rates of return of a higher education translate to high rates of community and public service, as well as benefiting economic progress. Hispanics are a major player in the current and future democratic and economic prosperity of this nation.
6. Our greatest opportunity is to solidify and operationalize the political and cultural will to

dramatically improve Hispanic educational attainment, in all educational sectors, simultaneously.

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Suggestions for the First Lady's Comments:

1. We must recognize that we are already paying the price for under-investing in the education of our Hispanic and other minority young people.
1. A national discourse on Hispanic educational attainment must be re-ignited. It must be characterized by a constant and articulate voice expressing the consensus of our highest and most influential political, business, and educational leaders.
1. To aggressively invest cultural, political and financial resources in the educational success of Hispanics without delay is the right idea at the right time for the right reasons.
1. Generations of Hispanics have been lost due to the cultural and political inertia to move beyond the status quo of expecting and accepting low and mediocre rates of educational attainment among Hispanic youth. We cannot afford to lose any more, not one child.

Live births to Hispanic women are averaging increasingly greater than about 700,000 per year since the early 1990s.

This growth does not include the numbers added by undocumented immigrants. Based on projected birthrates of the US Census Bureau Projections that exclude undocumented immigrants, between 1995 and 2005 the American Hispanic population increases by just under 10 million, and between 2005 and 2015 it increases again by just over 10 million. Taken from the 1997 educational attainment statistics calculated by the National Center for Educational Statistics.

259,000 or 1.4 percent have a Masters degree, 73,000 or .40 percent hold a professional degree, and 54,000 or .29 percent have earned a doctoral degree. There are entire fields in which Hispanics have never obtained a doctoral degree.



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

Recognizing the importance of increasing the level of educational attainment for Hispanic Americans, President Clinton established the White House Initiative on Educational Excellence for Hispanic Americans in 1994 through Executive Order 12900. The White House Initiative is guided by a Commission appointed by President Clinton in 1994 comprised of national educational leaders from all segments of the educational pipeline. Over the last five years, the White House Initiative has had many activities and accomplishments that reflect the Administration's strong commitment to improving the educational opportunities of the Latino community.

In 1995, a federal inventory of federal programs and activities addressing the educational needs of Latinos was coordinated. Public hearings were held throughout the nation and Puerto Rico to both reach out to the Latino community and assess the condition of Hispanics in education.

In 1996, the Commission submitted to the President their report, **Our Nation on the Fault Line: Hispanic American Education**. This comprehensive report lays out issues in Latino educational attainment from pre-K through graduate and professional education. Equally important, the report includes an action plan for federal, state and local levels. In response to the recommendations within this report, Vice-President Gore announced the development of the Administration's Hispanic Education Action Plan in February 1998. The Plan is the result of months of consultation with the Congressional Hispanic Caucus, education and Latino organizations, the National Economic Council, the Department of Education, and the White House Initiative on Educational Excellence for Hispanic Americans. The initial plan provides over \$520 million in new educational investments for programs that can make a difference in the quality of education for hundreds of thousands of bright, capable, Latino students. The Plan is intended to help Latino youngsters master the basics of reading and math; help them learn English, stay in school, and prepare for college. Ultimately, the Plan is intended to help Latinos succeed in college -- so they can graduate and seize all the promise of their future. To follow-up on this commitment, the Clinton Administration has now requested an additional \$480 million for fiscal year 2000.

Beyond this work, the White House Initiative has been committed to continuing its outreach to the Latino community to more directly engage the Latino community in the pursuit of a quality education. In addition to participating and presenting in conferences, and seminars throughout the nation, the White House Initiative has created a pilot national conference series entitled *Excelexencia en Educaci3n: The Role of Parents in the Education of Their Children*. This conference seeks to convene parents, schools, community-based organizations, federal agencies and national organizations with the same purpose: educational excellence for Latino students. The conference series began in San Antonio, Texas and has been hosted at Los Angeles, California, and New York City, New York. By the fall of 1999, the conference will also be hosted at Chicago, Illinois, and Miami, Florida.

The White House Initiative has also focussed its efforts on educating policymakers about the condition of Latinos in education through a series of policy seminars addressing a variety of educational issues, such as Hispanic Serving Institutions (HSIs) and the Benefits of a Multilingual Workforce (both held in 1998) and a four-part series on educational assessment and standards (held in 1999).

The federal government plays a vital role in leading the example for the nation to follow in education. For that reason, the White House Initiative was charged with working with each federal agency to assess and improve the services and programs they provide that can improve the educational opportunities of Latinos throughout the nation. The White House Initiative established an Inter-Departmental Council on Educational Improvement for Hispanic Americans in 1998. Each federal agency is represented on this Council and works with the White House Initiative to document and augment the services and programs that serve Latinos in education and in federal employment.

As the White House Initiative continues its work into the year 2000, we will continue to expand our efforts to work with policymakers, federal agencies, community-based organizations, and the Latino community throughout the nation to ensure Latinos have access to educational opportunities and a quality education.



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

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

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

The Creation of *Excelencia en Educación*

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

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

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

The academic emphasis of the conference is mathematics, reading and college readiness. The focus is on powerful strategies for parents to more fully engage in supporting their children's education. The conference covers how schools, teachers, civic leaders, community-based organizations, business and federal agencies can reach out to parents and more fully engage them in their children's education. By sharing "promising practices" and educational information, conference participants should have even better ideas for brightening the future of young Hispanics and prepared to serve as catalysts for enhancing parental involvement throughout the nation.

The first *Excelencia en Educación* was launched in October 1998 with AVANCE in San Antonio, Texas. For the inaugural conference, the White House Initiative brought together five federal agencies-- Education, Health and Human Services, Labor, Interior, and the Small Business Administration--as well as over four hundred parents, educators, Latino advocacy organizations and leaders from the private sector. At each conference, members of the Clinton/Gore Administration and members of the Congressional Hispanic Caucus have spoken. Small Business Administrator Aida Alvarez and Representative Ruben Hinojosa and Representative Ciro Rodriguez participated. Univision, the largest

Spanish-speaking television network, also plays a significant role in the conference series. In San Antonio, Univision president Henry Cisneros announced their plan to develop a multi-year education campaign.

In Los Angeles, in March 1999, the White House Initiative restaged the *Excelencia en Educación* conference in collaboration with the following five organizations: the Mexican American Legal Defense and Educational Fund MALDEF), the Annenberg project in Los Angeles (LAMMP), University of California at Los Angeles (UCLA), Los Angeles Unified School District (LAUSD), and PUENTE Learning Center. These organizations committed to build on the conference with community activities focused on Latino parent engagement. Over 800 participants, primarily parents of students enrolled in schools in East Los Angeles, heard from speakers including California Governor Gray Davis, Univision President Henry Cisneros, current chair of the Congressional Hispanic Caucus (CHC) Lucille Roybal-Allard, and the former chair of the CHC Xavier Becerra.

On June 4-5, 1999, the conference was restaged in New York City at CUNY-City College. Partnering with the White House Initiative were the Hispanic Federation, Community Association of Progressive Dominicans (ACDP), United Way of New York City, New York Board of Education, CUNY-City College, and ASPIRA of New Jersey. Secretary of Education Richard Riley opened the conference and Congress member Robert Menendez sent a message on behalf of the Congressional Hispanic Caucus. Janet Murgia, Associate Director for Legislative Affairs spoke to the participants about the Administration's activities and commitment and both Vice President Gore and First Lady Hillary Clinton provided messages on behalf of the Administration. Univision continued its support for the conference by having two of its personalities, Rafael Pineda of their local station, and Giselle Blondet of Despierta America, participate in the program. Our other corporate allies, State Farm and AT&T, were also in attendance and mentioned their commitment to addressing the strengths and needs of the Latino community.

The White House Initiative is already working with community leaders in Chicago and Miami to stage similar conferences in the Fall of 1999. These conferences are part of the larger national effort to support Latino parents as they pursue *excelencia en educación* for their children. For more information, please call the White House Initiative at 202-401-1411.

REMARKS AS PREPARED FOR VICE PRESIDENT AL GORE
LAEF 50TH ANNIVERSARY DINNER
Saturday, January 23, 1999

I am delighted to be here tonight to help celebrate 50 glorious years of the Latin American Educational Foundation.

Tonight, as we see the faces of these bright young Latino men and women, we also see faces of our common future. These are the young men and women who will be driving the economy, making the decisions, and leading America through the 21st Century. The next Sol Trujillo or Cindy Valasquez or Frederico Pena or Maria Echaveste may be sitting in this audience tonight. We don't know for sure who it will be -- but we do know that the contributions they make, the jobs they hold, and the lives they lead will depend in large part on the education they can receive today.

That has always been the great insight -- not only of the Latin American Educational Foundation -- but of the entire Latino community. That's why, 50 years ago, when people like Bernie Valdez went door to door asking friends and neighbors to give a dime, or a dollar, or five dollars to help kids they would never meet and families they would never know -- they gave, because they knew that education was the foundation of the American Dream.

But they also knew that when you help a child go to school, you are giving them much more than a scholarship -- you are giving them the confidence of knowing that you believe in their hopes and you believe their future. In the end, making our children believe that their dreams can come true is the greatest gift that this foundation gives.

As a parent, I know that many of you look at your own families and join me in saying that: *en mi familia, la educacion es lo mas importante*. But you also understand better than anyone that: *y en la familia Americana, educacion tiene que ser lo mas importante*. That is a belief that President Clinton and I passionately share. I want to speak for a few moments tonight about what we are doing to open the doors of opportunity -- so that every single American child is able to share in the promise of the American Dream.

As the President said in his State of the Union Address four nights ago: the state of our union is strong. We have the longest peacetime economic expansion in our history, with nearly 18 million new jobs -- more than 428,000 in Colorado alone. Wages are rising at twice the rate of inflation -- including the largest two-year increase in Hispanic income ever. We have the highest homeownership rate in history, the lowest welfare rolls in 30 years, the lowest Hispanic and African-American poverty on record, the lowest unemployment rate since 1957 -- and for the second year in a row, the Denver Broncos are going to the Super Bowl!

Well, maybe we can't take credit for everything...

Incidentally, there is one man at the heart of all the progress we see in America today -- nuestro amigo y campeon -- President Bill Clinton. His leadership has been good for our nation.

I am also proud to say that under the Clinton-Gore Administration, we have named more Latino Americans to Cabinet seats, judgeships, and high posts than any time in history. I believe

we are one of the most successful administrations in history, not in spite of our diversity -- but because of it.

That diversity is reflected more and more in our society. The fabric of America is changing and growing stronger every week. The contributions of Hispanic Americans -- who have enriched and ennobled the American family for more than 200 years -- are growing stronger every day. We now have more Latino business owners, elected officials, corporate leaders, CEO's, and homeowners than at any time in our nation's history.

Education has been the key to that success. And over the past six years, with tax credits and more affordable student loans, with more work-study grants and more Pell grants, with education IRA's and the new HOPE Scholarship tax cut that more than five million Americans will receive this year -- we have finally opened the doors of college to all Americans.

We still have a long way to go. We cannot be satisfied as a nation with a Hispanic drop-out rate that still hovers near 20 percent. As Henry Cisneros reminded us when he spoke to this dinner last year, Latinos have as much of a stake in education as anyone else. Nearly half of all Latinos in America today are under the age of 24 -- and 40 percent are under the age of twenty. As Secretary Cisneros said, it would be a tragedy, at the very moment that more and more Latinos are becoming leaders, if this nation lost its historic commitment to public education.

And that's especially true now.

That's why last year, right here in Denver, I called on Congress to pass our proposal to help communities build and modernize schools -- and to start hiring 100,000 new teachers to reduce class size to 18 in the early grades. We fought for and won a down payment on our plan to begin hiring the new teachers -- but Congress failed to enact our plan to help rebuild our schools.

As the President said four days ago: now is the time for Congress to finish the job.

As part of the balanced budget we are submitted this year, we are renewing our proposal to rebuild and modernize more than 5,000 public schools -- and we are not going to rest until it passes.

That's just the beginning. The President has proposed a bold agenda to raise standards in our children's schools. In his State of the Union Address, he challenged our schools to end social promotion -- and give our students the extra help our children need to succeed, because no child should pass from grade to grade without mastering the material they need to know. But we must lift up our children, not punish them. That's why we have proposed a \$400 million increase to help more than a million children get quality after-school and summer school programs. We are investing in linking every classroom and library to the Internet -- and making sure that teachers are trained in the latest technology. We have proposed a new initiative to recruit thousands of talented young people and others to teach in our highest-need schools.

We are also targeting new efforts to make sure that Hispanic students who are most in need have the tools they need to succeed. Four years ago, President Clinton and I brought together a group of Latino leaders to study new ways to help young Hispanic men and women stay and succeed in school. One of the most influential voices was the White House Commission on Educational Excellence for Hispanic Americans, and we proud to be joined by three members of that Commission here tonight -- Guillermo Linares, Herlinda Arhchuleta, and Linda Alverado. We took the ideas that came out of those meetings and turned them into real proposals to help improve the graduation rate. I was especially proud that three months ago, we passed an initiative that I announced last February -- to create the first-ever national action plan to help Hispanic American students stay in school and succeed in school. This unprecedented \$500 million commitment will help Latino youngsters master the basics of reading and math; it will help them learn English, stay in school, and prepare for college. And ultimately, it will help them succeed in college.

Today, I am proud to announce that we are taking the next steps. As part of our balanced budget, we are proposing an additional \$480 million to help Hispanic Americans thrive in our schools. These new funds will help even more students stay in school, prepare for college, and graduate with the skills to succeed. And we are going to closely monitor these investments to make sure they help the students who need it most.

In a way, our Hispanic Education Initiative celebrates the same values this organization has promoted for more than 50 years. In this room, as in the Latino community, words like familia, comunidad, educacion, patria, y Dios are not just palabras -- they are values and virtues that guide everyday life. Tonight, you are proving what we have always known: that when Americans come together in common cause -- when Latino leaders, business owners, and community leaders join hands and come together -- we can accomplish great things.

I believe that God's hand has touched the United States of America -- not by accident, but on purpose. He has given us not just a chance, but a mission, to prove to men and women throughout this world that people of different racial and ethnic backgrounds, of all faiths and creeds, can not only work and live together, but can enrich and ennoble both themselves and our common purpose.

We don't need more division in America. We don't need more attempts to roll back affirmative action. We don't need to exploit bilingual education for political gain or propose phony ballot initiatives. We don't need more scapegoats. What we need is more love and understanding and cooperation. We need to work together on solutions, to give our children the education and the future they deserve.

Fifty years ago, most Latinos were told that they could do one of two things -- work in the fields or work in the factories. Today, thanks in part to the work of the Latin American Educational Foundation, and the commitment of all of you, the only limits Latino children face are the limits of their own imaginations.

In the weeks and months ahead, let us do all we can to ignite those young imaginations, to believe in their dreams, and to help turn their goals into a reality. In the words of Cesar Chavez:

Juntos hemos trbajado en el pasado. [*Together, we have worked in the past.*]

Juntos hemos logrado mucho. [*Together, we have accomplished much.*]

Juntos iremos mano en mano al proximo siglo. [*Together, we will walk hand in hand into the next century.*]

Thank you, LAEF, for 50 years of leadership. God Bless you -- and God Bless our United States of America.

THE WHITE HOUSE

Office of the Vice President

For Immediate Release
Saturday, January 23, 1999

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**VICE PRESIDENT GORE ANNOUNCES ADMINISTRATION WILL SEEK
EXPANSION OF HISPANIC EDUCATION ACTION PLAN**

Washington, DC -- Vice President Gore announced today a proposed expansion of the Administration's Hispanic Education Action Plan, calling for at least an additional \$480 million to improve educational programs and institutions serving high concentrations of Hispanic students and pledged that he and the President would announce additional components of the plan in the coming weeks.

"There is nothing more important to America's future than investing in the education of all of our people," Vice President Gore said. "Our initiative will help ensure that Hispanic students get the education they need and deserve to thrive in the 21st century."

Hispanic Americans are the nation's fastest growing minority group; today about 14 percent of the school-age population is Latino; by 2020 the proportion will grow to about 22 percent. Hispanic students are among the nation's most educationally disadvantaged, with a persistently high dropout rates and low college attendance rates.

To address this important challenge, the Clinton Administration's Fiscal Year 2000 budget includes at least an additional \$480 million for an action plan based on systemic change and high standards for programs and institutions serving large numbers of Hispanic students. The action plan includes the following strategies, as well as additional steps in the FY2000 budget to be announced by President Clinton and Vice President Gore in the near future:

- * **\$320 Million to Strengthen Basic Reading & Math Skills, Raise Academic Standards.** All students, including those with limited English skills, must master the basic skills of reading and math and be held to high academic standards, and schools should be held accountable for helping students meet these standards. The Clinton Administration will propose increasing funding for Title I -- the largest federal elementary and secondary program -- by \$320 million to meet these critical needs for all disadvantaged students, including \$200 million to help states identify and improve the performance of low-performing schools. The majority of Hispanic students, as well as students with limited English proficiency, attend schools served by the Title I program, and thirty-two percent of students served are Latino. Moreover, in its proposal to reauthorize the Elementary and Secondary Education Act later this year, the Administration will propose holding schools participating in this program accountable for helping students with limited English proficiency learn English and master their academic subjects.

* **\$35 Million to Train More Teachers and Improve Instruction to Help Students Learn English and Master Their Basic Academic Subjects.**

This \$35 million increase in federal programs for children with limited English skills, coupled with last year's investment in the Hispanic Education plan, will help train more than 20,000 teachers over five years and improve instruction in order to help students learn English while making progress toward high academic standards. These investments (a \$25 million increase for teacher training and a \$10 million increase for improved instructional services) will help address the growing shortage of teachers prepared to teach students with limited English skills -- 75% of whom are Latino.

* **\$80 million to Prepare Disadvantaged Youth for Success in College.**

The Administration's budget will include a \$30 million increase in federal TRIO programs, including Upward Bound, to fund outreach, counseling, and educational support to help disadvantaged students prepare for academic success in college. The budget will also include more than a 50% increase -- an additional \$14.25 million -- to strengthen colleges with large Latino populations, and another \$35 million for a new initiative to help disadvantaged students stay in college and earn diplomas.

* **\$44 Million to Improve Education Programs for Migrant Youth and Adults:**

Migrant families--the majority of whom are Hispanic--face particularly difficult challenges to gaining a quality education and training. President Clinton and Vice President Gore are seeking a \$25 million increase in the migrant Education Program, a 67% increase -- \$6 million -- for the High School Equivalency Program (HEP), a \$3 million 75% increase for the College Assistance Migrant Program (CAMP), and \$10 million for a new Migrant Farmworker Youth program.

* **New Investments to Help Adults Learn English and Become Literate.**

The Administration's budget will include expanded efforts to help adults learn English and become literate, including a new tax credit to encourage employers to provide English-as-a-Second Language, literacy, and basic education programs for their employees. Under this proposal, businesses could get a 10% income tax credit for these kinds of programs with a maximum credit of up to \$525 per participating employee. Many adult Americans lacking literacy skills are Latino adults and others with limited English proficiency who face long waiting lists in many cities for English-as-a-Second Language courses. This new tax credit, costing \$139 million over five years, will help deploy the resources of businesses to make sure those in greatest need don't get left behind. President Clinton and Vice President Gore will announce additional steps to meet this challenge in the near future.

The initial Hispanic Education plan was announced last year by Vice President Gore as a direct response to findings from the President's Advisory Commission on Educational Excellence for Hispanic Americans. A nearly \$500 million action plan was passed a few months ago as part of the FY1999 budget, and the Administration will monitor implementation of this plan and undertake special outreach efforts to ensure that Hispanic youths and families benefit from these

programs.

ADDITIONAL STRATEGIES

The Vice President also said that the Administration will continue and expand work to improve education for Hispanic students, including through the following strategies:

Improving education for students and adults with limited proficiency in English, including Hispanics, through additional research and new strategies for other federal education programs.

- * The Education Department will invest in research on how to improve learning for Hispanics and other language minority students. This research will build a substantial knowledge base for planning effective instruction for students and adults whose native language is Spanish. Despite considerable learning about reading and skill development for English-speakers, there are few comprehensive studies or instructional models focused on students, including Hispanic students, with limited English proficiency.
- * When implementing the recently enacted Reading Excellence Act, the Education Department will draw on recommendations from the National Academy of Science on teaching and learning for children with limited proficiency in English.
- * The Administration intends to target part of an increase for the Head Start program to increase participation by underrepresented groups in areas with recent influxes of immigrants and limited English proficient children, including seasonal farmworkers. In 1996, according to the National Center for Educational Statistics, similar percentages of white and black 3 and 4-year-olds were enrolled in center-based programs, including Head Start programs, while their Hispanic peers were less likely to be enrolled.
- * In planning for and preparing the reauthorization of the Elementary and Secondary Education Act (ESEA) the Clinton Administration will place a focus on the needs of students with limited English proficiency. This will include a focus on high standards, assessment, performance, and institutional accountability for achievement for all children, including those with limited proficiency in English. The Administration will propose holding schools participating in Title I of ESEA accountable for helping students with limited English proficiency learn English and master their academic subjects.

Providing quality information to students and their parents:

- * The Department of Education has formed a partnership with Univision, the country's largest Spanish-language television network, to address the educational needs of Hispanic students. In August 1998, Univision aired an America Goes Back To School special focusing on parental involvement and broadcasting the Department's 1-800 number. Beginning in early 1999, the Department of Education and Univision will launch a public service announcement campaign to increase the awareness of parental involvement in

education.

- * The White House Initiative on Educational Excellence for Hispanic Americans will convene conferences in Los Angeles, New York, Chicago, and Miami in 1999 to support Latino parents in their efforts to ensure their children get a good education and to discuss how schools, teachers, community-based organizations and others can reach out to parents and more fully engage them in their children's education. Partners in the Los Angeles conference, to be held March 5-6, include the Los Angeles Annenberg Metropolitan Project (LAAMP), the Mexican American Legal Defense and Educational Fund (MALDEF), People United to Enrich the Neighborhood through Education (PUENTE) Learning Center, and the UCLA Office of Academic Development.
- * The Education Department will expand its efforts to provide quality information in Spanish and to Latino students and their families. In the fall of 1998, the Department distributed over 45,000 Read*Write*Now kits--in Spanish--to provide tips for volunteers working with students with limited proficiency in English and has improved its efforts to provide information via toll-free telephone lines and publications accessible to Spanish speakers. The Department of Education will build on this Hispanic Outreach Plan and take additional steps to improve the educational achievement of Hispanic students through additional outreach, information, and efforts to promote family involvement and community partnerships in communities with high concentrations of Latino students.

Ensuring Access to College:

- * In November 1998, the Department of Education hosted a satellite town meeting, "Going to College: Financial Aid Night" simulcast in Spanish. This town meeting focused on the priority issue of access to college and what Hispanic students and parents can do to start thinking early about college. The Department of Education will continue similar efforts throughout the year.
- * Under the newly authorized GEAR UP--Gaining Early Awareness and Readiness for Undergraduate Programs--the Department of Education will promote partnerships between schools and institutions of higher education to provide middle school students with support including mentoring, tutoring, counseling, and preparation for rigorous course taking as gateways to success in college. Special outreach efforts will help ensure that communities with high concentrations of Latino and disadvantaged students learn about opportunities to form partnerships under this new program.
- * The Department of Education is working with several states to support distance learning opportunities for the teaching of English as a second-language for adults.

The White House and federal agencies will monitor implementation of this plan over the next several months develop new strategies to ensure that Latino and other disadvantaged students benefit from Administration efforts to improve education for all students.

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BY RON EDMONDS—ASSOCIATED PRESS

First doctor to head relief agency, Bernadine Healy addresses workers here.

But much of the criticism Healy has received can be attributed to egotistical men who prefer women to be quiet and reserved, said Eric Topol, chairman of the department of cardiology at the Cleveland Clinic Foundation, where Healy chaired the Research Institute before her appointment to NIH.

"Women in medicine have had a tough fight," Topol said. "She had many pivotal leadership roles even in the 1970s and 1980s, when it was unprecedented."

Healy was the first female director of the NIH and the first named a science adviser to the White House. She fought for years to have more women included in medical studies, a battle she took up with ferocity on arrival at NIH.

Healy, Topol said, is a "dynamo, rich with ideas, remarkably creative, an extraordinary leader. She can process information and articulate ideas as well as anyone in the public eye today."

Her tenacity is perhaps best illustrated by the fact that she is taking on the challenge of

age 54, only five months after undergoing surgery for a brain tumor.

Topol said the tumor is rare but very treatable. Red Cross officials said that Healy, a mother of two daughters, has a "clean bill of health."

A spokesman declined to discuss her salary at this time, saying that "the compensation package has been agreed on, but not finalized." Her predecessor, Dole, was paid a salary of \$200,000.

Unlike Dole, who spent much of her tenure on the road giving paid speeches, Healy said she did not anticipate making paid appearances.

Healy also said that while she will continue to express her strong political views around the dinner table, she won't talk about them in public anymore. Her new job, she said in an interview after her speech to Red Cross employees here, requires "neutrality and impartiality."

Staff writer Rick Weiss contributed to this report.

Hispanic Fund Wins \$50 Million Grant

Award Supports College Scholarships

By VALERIE STRAUSS
Washington Post Staff Writer

The national Hispanic Scholarship Fund announced yesterday that it has received a \$50 million grant from Lilly Endowment Inc., one of the nation's largest private foundations, to promote college education among the nation's fastest-growing population segment.

The grant, which will provide funding for both aspiring and current Hispanic college students in all 50 states and Puerto Rico, is the largest amount ever pledged to a Hispanic organization for education in the United States.

"In the next century, Hispanics will continue to grow in number, influence and responsibility, and this grant recognizes the importance of education in building a foundation to make America stronger," Sara Martinez Tucker, fund president and chief executive officer, said in a statement.

The fund is the nation's oldest provider of college scholarships to Hispanic Americans and has awarded more than 36,000 scholarships totaling about \$38 million since it was founded in 1975. Three years ago it began a campaign to double—from 9 percent to 18 percent—the percentage of Hispanics earning college degrees by 2006. Ninety-seven percent of students who receive fund scholarships earn college degrees.

The grant will enable the fund to significantly increase the number of Hispanics starting college, Martinez Tucker said. The money will be used for various programs, including:

- A college retention fund, which will provide 2,000 academic scholarships per year over a five-year period to current four-year college students;

- A separate scholarship fund earmarked for graduating high school seniors, which will require individual school districts to raise matching funds in their

communities;

- A community college program, which will encourage individuals to continue their education by transferring to a four-year institution.

The Indianapolis-based Lilly Endowment is a private philanthropic foundation created in 1937 by three Lilly family members through gifts of stock in their pharmaceutical business, Eli Lilly & Co.

Endowment President N. Clay Robbins said the foundation decided to help the Hispanic Scholarship Fund because it was "impressed by research showing that low educational at-

The fund seeks to double the percentage of Hispanics who earn degrees.

tainment is a key barrier to the prosperity of Hispanic Americans."

Hispanics now account for 11 percent, or some 32 million, of the U.S. population, and it is estimated by demographers that 40 percent of the nation's new population in the next two years will be Hispanic.

Martinez Tucker, the first Hispanic female to enter AT&T Corp.'s executive management, joined the scholarship fund in 1997, determined to raise its national profile. She was largely responsible for securing the Lilly grant and is trying to reach out to other foundations and businesses.

"We will continue to seek additional support from other responsible corporations, foundations and private citizens to sustain the vision and mission that Lilly Endowment has made possible," she said.



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

The White House Initiative office has received numerous requests for more information about the Clinton Administration's Hispanic Education Action Plan (Plan). For fiscal year 1999, the Administration requested an increase of over \$600 million and Congress appropriated \$520 million for selected programs that can address the educational needs of many Hispanic students. The Plan is intended to help Latino youngsters master the basics of reading and math; help them learn English, stay in school, and prepare for college. Ultimately, the Plan is intended to help Latinos succeed in college -- so they can graduate and seize all the promise of their future.

The Plan is the result of months of consultation with the Congressional Hispanic Caucus, education and Latino organizations, the National Economic Council, the Department of Education, and the White House Initiative on Educational Excellence for Hispanic Americans. It is a response both to the final report of the Hispanic Dropout Project, **No More Excuses**, and to the earlier recommendations of the President's Advisory Commission on Educational Excellence for Hispanic Americans from their report **Our Nation on the Fault Line: Hispanic American Education**.

It is important to note that the funding for the Plan is for existing programs, not new educational initiatives necessarily targeted to Hispanic Americans. Specific information about each of these programs is available at the Department of Education web site [<http://www.ed.gov>]. The following table provides more detail of the funding increase for each program requested by the Administration and the final congressional appropriation for FY1999.

Hispanic Education Action Plan -- FY1999

(Increase in funding by program)

<u>Program</u>	President's Request	Actual Appropriation
Title I	\$ 391,768	\$ 300,788
Bilingual Education	33,000	26,000
Adult Education	33,449	24,449
Comprehensive School Reform	55,000	25,000
TRIO	53,333	70,333
Hispanic Serving Institutions	16,000	16,000
Migrant Education	49,216	49,216
High School Equivalency Program (HEP)	2,366	1,366
College Assistance Migrant Program (CAMP)	2,919	1,919
Migrant Youth Job Training (DoL)	5,000	5,000
Total:	\$ 642,051	\$ 520,071

Attached is additional information on each of the programs, including a chart of the President's Advisory Commission recommendations, the Administration's announcement of the Plan, and basic program summaries, appropriations, and contact information.

**President's Response and FY99 Appropriation to the
President's Advisory Commission on Educational Excellence for Hispanic Americans
"Our Nation on the Fault Line": Hispanic American Education**

Programs	President's Advisory Commission Recommendations	President's proposed FY 1999 budget	Actual FY 1999 budget appropriation
Comprehensive School Reform*	- Improve quality of instruction & condition of schools that Latinos attend - Address Hispanic high school drop out rates; - Enhance capacity to teach bilingual & multicultural students	\$30 million increase (20%) in existing program to reform schools with high dropout rates	\$30 million increase (25%) in the existing program; can be used to reform schools with high dropout rates
Bilingual Education*	- Equip educators to effectively teach bilingual & multicultural students - Promote multilingualism for all Americans	\$33 million increase (17%) to train more teachers over the next 5 years	\$26 million increase (9%) for existing programs and expand teacher training
TRIO Programs*	- Facilitate collaborations between higher education and community to provide apprenticeships, mentoring and summer training opportunities	\$53 million increase (10%) for all programs combined	\$70 million increase (13%) for all programs combined
Hispanic-Serving Institutions (HSIs)*	- Commit special initiatives and resources to HSI	\$16 million increase (133%)	\$16 million increase (133%)
Migrant Education Program*	- Increase resources to better meet needs	\$50 million increase (16%)	\$50 million increase (16%)
High School Equivalency Program (Migrant HEP)*	- Increase resources to better meet needs	\$2.4 million increase (31%)	\$1.4 million increase (18%)
College Assistance Migrant Program (CAMP)*	- Increase resources to better meet needs	\$2.9 million increase (138%)	\$1.9 million increase (92%)
Migrant Youth Job Training Demonstration [Dept. of Labor]*	- Facilitate collaborations between higher education and community to provide apprenticeships, mentoring and summer training opportunities	\$5 million, new investment	\$5 million, new investment
Adult Education/ESL*	- Establish programs to train young and other adults for a technology driven workplace	\$33 million increase (9%); \$20 million of it for model ESL	\$24.4 million increase overall (7%)
High Hopes for College/ Gear Up	- Facilitate collaborations between higher education and community to provide apprenticeships, mentoring and summer training opportunities	\$140 million (new program) \$15 million - Info. Campaign (new program)	\$120 million (new program)
Title I*	- Increase resources to better meet need	\$392 million increase (5.3%)	\$300.8 million increase (5.3%)
Head Start [HHS]	- Improve participation of Latino preschoolers and parents in early childhood programs	\$305 million increase (7%)	\$305 million increase (7%)
Goals 2000	- Increase resources to better meet need	\$10 million increase (2%)	\$0 million increase (0%)
Teacher Recruitment and Training	- Develop national campaign to recruit more educators who effectively teach bilingual & multicultural students - Improve the quality of instruction	\$65 million (\$350 million over 5 years)	\$75 million (new program)

**President's Response and FY99 Appropriation to the
President's Advisory Commission on Educational Excellence for Hispanic Americans
"Our Nation on the Fault Line": Hispanic American Education**

Programs	President's Advisory Commission Recommendations	President's proposed FY 1999 budget	Actual FY 1999 budget appropriation
Education Opportunity Zones	- Improve the quality of instruction - Improve knowledge, skills, and cross cultural competencies of teachers and administrators - Improve the condition of schools	\$200 million (\$1.5 billion over 5 years)	\$0 (initiative not included)
After-School and 21st Century Learning Center	- Provide access to quality learning environments for Hispanic students	\$200 million (\$1 billion over 5 years)	\$160 million increase
Modern School Buildings	- Improve condition of schools	\$19.4 billion in zero-interest bonds over 2 years	\$0 (initiative not included)

***Hispanic Education Action Plan**

Hispanic Education Action Plan - FY1999

(Increase in funding by program)

<u>Program</u>	President's Request	Actual Appropriation
Title I	\$ 391,768	\$ 300,788
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Total:	\$ 642,051	\$ 520,071

Hispanic Education Action Plan

THE WHITE HOUSE

Office of the Vice President

For Immediate Release

February 2, 1998

"America's future prosperity depends on our ability to provide a sound education to all of our children. The President's Hispanic education initiative will offer Latino students a better chance to develop their full academic potential so they can contribute the full force of their talent to the success of America in the Twenty-First Century."

-- Vice President Gore, February 2, 1998

EXCELLENCE IN EDUCATION

THE CLINTON ADMINISTRATION'S HISPANIC EDUCATION ACTION PLAN

Vice President Gore today (2/2) announced the Administration's \$600 million Hispanic education action plan. In his State of the Union address, President Clinton reinforced his commitment to excellence in education for all Americans. America cannot prosper as a nation unless educational opportunity is made available to all of our children. Today, about 14 percent of the school-age population is Latino; by 2020, the proportion will grow to about 22 percent. Hispanic students are among the nation's most educationally disadvantaged. To address this educational disparity, the Clinton Administration's FY99 Budget includes more than \$600 million dollars for a comprehensive action plan based on high standards and research-based school reform:

I. \$393 Million to Strengthen Basic Reading and Math Skills: Students, including those with limited English skills, must be held to challenging academic standards, with a firm foundation in reading and math. President Clinton proposes to increase funding for Title I -- the largest elementary and secondary program --

by 5.3 percent -- a \$393 million increase -- to meet these critical needs for all disadvantaged students. Thirty-two percent of those served are Latino.

II. \$66 Million to Train 20,000 Teachers to Teach Students English, and Help Adults Learn English: A 17 percent increase -- \$33 million -- in the Federal program for children with limited English skills would help train 20,000 teachers over five years to more effectively teach English in the context of high academic standards. A \$33 million increase in adult education will provide more parents and other adults with English training, including the first year of a five-year, \$100 million effort to promote model approaches to adult English-as-a-Second Language (ESL) programs.

III. \$30 Million to Transform Schools with High Dropout Rates: The President is calling for a 25% expansion of a new effort to reform failing schools, specifically targeting schools with high-dropout rates. This increase will allow low-achieving schools to receive expert advice to adopt research-based models to improve teaching and learning.

IV. \$69 Million to Prepare Disadvantaged Youth for Success in College: The federal TRIO programs fund outreach and support programs to help disadvantaged students prepare for and successfully complete college through counseling and academic assistance. One of the programs -- Upward Bound, which helps high school students with academic preparation for college -- has been found to be especially helpful to Hispanic youth. The President has proposed a \$40 million (20 percent) increase in funding for Upward Bound. All other TRIO programs will receive a total increase of \$13 million. In addition, the Federal program to strengthen colleges with large Latino populations is slated for a \$16 million -- 133 percent -- increase.

V. \$60 Million to Improve Education Programs for Migrant Youth and Adults: Migrant families face particularly difficult obstacles to gaining the education and training they would need to improve their standard of living. President Clinton seeks significant increases in the Migrant Education Program (16 percent increase of \$50 million), High School Equivalency Program (HEP: 31 percent increase of \$2.4 million), College Assistance Migrant Program (CAMP: 138 percent increase of \$2.9 million) and Migrant Youth Job Training Demonstration (a new \$5 million).

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OTHER CLINTON ADMINISTRATION ACTIONS TO IMPROVE EDUCATION FOR HISPANIC AMERICANS

The Hispanic Education Action Plan is the result of months of consultation with the Congressional Hispanic Caucus, education and Latino organizations, and the White House Initiative on Educational Excellence for Hispanic Americans. It is a response both to the final report of the Hispanic Dropout Project, No More Excuses, and to the earlier recommendations of the President's Advisory Commission on Educational Excellence for Hispanic Americans, Our Nation on the Fault Line.

As a result of these and other efforts, the Administration has not only invested in programs that address the education needs of Hispanic Americans, but has also taking a number of other actions to improve Federal programs. Below is a sample of some of the current or planned actions.

Getting Information to Parents and Students.

- The Education Department is improving its toll-free line to make it easier for Spanish-speaking callers to get the information they need, and to expand the capacity to handle large influxes of calls that could result from public service announcements.
- Univision, the country's largest Spanish language television network, is partnering with the Department in several cities with large Hispanic populations to develop TV spots and other programming with education themes.
- About 200,000 Spanish-language copies of the Education Department document, Getting Ready for College Early, were distributed by La Opinion -- the largest Spanish newspaper in the U.S. La Opinion will also make the document available on computer disk to other newspapers, as well as on its web site.

Helping all Children to Read Independently by the End of the Third Grade. The America Reads Challenge includes several efforts directly targeted to Hispanic and limited-English students and their families.

- The Read*Write*Now! Campaign which combats "summer reading drop-off" through the use of reading partners for children, the active use of libraries, and new vocabulary -- has developed Spanish language tutoring kits that will be distributed to Hispanic communities.
- With the Education Department, Scholastic, Inc. created and disseminated 50,000 posters conveying the message "Reading is Power/Leer es Poder" to commemorate Hispanic Heritage Month for 1997. The poster includes reading activities in English and Spanish that teachers and parents can reproduce for use in the classroom and at home.
- The League of United Latin American Citizens (LULAC), the nation's largest constituency-based organization of Hispanics, has committed to work with the Department to prepare its 110,000 members to tutor Hispanic students through the America Reads Challenge.

Encouraging Parental Involvement in Early Childhood. For America's working families, the President has proposed that \$22 billion be devoted over five years to improve child care -- the largest investment in the nation's history. This will double the number of children covered by child care subsidies, help working families pay for child care through tax credits, and improve the safety and quality of child care. To enable more young children to improve their readiness for school, 1998 funding for Head Start was increased by \$374 million for a total of \$4.4 billion. The Department of Health and Human Services (HHS) will implement an outreach plan to ensure that programs are reaching the Hispanic community and that Head Start efforts are linking effectively with kindergarten and first grade. As a part of that effort, HHS will identify and disseminate a "best practices" guide for serving limited-English children.

Promoting Successful Models for Dropout Prevention. School and community leaders need "one-stop shopping" for ideas and information on best practices for keeping kids in school. The Education Department will provide thorough dropout prevention resources through its various research centers. In addition, as part of the Comprehensive School Reform program, the Department will identify model approaches that show promise in reducing high dropout rates, and that address the needs of limited-English proficient children, and will encourage states to use FY98 funding to implement those models where needed.

Increasing Technology in the Classroom. To ensure that all schools take advantage of the funding available through the \$2 billion Technology Literacy Challenge Fund and the E-rate discounts of up to 90 percent to connect to the Internet, the Education Department will target technical assistance workshops to communities with large populations of Hispanic students.

Providing Second Chances and Job Training Opportunities. \$250 million has been appropriated for FY99, targeted to the highest poverty areas in the country, to help out-of-school youth (age 16-24) become employable. Currently six cities are funded. In New York City, 67 percent of those served are Hispanic; in Houston, 65 percent; in Los Angeles, 50 percent.

Collecting Data and Supporting Research. The Department of Education and the National Center for Educational Statistics will seek to acquire more information to increase awareness of education issues involving Hispanics and limited-English students. For example, to ensure that limited-English students fully benefit from tests they are given, the Department plans to invest approximately \$5 million in 1998 research that addresses the most urgent questions relevant to assessment of limited-English students.

Forming an Interdepartmental Council for Hispanic Education Improvement. The Administration's initiative on education excellence for Hispanic Americans will launch a new interdepartmental council for Hispanic educational improvement this spring. Senior level representatives from all Departments will participate in the council and in working groups on early childhood, K through 12, undergraduate and graduate education and community and federal employment to pursue aggressive programs to improve educational opportunities for the nation's Latino community.

**PRESIDENT CLINTON'S FY 1999 BALANCED BUDGET
EDUCATION: PREPARING OUR CHILDREN FOR THE 21ST CENTURY**

MAINTAINING THE COMMITMENT TO MAKING EDUCATION OUR NUMBER ONE PRIORITY. Building on the historic balanced budget agreement in 1997 which secured the largest education investment in 30 years and the largest investment in higher education since the G.I. Bill in 1945, the President's FY 1999 budget supports initiatives that will dramatically strengthen elementary and secondary education. These proposals will help ensure that all students start out in a small class with a good teacher, in a safe, modern school. They will also

help ensure that students, especially in high poverty urban and rural areas, attend schools where high standards are taken seriously and kids are given the help they need to succeed. The President's proposals will dramatically expand access to safe havens for after-school learning, and ensure that low-income students receive the support and encouragement to finish school and continue onto college.

Small Classes with Qualified Teachers to Improve Reading in Grades 1-3. President Clinton is proposing a \$12.4 billion initiative over 7 years (\$7.3 billion over 5 years) to help local schools provide small classes with qualified teachers in the early grades. This will help ensure that every child receives personal attention, learns to read independently and gets a solid foundation for further learning. The new initiative will reduce class size in grades 1-3 to a nationwide average of 18, providing funds to help local school districts hire an additional 100,000 well-prepared teachers. The initiative will also provide funds to states and local school districts to test new teachers, develop more rigorous teacher testing and certification requirements, and train teachers in effective reading instruction practices. Schools districts will be accountable for demonstrating gains in reading achievement. These steps will help ensure that first through third grade students are receiving high-quality reading instruction in smaller classes from competent teachers.

Modern School Buildings to Improve Student Learning. In order for students to learn and to compete in the global economy, schools must be well-equipped and they must be able to accommodate smaller class sizes. To address these and other critical needs, President Clinton is proposing Federal tax credits to pay interest on nearly \$22 billion in bonds to build and renovate public schools. This is more than double the assistance proposed last year, which covered half the interest on an estimated \$20 billion in bonds. The tax credits will cost the Treasury \$5 billion over 5 years, and more than \$10 billion over ten years. Of the \$22 billion in bond authority, nearly \$20 billion is for a new School Modernization Bonds. Half of this bond authority will be allocated to the 100 school districts with the largest number of low-income children, and the other half will be allocated to the States. In addition, the President is proposing a more than \$2.4 billion expansion of the Qualified Zone Academy Bonds, school-business partnerships that will include funding for school construction and renovation.

Education Opportunity Zones: Helping Students in Poor Communities Reach High Standards. This initiative will strengthen public schools and help students master the basics where the need is the greatest: in high poverty urban and rural

communities where low expectations, too many poorly prepared teachers, and overwhelmed school systems create significant barriers to high achievement. The Education Department will select approximately 50 high poverty urban and rural school districts that agree to: (1) use high standards and tests of student achievement to identify and provide help to students, teachers and schools who need it; (2) prevent students from falling behind by ensuring quality teaching, challenging curricula, and extended learning time; and (3) end social promotion and turn around failing schools. Added investments in these communities will accelerate their progress and provide successful models of system-wide, standards-based reform for the nation. The President's initiative will invest \$200 million in FY99, and \$1.5 billion over 5 years, to raise achievement and share lessons learned with school districts around the country.

Expanding Access to Safe After-School Care. To help create safe, positive learning environments for American school-age children who lack adult supervision during a typical week, the President has proposed to increase the 21st Century Learning Center Program by \$800 million over five years. The program will support school-community partnerships that expand or establish programs providing after-school care for up to half a million children a year.

Early Intervention to Promote College Attendance. President Clinton will soon announce a long-term effort to bring college opportunity to children in high-poverty areas by providing their families with early information about financial aid and the best courses to take to be well-prepared for college, as well as support services to help the children stay on track through high school graduation and into college.

##

Title I, Part A (formerly Chapter 1) Program--Improving Basic Programs Operated by Local Education Agencies, Education for the Disadvantaged

Basic Information

Topical Heading: Disadvantaged

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA #84.010

Agencies Who May Apply (Categories): State Education Agencies

Who May Apply (Specify): The secretary of the interior may also apply; local education agencies and Indian tribal schools are subgrantees of state education agencies and the secretary of the interior.

Type of Assistance (Categories): Formula Grants

Program Details

Legislative Citation: Elementary and Secondary Education Act (ESEA) of 1965, Title I, Part A, as amended, 20 U.S.C. 6301-6514

Program Regulations: 34 CFR Part 200

Program Description: This program provides formula grants through state education agencies (SEAs) to local education agencies (LEAs) to improve teaching and learning in order to enable low-achieving children to meet challenging state content and student performance standards.

Federal funds are currently allocated through two formulas, with most of the funds distributed as Basic Grants. Concentration grants provide additional funds to counties and LEAs where the number of poor children exceeds 6,500 or 15 percent of the total school-age population. Federal allocations are based primarily on the number of children from low income families and state per-pupil expenditures for education.

LEAs target funds to schools with the highest percentages of children from low-income families. Unless a participating school is operating a schoolwide program, the school must target Title I services to children who are failing, or most at risk of failing, to meet state academic standards. Beginning in 1996, schools enrolling at least 50 percent of students from poor families are eligible to use Title I funds for schoolwide programs that serve all children in the school. (Prior to 1996, higher poverty thresholds applied.)

Types of Projects: More than 50,000 public schools across the country use Title I funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curriculum and meet state standards in core academic subjects. For example, funds support extra instruction in reading and mathematics, science, and computers, and special preschool, after-school, and summer programs to extend and reinforce the regular school curriculum.

Education Level: K-12, Preschool

Subject Index: Compensatory Education, Educationally Disadvantaged, High Risk Students, Language Arts, Low Income, Mathematics, Poverty, Reading

Appropriations:

Fiscal Year 1997: \$7,295,232,000

Fiscal Year 1998: \$7,375,232,000

Awards Information:

Number of New Awards Anticipated: 53

Average Award: \$140,000,000

Range of Awards: \$16,000,000 - \$830,000,000

Note: The Department is not bound by any estimates in this notice.

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Comprehensive School Reform Demonstration Program

Basic Information

Topical Heading: School Reform

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA #84.332A

Who May Apply (Categories): State Education Agencies

Current Competitions: SEA applications for federal formula awards starting in 1998

Type of Assistance (Categories): Formula Grants

Type of Assistance (Specify): Formula grants under Title I, section, and under the Fund for the Improvement of Education (FIE)

Program Details

Legislative Citation: P.L. 105-78;

Program Description: This program, first funded in 1998, provides formula grants to state education agencies (SEAs) for competitive grant awards to local education agencies and participating schools. Schools receive annual awards of not less than \$50,000 to adopt or develop comprehensive school reforms based on reliable research and effective practices. SEAs are encouraged to give competitive preference to LEAs that target funds on schools that have low levels of student achievement and high dropout rates.

Types of Projects: All participating schools must use program funds to adopt or develop research-based comprehensive school reform approaches that: (1) employ innovative strategies and proven methods for student learning, teaching, and school management; (2) have a comprehensive design for effective school functioning, including instruction, assessment, classroom management, and professional development that aligns the school's curriculum, technology, and professional development into a schoolwide reform plan designed to enable all students to meet challenging state content and performance standards and addresses needs identified through a school needs assessment; (3) provide high-quality and continuous teacher and staff professional development and training; (4) have measurable goals for student performance and benchmarks for meeting those goals; (5) are supported by school faculty, administrators, and staff; (6) provide for the meaningful involvement of parents and the local community in planning and implementing school improvement activities; (7) utilize high-quality external support and assistance from a comprehensive school reform entity (which may be a university) with experience or expertise in schoolwide reform and improvement; (8) include a plan for the evaluation of the implementation of school reforms and the student results achieved; (9) identify how other resources (federal/state/local/private) available to the school will be utilized to coordinate services to support and sustain the school reform.

Education Level: K-12

Subject Index: Comprehensive Programs, Research

Appropriations

Fiscal Year 1997: \$0

Fiscal Year 1998: \$145,000,000

Fiscal Year 1999: \$145,000,000

Awards Information

Number of New Awards Anticipated: 52

Average Award: \$2,788,462

Range of Awards: \$318,175 - \$16,293,800

Note: The Department is not bound by any estimates in this notice.

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U.S. Department of Education

OESE, Comprehensive School Reform Demonstration Program

400 Maryland Avenue, SW, Room 2W106, FOB6

Washington, DC 20202-6254

Fax: (202) 260-4023 Telephone: (202) 205-4292

Adult Education--Basic Grants to States

Basic Information

Topical Heading: Adult Education

Administering Office: Office of Vocational and Adult Education (OVAE)

CFDA #84.002

Who May Apply(Categories): State Education Agencies

Who May Apply(Specify): The following recipients are eligible to apply to state education agencies for funds: local education agencies; community-based organizations of demonstrated effectiveness; volunteer literacy organizations; institutions of higher education; public or private nonprofit agencies; libraries; public housing authorities; nonprofit institutions that have the ability to provide literacy services to adults and families; and consortia of the agencies, organizations, institutions, libraries, or authorities previously described.

Current Competitions: Awards are made automatically to state education agencies on a formula basis.

Type of Assistance(Categories): Formula Grants

Program Details

Legislative Citation: Adult Education and Family Literacy Act of 1998, Section 211(b).

Program Regulations: None at this time.

Program Description: This program provides grants to states to fund local programs of adult education and literacy services, including workplace literacy services, family literacy services, and English literacy programs.

Education Level: Adult, Out of School Youth

Subject Index: Adult Education, Adult Learning, Adult Literacy, Out of School Youth, State Federal Aid

Appropriations:

Fiscal Year 1997: \$340,339,000

Fiscal Year 1998: \$345,339,000

Fiscal Year 1999: \$365,000,000

Awards Information:

Note: The Department is not bound by any estimates in this notice.

Contact Information:

Name: Dr. Carroll F. Towey

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Mailing Address:

U.S. Department of Education

OVAE, Division of Adult Education and Literacy

330 C Street, SW

Mary E. Switzer Building, Room 4428

Washington, DC 20202-7240

Fax: (202) 205-8973

Telephone: (202) 205-9872

Adult Education—National Leadership Activities
Adult Education National Program--Evaluation and Technical Assistance

Basic Information

Topical Heading: Adult Education

Administering Office: Office of Vocational and Adult Education (OVAE)

CFDA #84.191

Who May Apply(Specify): Public or private nonprofit agencies, organizations, or institutions are eligible for grants, cooperative agreements, or contracts. Business concerns are eligible for contracts.

Current Competitions: Competitions are held when a national evaluation study is funded. This is done on an as-needed basis.

Type of Assistance(Categories): Contracts

Program Details

Legislative Citation: Adult Education and Family Literacy Act of 1998, Section 243.

Program Regulations: None at this time.

Program Description: This program supports national evaluations of the impact of federal money allocated to the states for adult education and literacy programs. It also supports technical assistance to the states regarding adult education and literacy programs.

Types of Projects: Projects include: professional development, national evaluations and surveys, curriculum development, distance learning, data analysis, professional papers/seminars/colloquia, and technical assistance.

Education Level: Adult, Out of School Youth

Subject Index: Adult Education, Adult Learning, Adult Literacy, Technical Assistance

Appropriations

Fiscal Year 1997: \$4,998,000

Fiscal Year 1998: \$4,998,000

Fiscal Year 1999: \$6,000,000

Awards Information

Note: The Department is not bound by any estimates in this notice.

Contact Information

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U.S. Department of Education

OVAE, Division of Adult Education and Literacy

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Washington, DC 20202-7240

Fax: (202) 205-9258

Telephone: (202) 205-9685

Bilingual Education Training for All Teachers

Basic Information

Topical Heading: Bilingual/ESL

Administering Office: Office of Bilingual Education and Minority Languages Affairs (OBEMLA)

CFDA #84.195B

Who May Apply(Categories): Institutions of Higher Education, Local Education Agencies, Nonprofit Organizations, Other Organizations and/or Agencies, State Education Agencies

Who May Apply(Specify): Institutions of higher education, nonprofit organizations, and other organizations that have a consortia agreement with a local or state education agency.

Current Competitions: February 23, 1999

Type of Assistance(Categories): Discretionary/Competitive Grants

Program Details

Legislative Citation: Elementary and Secondary Education Act of 1965, Title VII, Part A, Subpart 3, as amended, 20 U.S.C. 7473

Program Regulations: None

Program Description: The program provides discretionary grants for professional development of bilingual education teachers and other education personnel for the purpose of improving education services to limited English proficient students.

Types of Projects: Professional Development

Education Level: Postsecondary

Subject Index: Bilingual Education, English (Second Language), Language Proficiency, Limited English Speaking, Professional Development, Teacher Education

Appropriations:

Fiscal Year 1997: \$0

Fiscal Year 1998: \$0

Fiscal Year 1999: \$3,500,000

Awards Information

Number of New Awards Anticipated: 18

Average Award: \$200,000

Range of Awards: \$100,000 - \$250,000

Note: The Department is not bound by any estimates in this notice.

Contact Information

Name: Cynthia Ryan

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Mailing Address:

U.S. Department of Education

OBEMLA

330 C St. SW, Room 5082

Washington, D.C. 20202-6510

Fax: 202-205-6168

Telephone: 202-205-8842

Bilingual Education Teachers and Personnel Grant

Basic Information

Topical Heading: Bilingual/ESL

Administering Office: Office of Bilingual Education and Minority Languages Affairs (OBEMLA)

CFDA #84.195A

Who May Apply(Categories): Local Education Agencies, State Education Agencies

Who May Apply(Specify): Other organizations include institutions of higher education that have consortia arrangements with local or state education agencies. The state education agency and local education agencies for in-service professional development programs that have consortia arrangements are also eligible.

Current Competitions: Closes February 23, 1999

Type of Assistance(Categories): Discretionary/Competitive Grants

Program Details

Legislative Citation: Elementary and Secondary Education Act of 1965, Title VII, Part A, Subpart 3, as amended, 20 U.S.C. 7473

Program Regulations: None

Program Description: The program provides discretionary grants to institutions of higher education that have entered into consortia arrangements with local or State educational agencies for professional development of bilingual education teachers and other education personnel for the purpose of improving education services to limited English proficient (LEP) students.

Education Level: Postsecondary

Subject Index: Bilingual Education, English (Second Language), Language Proficiency, Limited English Speaking, Professional Development, Teacher Education

Appropriations.

Fiscal Year 1997: \$4,682,000

Fiscal Year 1998: \$12,500,000

Fiscal Year 1999: \$23,000,000

Awards Information

Number of New Awards Anticipated: 50

Average Award: \$200,000

Range of Awards: \$150,000 - \$250,000

Note: The Department is not bound by any estimates in this notice.

Contact Information

Name: Mahal May

Internet Address: maal_may@ed.gov

Mailing Address: U.S. Department of Education

OBEMLA

330 C Street, SW, Room 5082

Washington, DC 20202-6510

Fax: (202) 205-8737

Telephone: (202) 205-8842

Bilingual Education Comprehensive School Grants

Basic Information

Topical Heading: Bilingual/ESL

Administering Office: Office of Bilingual Education and Minority Languages Affairs (OBEMLA)

CFDA #84.290U

Who May Apply(Categories): Local Education Agencies

Who May Apply(Specify): Local education agencies alone or in collaboration with an institution of higher education, community-based organizations, or state education agency.

Current Competitions: February 26, 1999

Type of Assistance (Categories): Discretionary/Competitive Grants

Program Details

Legislative Citation: Elementary and Secondary Education Act of 1965, Title VII, Part A, Subpart 1, as amended, 20 U.S.C. 7424

Program Regulations: None

Program Description: The program provides discretionary grants for schoolwide bilingual education or English-as-a-second-language programs and other special alternative instructional programs to schools with concentrations of limited English proficient students. Programs should reform, restructure, and upgrade all relevant programs and operations that serve all (or virtually all) limited English proficient (LEP) students in a particular school. Grants may be used for family education, parent outreach, curriculum development, instructional materials, improved assessment procedures, education software, tutoring and counseling, and professional development that improves services to LEP students, or for compensation of personnel trained to serve LEP students.

Education Level: K-12

Subject Index: Bilingual Education, English (Second Language), Language Proficiency, Limited English Speaking

Appropriations

Fiscal Year 1997: \$69,512,000

Fiscal Year 1998: \$84,500,920

Fiscal Year 1999: \$91,000,000

Awards Information

Number of New Awards Anticipated: 24

Average Award: \$250,000

Range of Awards: \$150,000 - \$350,000

Note: The Department is not bound by any estimates in this notice.

Contact Information

Name: Harry Logel

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Mailing Address:

U.S. Department of Education

OBEMLA

330 C Street, SW, Room 5082

Washington, DC 20202-6510

Fax: (202) 205-8680

Telephone: (202) 205-5530

Migrant Education--High School Equivalency Program (HEP)

Basic Information:

Topical Heading: Migrant Education

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA #84.141

Who May Apply (Categories): Nonprofit Organizations

Who May Apply (Specify): Institutions of higher education or a public or nonprofit private agency in cooperation with an institution of higher education

Current Competitions: None.

Type of Assistance (Specify): Competitive five-year project grants

Program Details

Legislative Citation: Higher Education Act of 1965, Title IV, Part A, Subpart 5, as amended, 20 U.S.C. 1070d-2(b)

Program Regulations: EDGAR

Program Description: Helps migratory and seasonal farmworkers (or children of such workers), 16 years of age or older and not currently enrolled in school, to obtain the equivalent of a high school diploma and subsequently to gain employment or begin postsecondary education or training. Competitive, five-year grants for HEP projects are made to institutions of higher education or other nonprofit private agencies that cooperate with such institutions.

Types of Projects: HEP participants receive developmental instruction and counseling services intended to prepare them (1) to complete the requirements for high school graduation or the general education development (GED) certificate (2) to pass a standardized test of high school equivalency and (3) to participate in subsequent postsecondary education or career activities. HEP major services include counseling, placement services, health care, financial aid stipends, housing for residential students, and cultural and academic programs. HEP serves about 3,600 students annually.

Subject Index: Academic Subjects, Adult Education, Daily Living Skills, Health, Migrants

Appropriations

Fiscal Year 1997: \$7,441,000

Fiscal Year 1998: \$7,634,000

Fiscal Year 1999: \$9,000,000

Awards Information

Number of New Awards Anticipated: 25

Average Award: \$375,000

Range of Awards: \$150,000 - \$495,000

Note: The Department is not bound by any estimates in this notice.

Contact Information:

Name: Mary Suazo

Internet Address: Mary_Suazo@ed.gov

Mailing Address:

U.S. Department of Education

OESE, Office of Migrant Education

400 Maryland Avenue, SW, Room 3E227, FOB6

Washington DC 20202-6134

Fax: (202)205-0089 Telephone: (202)260-1396

Migrant Education--Basic State Formula Grant Program

Basic Information

Topical Heading: Migrant Education

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA #84.011

Who May Apply (Categories): State Education Agencies

Who May Apply (Specify): cont., the District of Columbia, and Puerto Rico.

Type of Assistance (Categories): Formula Grants

Program Details

Legislative Citation: Elementary and Secondary Education Act of 1965, Title I, Part C, as amended, 20 U.S.C. 6391-6399

Program Regulations: 34 CFR 200

Program Description: Funds help ensure migratory children have the opportunity to meet the same challenging state content and performance standards all children are expected to meet. Priority is given to migratory children who are failing or at risk of failing to meet state content and performance standards and whose education has been interrupted by a "qualifying" move during the past three years. Federal funds are allocated by formula to SEAs, based on each state's per-pupil expenditure for education and counts of migratory children, ages 3-21, residing within the state. The Secretary can set aside up to \$6 million for contracts/grants to improve intra- and inter-state migrant coordination activities.

Types of Projects: States identify eligible children and provide education and support services, including: academic instruction, remedial and compensatory instruction, bilingual and multicultural instruction, vocational instruction, career education services, special guidance, counseling and testing services, health services, and preschool services.

Education Level: Pre-K, K-Adult

Subject Index: Health, Migrant Education, Migrant Workers, Migrants, Mobility

Appropriations

Fiscal Year 1997: \$305,473,000

Fiscal Year 1998: \$305,473,000

Fiscal Year 1999: \$354,689,000

Awards Information

Number of New Awards Anticipated: 51

Average Award: \$5,900,000

Range of Awards: \$62,000 - \$89,000,000

Note: The Department is not bound by any estimates in this notice.

Contact Information:

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Telephone: (202) 260-1334

Migrant Education--College Assistance Migrant Program (CAMP)

Basic Information

Topical Heading: Disadvantaged

Administering Office: Office of Elementary and Secondary Education (OESE)

CFDA: #84.149A

Who May Apply(Categories): Nonprofit Organizations

Who May Apply(Specify): Institutions of higher education or a nonprofit private agency in cooperation with an institution of higher education may apply.

Current Competitions: None

Type of Assistance(Specify): Competitive five-year project grants

Appropriations

Fiscal Year 1997: \$2,028,000

Fiscal Year 1998: \$2,081,000

Fiscal Year 1999: \$4,000,000

Awards Information:

Number of New Awards Anticipated: 12

Average Award: \$325,000

Range of Awards: \$150,000 - \$450,000

Note: The Department is not bound by any estimates in this notice.

Program Details

Legislative Citation: Higher Education Act of 1965, Title IV, Part A, Subpart 5, as amended, 20 U.S.C. 1070d-2(c)

Program Regulations: EDGAR

Program Description: CAMP assists students who are migratory or seasonal farmworkers (or children of such workers) enrolled in the first undergraduate year at an institution of higher education to complete their study for that year. Competitive five-year grants for CAMP projects are made to institutions of higher education or to other nonprofit private agencies that cooperate with such institutions.

Types of Projects: CAMP services include: counseling, tutoring, skills workshops, financial aid stipends, and housing assistance to eligible students in their first year of college and limited follow-up services to participants after their first year. CAMP serves approximately 360 participants annually.

Education Level: Undergraduate

Subject Index: Colleges, Migrants

Contact Information:

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OESE, Office of Migrant Education

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Washington DC 20202-6134

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Telephone: (202)260-1396

Hispanic Serving Institutions Program

Basic Information

Topical Heading: Higher and Continuing Education

Administering Office: Office of Postsecondary Education (OPE)

CFDA: #84.031S

Who May Apply (Categories): Institutions of higher education must be designated eligible for the Title V Strengthening Hispanic Serving Institutions Program.

Current Competitions: Competitions are held every two years. The next competition will be FY 2000.

Type of Assistance(Categories): Five-year development grants awarded competitively

Program Details:

Legislative Citation: Higher Education Act of 1965, Title III, Part A, Section 316, as amended.

Program Regulations: 34 CFR Part 607

Program Description: This program helps eligible institutions of higher education increase their self-sufficiency by providing funds to improve and strengthen their academic quality, management, and fiscal capabilities.

Types of Projects: Funds may be used for faculty development; administrative management, development, and improvement of academic programs; and for joint use of facilities and student services.

Education Level: Postsecondary

Subject Index: Higher Education, Staff Development

Appropriations:

Fiscal Year 1997: \$10,800,000

Fiscal Year 1998: \$12,000,000

Fiscal Year 1999: \$28,000,000

Awards Information:

Number of New Awards Anticipated: 37

Average Award: \$325,000

Note: The Department is not bound by any estimates in this notice.

Contact Information:

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Federal TRIO Programs

The Federal TRIO Programs are educational opportunity programs designed to motivate and support students from disadvantaged backgrounds. TRIO includes five distinct outreach programs targeted to serve and assist students to progress through the academic pipeline from middle school to postbaccalaureate programs. TRIO also includes a training program for directors and staff of TRIO projects.

Over the years, the TRIO Programs have been expanded and improved to provide a wider range of services and to reach more students who need assistance. The Higher Education Amendments of 1972 added the fourth program to the TRIO group by authorizing the Educational Opportunity Centers. The 1976 Education Amendments authorized the Training Program for Federal TRIO Programs, initially known as the Training Program for Special Programs Staff and Leadership Personnel. Amendments in 1986 added the sixth program, the Ronald E. McNair Postbaccalaureate Achievement Program. Additionally, in 1990, the Department created the Upward Bound Math/Science program to address the need for specific instruction in the fields of math and science. The Upward Bound Math/Science program is administered under the same regulations as the regular Upward Bound program, but it must be applied for separately. The legislative requirements for all six TRIO programs can be found in the Higher Education Act of 1965, Title IV, Part A, Subpart 2. Persons requesting additional information can contact the TRIO Clearinghouse at www.trioprogams.org.

Program Overviews

EDUCATIONAL OPPORTUNITY CENTERS: The goal of EOC is to increase the number of adult participants who enroll in postsecondary education institutions.

Types of projects: •Academic advice •Personal counseling •Career workshops •Information on postsecondary educational opportunities •Information on student financial assistance •Assistance in completing applications for college admissions, testing and financial aid •Coordination with nearby postsecondary institutions •Media activities designed to involve and acquaint the community with higher education opportunities •Tutoring •Mentoring

Eligible applicants: Educational Opportunity Centers projects may be conducted by institutions of higher education, public and private not-for-profit agencies, a combination of institutions, agencies, and organizations and in exceptional cases, secondary schools. Only these entities may apply under this program. If you have further questions about eligibility, please contact TRIO@ed.gov.

Eligible participants: Participants must reside in the target area served by an Educational Opportunity Center. The students must be at least 19 years old and two-thirds of them must be potential first-generation college students and low-income persons. If the services of a Talent Search program are not available in the target area, persons under 19 may be served.

Application/Competition: Competitions for the funding of Educational Opportunity Centers are held every fourth year. Applications for FY 1998 funding were submitted in September 1997. The next competition under this program will be in summer or fall of 2001.

RONALD E. MCNAIR POST BACCALAUREATE ACHIEVEMENT: The goal of McNair is to increase graduate degree attainment of students from segments of society that are underrepresented.

Type of Projects: •Research opportunities for participants who have completed their sophomore year of college •Mentoring •Seminars and other scholarly activities designed to prepare students for doctoral studies •Summer internships •Tutoring •Academic counseling •Assistance in obtaining student financial aid •Assistance in securing admission and financial aid for enrollment in graduate programs

Eligible participants: Only institutions of higher education and combinations of institutions of higher education are eligible to apply for McNair awards. If you have further questions about eligibility, please contact TRIO@ed.gov.

Eligible participants: Students who qualify for McNair must be enrolled in a degree-granting program at an eligible institution. In all projects, at least two-thirds of the participants must be low-income, potential first-generation college students. The remaining participants may be from groups that are underrepresented in graduate education.

Applying for a grant/next competition: Competitions are held every fourth year. The next closing date for the receipt of competitive applications under this program will be October 2, 1998.

STUDENT SUPPORT SERVICES: The goal of Student Support Services (SSS) is to increase the college retention and graduation rates of its participants and facilitate the process of transition from one level of higher education to the next.

Types of projects: Instruction in basic study skills •Tutorial services •Academic, financial, or personal counseling •Assistance in securing admission and financial aid for enrollment in four-year institutions •Assistance in securing admission and financial aid for enrollment in graduate and professional programs •Information about career options •Mentoring •Special services for students with limited English proficiency

Eligible applicants: SSS projects may only be sponsored by institutions of higher education or combinations of institutions of higher education. Institutions must assure that SSS participants will be offered financial aid packages sufficient to meet their full financial needs. If you have further questions about eligibility, please contact TRIO@ed.gov.

Eligible participants: To receive assistance, students must be enrolled or accepted for enrollment in a program of postsecondary education at a grantee institution. Only potential first-generation college students, low-income students, and students with disabilities evidencing academic need are eligible to participate in SSS projects. Two-thirds of the participants in any SSS project must be either disabled or potential first-generation college students from low-income families. One-third of the disabled participants must also be low-income students.

Application/next competition: Student Support Services competitions are held every fourth year. Applications for FY 1997 funding were submitted in October 1996. The next closing date for receipt of applications under this program will be in the summer or fall of 2000.

TALENT SEARCH: The goal of Talent Search is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in the postsecondary education institution of their choice.

Type of projects: Academic, financial, career, or personal counseling including advice on entry or re-entry to secondary or postsecondary programs •Career exploration and aptitude assessment •Tutorial services •Information on postsecondary education •Exposure to college campuses •Information on student financial assistance •Assistance in completing college admissions and financial aid applications •Assistance in preparing for college entrance exams •Mentoring programs •Special activities for sixth, seventh, and eighth graders •Workshops for the parents of participants

Eligible applicants: Talent Search projects may be sponsored by institutions of higher education, public or private agencies or organizations, a combination of the above, and in exceptional cases, secondary schools. If you have further questions about eligibility, please contact TRIO@ed.gov.

Eligible participants: Students must be between the ages of 11 and 27 and have completed the fifth grade. In any given project, two-thirds of the participants must be students who are low-income and potential first-generation college students.

Application/next competition: Competitions for Talent Search funding are held every fourth year. Applications for FY 1998 funding were submitted in October 1997. The next closing date for receipt of competitive applications under this program will be in the summer or fall of 2001.

TRAINING PROGRAM FOR FEDERAL TRIO PROGRAMS STAFF: The Training Program for Federal TRIO Programs provides funding to enhance the skills and expertise of project directors and staff employed in the Federal TRIO Programs.

Types of projects: The Training program provides training and information on the following topics: Student retention and graduation strategies •Reporting student retention and project performance •Counseling services •Legislative and regulatory requirements •Assisting students in securing adequate financial aid •The design and operation of model TRIO projects •New director training •Coordinating activities

Eligible applicants: Only institutions of higher education as well as public and private not-for-profit institutions or organizations may apply. If you have further questions about eligibility, please contact TRIO@ed.gov.

Eligible participants: Individuals who are employed (or who are preparing for employment) in a TRIO project are eligible to participate in training programs.

Application/next competition: Competitions for Training funding are held every second year. Applications for FY 1998 funding were submitted in October 1997. The next closing date for receipt of competitive applications under this program will be in winter of 2001.

UPWARD BOUND: The goal of Upward Bound is to increase the rates at which participants enroll in and graduate from institutions of postsecondary education.

Types of projects: All Upward Bound projects MUST provide instruction in math, laboratory science, composition, literature, and foreign language. Other services include:

- Instruction in reading, writing, study skills, and other subjects necessary for success in education beyond high school
- Academic, financial, or personal counseling
- Exposure to academic programs and cultural events
- Tutorial services
- Information on postsecondary education opportunities
- Assistance in completing college entrance and financial aid applications
- Assistance in preparing for college entrance exams

Eligible applicants: Only institutions of higher education, public or private not-for-profit agencies, a combination of institutions, agencies, and organizations, and in exceptional cases, secondary schools may apply. If you have further questions about eligibility, please contact TRIO@ed.gov.

Eligible participants: In order to qualify for the program, students must have completed the 8th grade; are between the ages of 13 and 19 (except veterans); and must have a need for academic support in order to pursue a program of postsecondary education. All students must be either from low-income families or be potential first-generation college students. The program requires that two-thirds of the participants in a project must be both low-income and potential first-generation college students. The remaining one-third must be either low-income or potential first-generation college students. Students are selected based on recommendations from local educators, social workers, clergy, or other interested parties.

Application/next competition: Competitions are held every fourth year. The next closing date for the receipt of competitive applications under this program will be October 30, 1998.

UPWARD BOUND MATH/SCIENCE: The goal of the program is to help students recognize and develop their potential to excel in the fields of math and science and encourage them to pursue postsecondary degrees in math and science.

Types of projects: Summer programs of intensive math and science training •Year-round counseling and advisement •Exposure to university faculty who do research in math and science •Computer training •Participant-conducted scientific research under the guidance of a faculty member or graduate student serving as the participant's mentor.

Eligible applicants: Upward Bound Math/Science projects may only be sponsored by institutions of higher education, public or private not-for-profit agencies or organizations, a combination of institutions, agencies, or organizations, and, in exceptional cases, secondary schools. If you have further questions about eligibility, please contact TRIO@ed.gov.

Eligible participants: Student applicants must be eligible to participate in the Upward Bound program and must have completed the ninth grade. However, participants do not necessarily have to be participating in a regular Upward Bound program. Two-thirds of all participants must be low-income, potential first-generation college students. The remaining one-third must be low-income or potential first-generation college students.

Application/next competition: Competitions are held every fourth year. The next closing date for the receipt of competitive applications under this program will be October 2, 1998.

For additional information for each of the TRIO programs, contact the teams listed below.

Robert L. Belle, Director (202) 708-4804

College and University Preparation Team (202) 708-5545

- Talent Search
- Upward Bound
- Upward Bound Math/Science
- Educational Opportunity Centers

College and University Support Team (202) 708-5546

- TRIO Training Program
- Student Support Services
- McNair Program

III. Pre-K Through 12

A. SCHOOL ENROLLMENT

1. OVERVIEW

In the fall of 1996, approximately 66.1 million students were enrolled in education institutions from pre-primary to the college level.¹ Latinos account for a large and growing proportion of that student population. Between 1975 and 1994, the percentage of White students declined at all school levels, while that of Black students grew from 14.5% to 16.0%, and that of Hispanic students grew from 6.5% to 13.0%.

Given that the Hispanic student population is growing both in absolute numbers and as a percentage of the total student population, it is increasingly critical that Hispanics obtain a high-quality education of adequate duration. However, while the academic progress and achievement of Latinos has increased in absolute terms, there continues to be a wide gap between Hispanics and their White counterparts in several significant areas.

2. PRE-PRIMARY EDUCATION ENROLLMENT

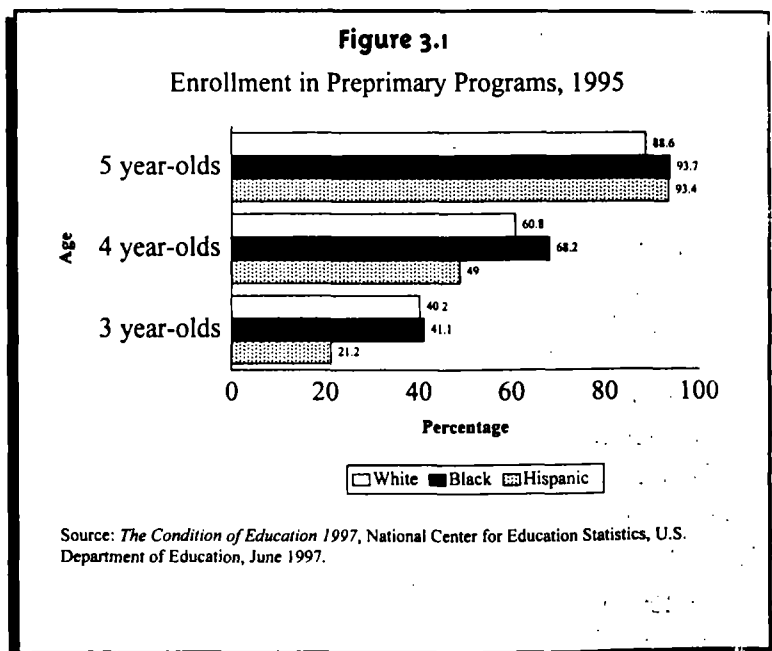
a. Pre-primary and Kindergarten

Today, children are especially likely to be enrolled in some type of pre-primary education program because their mothers are more likely than mothers from previous generations to be part of the workforce outside the home. Research indicates that

participation in high-quality, early childhood education and care programs prepares children to learn when they enter kindergarten and first grade, and has long-term positive effects on educational outcomes for socially and economically disadvantaged youth.²

Despite the advantages of attending pre-primary education programs, statistics indicate that Latino children have consistently been less likely than their White and Black counterparts to be enrolled in such classes over the past two decades (see Figure 3.1 and 3.2).

- Among three-year-olds, four out of ten Whites (40.2%) and Blacks (41.1%) were enrolled in pre-primary programs, compared to two out of ten Hispanics (21.2%) (see Figure 3.1).
- Among four-year-olds, 60.8% of Whites, 68.2% of Blacks, and 49.0% of Latinos were enrolled in pre-primary programs (see Figure 3.1).
- Among three-year-olds, four out of ten Whites (40.2%) and Blacks (41.1%) were enrolled in pre-primary programs, compared to two out of ten Hispanics (21.2%) (see Figure 3.1).



- At the kindergarten level the gap in enrollment rates closes, and the enrollment rate for Hispanics surpasses that of Whites. Among five-year-olds, 93.4% of Latinos and 93.7% of Blacks were enrolled in kindergarten compared to 88.6% of Whites (see Figure 3.1).

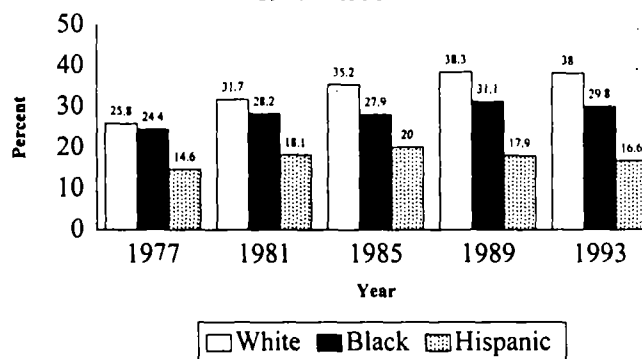
The differences in enrollment rates in pre-primary programs may be explained, in part, by studies that indicate that Hispanics prefer to leave their children in home-based child-care settings, even when there are no shortages in institutionalized child-care.³ Research suggests that Hispanic parents tend to look to their families, instead of child care programs, to serve as caregivers for young children.⁴ Additionally, in some cases, Hispanic parents may not be able to afford the tuition charged by the many programs that are privately run. The gap closes at the kindergarten level because such programs are run by the public school system, as well as by private institutions.

b. Head Start

Head Start participation rates present an example of how important and effective federal education programs underserve the Latino population. Three- and four-year-olds are eligible to participate in Head Start if the family income is at or below the poverty level. With respect to Hispanics, the data demonstrate that while Latino children are overrepresented in families living in poverty, they are underrepresented in Head Start programs designed to remedy the detrimental effects of poverty on educational achievement.

In 1993, Census data indicated that Latino children constituted 24.6% of all children in pov-

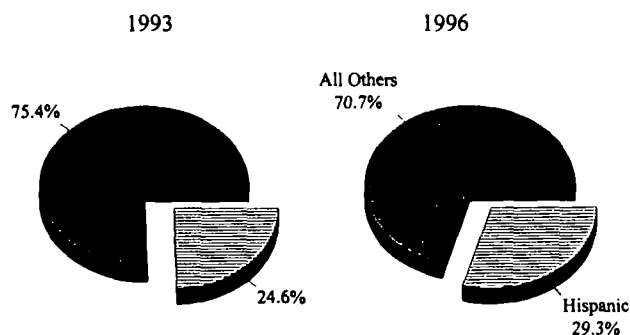
Figure 3.2
Preschool Enrollment 3 - 4 Year Olds
1977 - 1993



Source: *The Condition of Education 1995*, National Center for Education Statistics, U.S. Department of Education, June 1995.

Figure 3.3

Poverty Rates for Children



Source: *Poverty in the United States*, U.S. Bureau of the Census, Washington, D.C. 1997

erty. Yet examination of Head Start data, taking into account the participation rates of the Puerto Rico island population and Migrant Head Start participants,⁵ indicate that Latino children were only 15% of children enrolled in Head Start programs.

By 1996, the proportion of all children in the U.S. mainland (not including Puerto Rico) living

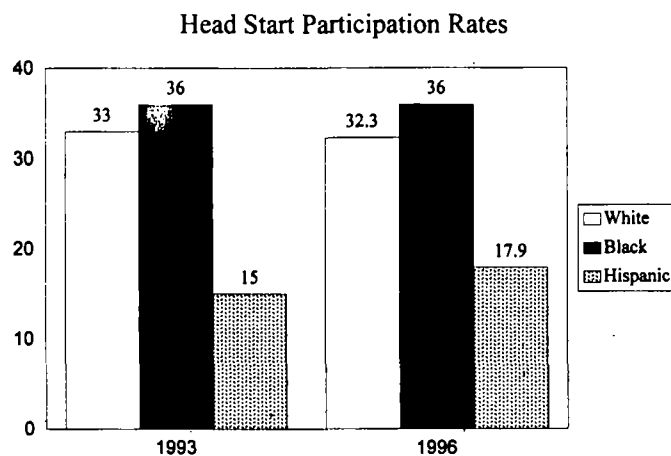
at or below the poverty level who are Hispanic increased from 24.6% to 29.3%. During the same period, the proportion of all children participating in Head Start who are Hispanic increased slightly from 24% to 25.2%, suggesting an underrepresentation of Latino children in the program, relative to their eligibility. However, if island Puerto Ricans and migrant Hispanic children are excluded from these data, the proportion of all Latino children in Head Start programs only grew from 15% to 17.8% — resulting in an even greater level of underrepresentation (see Figures 3.3 and 3.4). This small increase in the participation of Latino children in Head Start programs is especially insufficient measured against the proportion of Latino children who lived below the poverty level; in 1996, two of every five Hispanic children (40.3%) were poor — the highest rate of child poverty of all racial/ethnic groups that year.*

✕ 3. ELEMENTARY AND SECONDARY SCHOOL ENROLLMENT

In the fall of 1994, approximately 31.5 million children were enrolled in elementary school (grades one through eight) and about 14.6 million

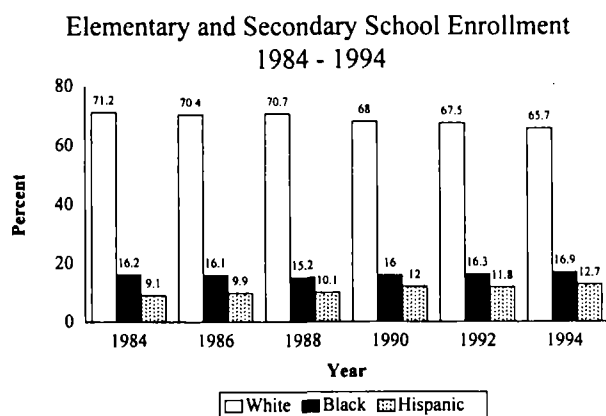
* Migrant students are not included in this calculation because they are typically served under the Migrant Head Start program.

Figure 3.4



Source: Head Start Statistical Fact Sheet, Administration for Children, Youth and Families, 1994; Head Start Statistical Fact Sheet, Administration for Children, Youth and Families, 1997.

Figure 3.5



Source: Elementary and Secondary School Civil Rights Compliance Reports, Office of Civil Rights, U.S. Department of Education, 1984 - 1996.

were enrolled at the secondary level (grades nine through twelve). Overall, the enrollment of students increased by 3.3% between 1984 and 1994. Figure 3.5 shows that the minority student population, as a percentage of the total population, is increasing,

while that of White students is decreasing. In 1994, White students accounted for slightly less than two-thirds of the population, as compared with just under three-fourths in 1984. Figure 3.6 provides the numbers and percentages for single grade enrollment in 1994.

4. PRIVATE SCHOOL ENROLLMENT

A comparison of private and public school enrollment rates for the last 30 years indicates that private school enrollment dropped 29.8%, while public school enrollment grew 8.8%. However, more recent data indicate that private school enrollment rates have increased for both the Black and Hispanic populations while decreasing for Whites. For example, in 1991, for persons three to 24 years old, 87.7% of Whites, 7.5% of Blacks, and 5.8% of Hispanics were enrolled in private schools. In 1994, for the same age group, 86.2% of Whites, 10.3% of Blacks, and 7.7% of Hispanics were enrolled in private schools (see Figure 3.7).

Additional data from the National Center for Educational Statistics (NCES) highlight similar findings. According to a 1993 survey of private schools (K-12), approximately 4.8 million students were enrolled in private schools and such students accounted for about 11.0% of the total student

population.⁶ A comparison between the private and public school enrollment rates that same year indicates that White students accounted for a larger percent of the student population in private schools than in public schools and that Blacks and Latinos accounted for a lower percent of the student population in private schools than in public schools (see

Figure 3.6
SINGLE GRADE ENROLLMENT FOR PERSONS THREE TO 24 YEARS OLD 1994

Number (thousands)	1-4	5-8	9-10	10-12
All Races	15,999	15,513	7,572	7,044
Whites	12,576	12,209	5,900	5,530
Blacks	2,578	2,508	1,273	1,160
Hispanics	2,117	2,045	974	900
Percentage				
All Races	100.0%	100.0%	100.0%	100.0%
Whites	78.6%	78.7%	77.9%	78.5%
Blacks	16.1%	16.2%	16.8%	16.5%
Hispanics	13.2%	13.2%	12.9	12.8%

Source: *School Enrollment - Social and Economic Characteristics of Students: October 1994*, Bureau of the Census, U.S. Department of Commerce, Washington, D.C. (1996)

Figure 3.7
**PRIVATE SCHOOL ENROLLMENT
FOR PERSONS THREE TO 24 YEARS OLD**

	1991	1994
White	87.7%	86.2%
Black	7.5%	10.3%
Hispanic	5.8%	7.7%

Sources: *School Enrollment, Social and Economic Characteristics of Students: October 1994 and October 1991*, Bureau of the Census, U.S. Department of Commerce, Washington, D.C. (1996)

Figure 3.8). In 1993, Whites comprised 78% of the private schools' population, compared to 67% of the public school population; Blacks constituted 9.1% of the student population in private schools, compared to 16.0% in public schools; and Hispanics accounted for 8.0% percent of the private school population, compared to 12.0% of the public school population.

✱

B. ENROLLMENT BELOW MODAL GRADE

1. INTRODUCTION

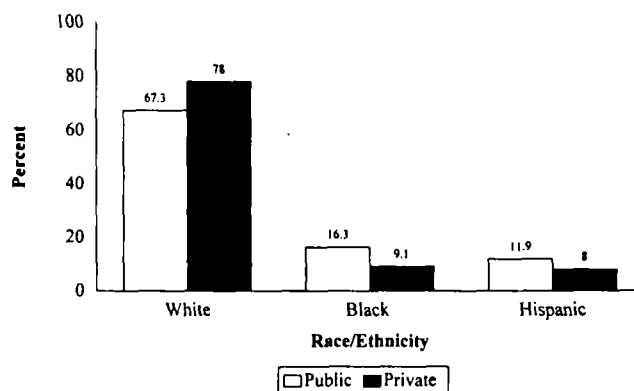
"Modal grade" is defined as the year of school in which the largest proportion of a given age is enrolled. Below, modal grade data measure the degree to which children are retained in grade over their school careers. Information on grade retention is significant because it is the most important single predictor of a student's dropping out of school. For Hispanics, in particular, U.S. Census data on school enrollment demonstrate that, at critical points in their academic careers, Latinos are more likely to be retained in grade than Whites.

2. BELOW-MODAL-GRADE ENROLLMENT BY AGE AND RACE

In general, data on modal grade enrollment indicate that Hispanics are less likely than their White and Black classmates to fall behind in grade level while in the early stages of their schooling. However, in the latter stages of their academic

Figure 3.8

Private and Public Students by Race/Ethnicity, 1993



Source: *Private School Universe Survey, 1993 - 94*, National Center for Education Statistics, U.S. Department of Education, May 1996.

progress, higher percentages of Latinos than Whites are enrolled below their modal grade level.

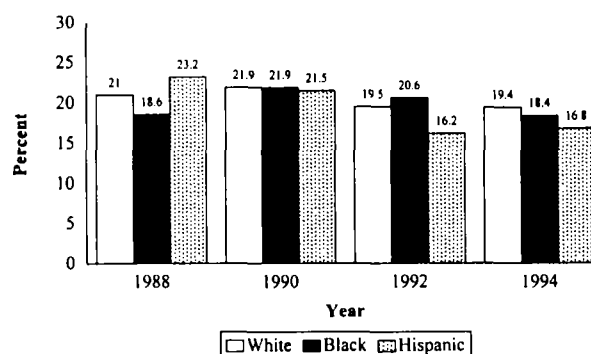
- Data for six-to-eight-year-olds demonstrate that below-modal grade enrollment rates have dropped for all groups between 1988 and 1994 (despite a slight increase in 1990 for Whites and Blacks) (see Figure 3.9). In particular, while Hispanic six-to-eight year-olds were more likely than Whites or Blacks to be below grade in 1988, by 1994 they were less likely to be retained in grade. In 1988, 23.2% of Hispanic six-to-eight-year-olds were enrolled below modal grade compared to 21.0% of Whites and 18.6% of Blacks. However, by 1994, the Hispanic rate decreased by 6.4 percentage points to 16.8%, while the rate for Whites decreased by 1.6 percentage points to 19.4%, and the rate for Blacks decreased by only 0.2 of a percentage point to 18.4%.
- Analysis of the data for other age groups indicates a reversal of the trend identified among six-to-eight-year-olds. For Hispanic nine-to 11-year-olds, the modal grade enrollment rates

dropped between 1988 and 1994, yet Latinos were more likely to be enrolled below grade level than Whites but less likely than Blacks (see Figure 3.10). In 1988, 37.0% of Hispanic nine-to-11-year-olds were enrolled below modal grade, compared to 27.6% of Whites and 33.1% of Blacks. By 1994, the rate for Hispanics aged nine to 11 years old decreased by 8.6 percentage points to 28.4%, yet this rate was still higher than the 25.8% rate for Whites. The rate for Blacks increased 2.0 percentage points from 33.1% to 35.1%.

- Among 12-to-14-year-olds, Hispanics were again more likely to be enrolled below modal grade than Whites and less likely than Blacks, although the rate for Latinos decreased between 1988 and 1994. In 1988, Hispanics were twice as likely as Whites to be enrolled below grade level (see Figure 3.11). While 45.0% of Hispanics were retained in grade, 27.2% of Whites and 37.6% of Blacks were enrolled below grade level. The data from 1994 indicate that the rate for Hispanics decreased by over 12.7 percentage points since 1988; however, Hispanics still have higher retention rates than Whites. In 1994, 32.3% of Latinos, 30.1% of Whites, and 36.1% of Blacks of this age group were retained in grade.

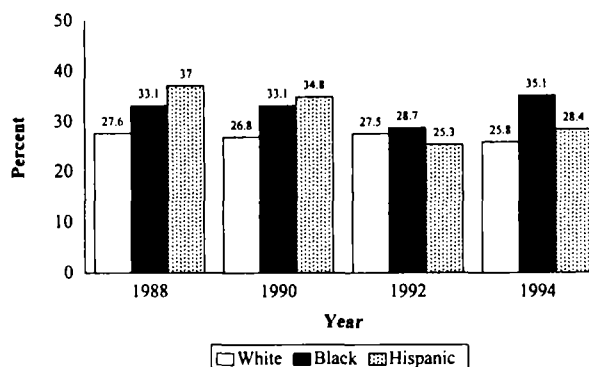
- The data for the population group of 15-to-17-year-olds demonstrate a similar trend. In

Figure 3.9
Enrollment Below Modal Grade 6-8-Year-Olds
1988 - 1994



Source: *School Enrollment - Social and Economic Characteristics of Students: October 1994*, Bureau of the Census, U.S. Department of Commerce, September, 1996.

Figure 3.10
Enrollment Below Modal Grade 9-11-Year-Olds
1988 - 1994



Source: *School Enrollment - Social and Economic Characteristics of Students: October 1994*, Bureau of the Census, U.S. Department of Commerce, September 1996.

this case, however, Hispanics are more likely than both their White and Black counterparts to be behind in modal grade. In 1988, 36.8% of Latinos, 23.9% of Whites, and 38.4% of

Blacks between 15 and 17 years old were enrolled below grade level. In 1994, the rates were higher for both Latinos and Whites, but again, Hispanics were more likely to be retained in grade than any other group (see Figure 3.12). Two in five (39.9%) Latino students aged 15-17 were enrolled below grade level. This rate was 10.3 percentage points higher than that for Whites (29.6%), but only 2.2 percentage points above that for Blacks (37.7%).

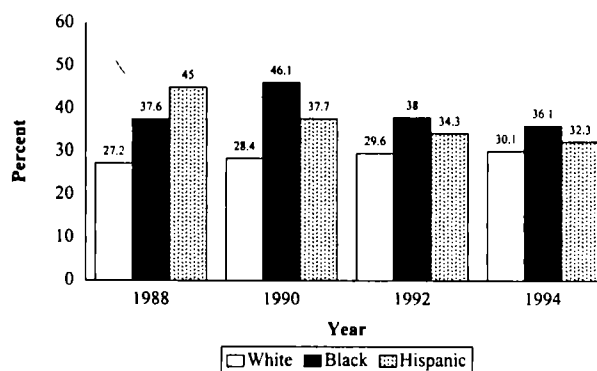
C. ENROLLMENT IN ACADEMIC PROGRAMS

Statistics on participation rates in gifted and talented programs demonstrate that Latinos continue to be underrepresented in such programs even though their overall enrollment rates have increased (see Figure 3.13).

- In 1984, Whites accounted for 71.2% of the overall student population but made up 81.4% of the enrollment in the gifted and talented programs. Hispanics accounted for 9.1% of the total student population, but only 4.7% of students enrolled in gifted and talented programs, and Blacks accounted for 16.2% of the total student popu-

Figure 3.11

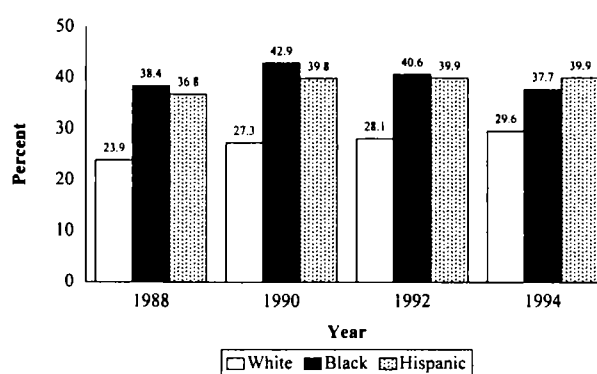
Enrollment Below Modal Grade 12-14-Year-Olds
1988 - 1994



Source: *School Enrollment - Social and Economic Characteristics of Students: October 1994*, Bureau of the Census, U.S. Department of Commerce, September 1996.

Figure 3.12

Enrollment Below Modal Grade 15-17-Year-Olds
1988 - 1994



Source: *School Enrollment - Social and Economic Characteristics of Students: October 1994*, Bureau of the Census, U.S. Department of Commerce, September 1996.

lation but only 8.4% of the students in gifted and talented programs (compare Figure 3.13 with Figure 3.5).

■ By 1994, while the overall enrollment of Hispanics in such programs had increased since 1984 and had decreased for Whites during this time period, there was no corresponding change in the enrollment rates in the gifted and talented programs. While the enrollment rate for Whites decreased by 5.5 percentage points to 65.7% between 1984 and 1994, their enrollment rate in the gifted and talented programs remained relatively constant at 80.2%. By contrast, the Hispanic population grew by 3.6 percentage points to 12.7%, yet only 6.4% were enrolled in the gifted and talented programs. Similarly, while the Black student population increased slightly (15.2% to 16.9%) between 1984 and 1994, they remained under-represented in gifted and talented programs, experiencing only a minor increase, from 8.4% in 1984 to 8.5% in 1994 (compare Figure 3.13 with Figure 3.5).

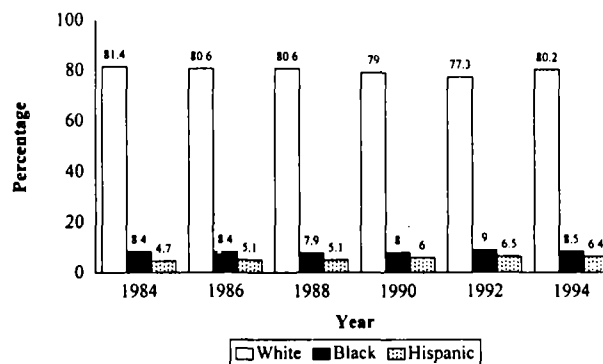
D. ENROLLMENT IN * SEGREGATED SCHOOLS

Between 1954, when *Brown v. Board of Education* was decided, and the early 1980s, there was slow but significant progress toward desegregating the nation's public schools. However, recent reports from the Harvard University Project on School Desegregation provide "clear signs that [the] progress is coming undone

and that the nation is headed backwards toward greater segregation."⁷ The move toward resegregation in the 1990s is, in part, the result of the Reagan and Bush Administrations' active opposition to school desegregation policies. At the same time, various judicial appointments trans-

Figure 3.13

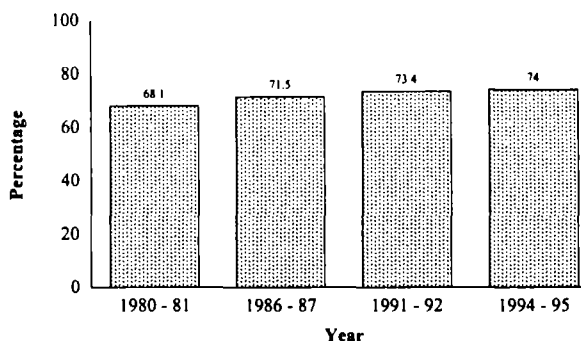
Gifted and Talented Enrollment Rates, 1984 - 1994



Source: Elementary and Secondary School Civil Rights Compliance Report, Office of Civil Rights, U.S. Department of Education, 1984 - 1994.

Figure 3.14

Latino Students in Predominantly Minority Schools
1980 - 1994



Source: Gary Orfield, et al, *Deepening Segregation in American Public Schools*, Harvard Project on School Desegregation, April 1997.

formed the federal courts such that they were less receptive to legal arguments supporting desegregation. Consequently, court decisions in the 1990s are permitting a return to segregated neighborhood schools. Whatever the cause, the Harvard Project demonstrates that there is a national increase in segregation, to the point that "racial and ethnic segregation of African American and Latino students has produced a deepening isolation from middle-class students and from successful schools."⁸

The various measures of segregation used by the Harvard Project demonstrate that over time Latinos have become more segregated; these include:

- The percentage of African American and Latino students in schools with less than half White enrollment
- The number of students experiencing intense isolation in schools having less than one-tenth White students
- The percentage of White students in a school attended by the typical African American or Latino student

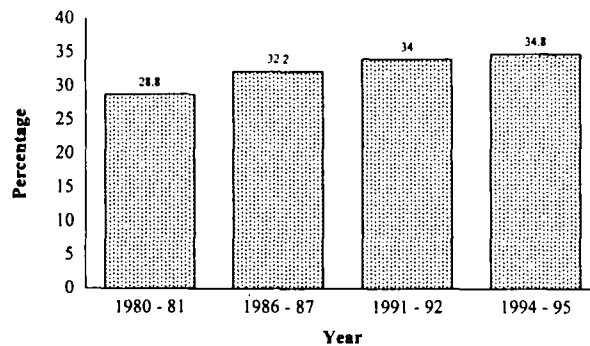
Based on the three measures of segregation, Harvard Project Director Gary Orfield concludes that while the segregation of Blacks has increased,

"Latino segregation has become substantially more severe than African American segregation."¹⁰

Figure 3.14 shows that between 1980 and 1995, Latino enrollment in predominantly minor-

Figure 3.15

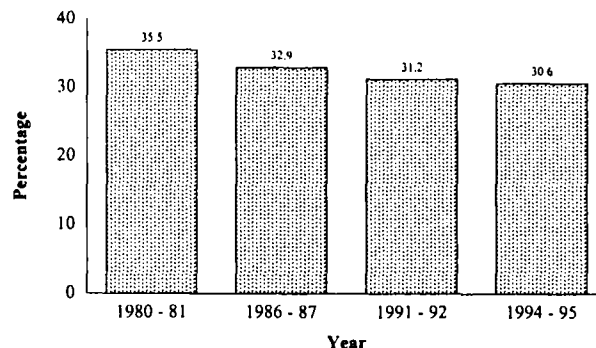
Latino Students in 90 - 100% Minority Schools
1980 - 1994



Source: Gary Orfield, *et al.*, *Deepening Segregation in American Public Schools*, Harvard Project on School Desegregation, April 1997.

Figure 3.16

White Students in Schools Attended by Typical Latino Students
1980 - 1994



Source: Gary Orfield, *et al.*, *Deepening Segregation in American Public Schools*, Harvard Project on School Desegregation, April 1997.

ity schools increased from 68.1% to 74.0%. Figure 3.15 shows that in schools with less than one-tenth Whites (the measure of intense isolation), the percentage of Latinos increased from 28.8% in 1980 to 34.8% in 1995. Finally, Figure 3.16 illustrates the decline in the percentage of White students in schools attended by Latino students. In 1980, the proportion of White students in schools attended by Latino students was 35.5%. By 1994, the proportion decreased 4.9 percentage points to 30.6%.

An analysis of the segregation data by state indicates that New York leads the states in the segregation of Latinos, as it did in 1980 (see Figure 3.17). In the measure of percentage of Latinos attending majority White schools, 13.8% of Latinos

attended such schools in New York, 17.3% in California, and 19.6% in Texas. In schools of extreme isolation (90-100% minority), New York was again the leader, with 57.3% of Latinos attending such schools. New Jersey followed with 43.4% and Texas with 43.0% of Latinos enrolled in schools of intense isolation. In addition, 19.2% of Whites in New York were in schools attended by Latino students, compared to 24.8% of Whites in California, and 25.0% of Whites in Texas.

An important finding of the Harvard Project is that:

... [t]he relationship between segregation by race and segregation by poverty in the public schools across the nation is exceptionally strong. The correlation

FIGURE 3.17
STATE RANKINGS IN THE SEGREGATION OF LATINO STUDENTS
1994-95

% of Latinos in Majority White Schools		% of Latinos in 90-100% Minority Schools		% Whites in Schools of Latino Students	
New York	13.8	New York	57.3	New York	19.2
California	17.3	New Jersey	43.4	California	24.8
Texas	19.6	Texas	43.0	Texas	25.0
New Mexico	21.6	California	38.7	New Jersey	29.3
Rhode Island	24.8	Illinois	34.9	Illinois	30.9
Illinois	26.5	Connecticut	32.4	New Mexico	31.0
New Jersey	27.3	Florida	27.6	Florida	34.5
Connecticut	31.9	Pennsylvania	25.8	Connecticut	35.0
Florida	33.2	New Mexico	20.0	Rhode Island	38.0
Arizona	34.0	Arizona	18.9	Arizona	38.2
Pennsylvania	38.3	Indiana	17.0	Pennsylvania	40.9
Massachusetts	39.4	Florida	14.3	Massachusetts	42.8

Source: Gary Orfield, et al, *Deepening Segregation in American Public Schools*, Harvard Project on School Desegregation, Cambridge, MA (1997)

FIGURE 3.18
HISPANIC STUDENT SUSPENSIONS FOR SELECTED STATES, 1990 & 1994
(NUMBER AND PERCENT OF ALL SUSPENSIONS)

State	1990		1994**	
	Reported Number	Percent of All State Suspensions	Projected Number	Percent of All State Suspensions
*National	161,344	12.0	404,483	13.1
Arizona	3,660	26.0	16,027	35.4
California	71,339	37.0	149,542	39.9
Colorado	5,067	26.0	12,672	24.0
Florida	11,898	9.0	21,421	11.7
Illinois	5,237	12.0	16,196	11.5
Massachusetts	2,212	15.0	9,268	20.1
New Jersey	3,997	14.0	12,989	14.0
New Mexico	4,639	57.0	16,561	56.6
New York ***	2,640	9.0	17,769	14.7
Texas	31,461	42.0	66,548	40.8

Source: State By State Analysis of Elementary and Secondary School Civil Rights Compliance Report, 1990 & 1994, Office of Civil Rights, U.S. Department of Education, Washington, D.C. (1990 & 1994)

* National total of Hispanic suspensions and percentage of all suspensions.

** 1990 data are reported data, 1994 data are projected.

*** 1990 data appear suspect.

between the percent of [B]lack and Latino enrollments and the percent of students receiving free lunch is an extremely high .72. *This means that when we talk about racially segregated schools, they are very likely to be segregated by poverty as well.*¹¹ (Emphasis added)

These findings have grave implications for the educational outcomes of Latino students. Given the evidence that high-poverty schools tend to have low rates of educational achievement, and that Latino students are more likely to attend schools segregated by race and poverty, then there is strong evidence that Latino students have difficult hurdles to overcome in the quest for achieving quality education. This is not to say that children in these circumstances cannot obtain educational excellence.

To the contrary, one can find examples of high academic achievement in the midst of segregation and poverty; nevertheless there is a strong relationship between segregation, poverty, and low academic achievement. Moreover, any education agenda addressing the needs of Latino students must also address the twin concerns of segregation and poverty.

E. SUSPENSION RATES

Student suspension has traditionally been looked at as an important indicator in identifying students facing serious problems, and it is considered a risk factor for dropping out of school. Students suspended from school do not have the opportunity to participate in regular day-to-day classroom activities and, consequently, fall behind in

1990 and 1994, while the percentages decreased from 71% to 64.3%.

G. ACHIEVEMENT TEST SCORES

1. INTRODUCTION

Since 1969, the National Assessment of Educational Progress (NAEP) has conducted periodic testing of the nation's students in areas including reading, mathematics, science, writing, and computers. (The NAEP testing results are based on sampling techniques, as opposed to other proposed tests' basing results on the aggregation of individual results.) This long-term assessment provides "information about students' achievement over time."¹² The data presented below illustrate the NAEP results by race and ethnicity.

2. READING

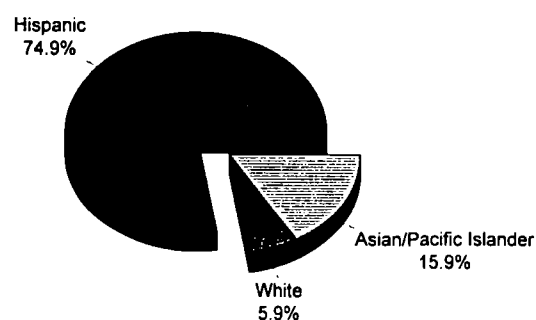
The national average in the NAEP reading scores for all age groups remained relatively unchanged between 1988 and 1994. Overall, Whites continued to perform above the national average, while Blacks and Hispanics consistently performed well below the national average.

In addition, the gap between Whites' and Hispanics' reading scores is growing, albeit at a slow pace:

- In 1988, for the population of nine-year-olds, the difference in scores between Whites (218) and Latinos (194) in the NAEP reading scores was 24 points; the gap between Whites and

Figure 3.25

Percentage of Students Needing Bilingual Education Programs by Race/Ethnicity 1994



Source: Elementary and Secondary School Civil Rights Compliance Report, U.S. Department of Education, 1994

Blacks (189) was 29 points. By 1994, the gap between test scores for Whites and Hispanics (186) grew to 32 points; and increased to 33 points for Whites and Blacks (185) (see Figure 3.26).

- In 1988, the difference in test scores between 13-year-old Whites (261) and Hispanics (240) was 21 points; and between Whites and Blacks (243) was 18 points. By 1994, the gap in test scores between Whites (265) and Hispanics (235) increased by 30 points; for Whites and Blacks (234) the gap was 31 points (see Figure 3.27).
- In 1988, the difference in test scores between 17-year-old Whites (295) and Hispanics (271) was 24 points; and between Whites and Blacks (274) was 21 points. In 1994 the gap between Whites (296) and Hispanics (263) was 33 points; and the gap between Whites and Blacks (266) was 30 points (see Figure 3.28).

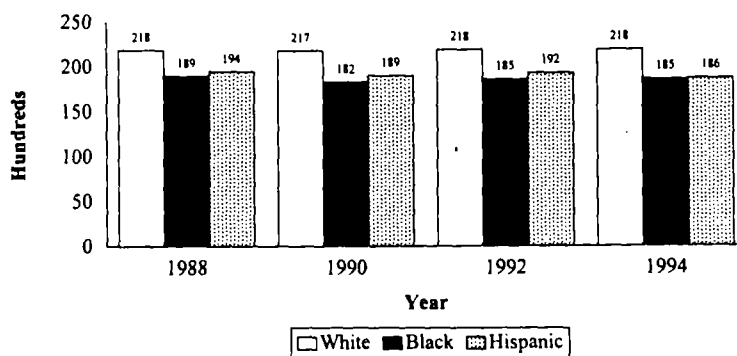
The NAEP study also assesses levels of reading performance. NAEP has identified five levels of reading performance:

- **Level 350:** Ability to Learn from Specialized Reading Materials
- **Level 300:** Ability to Understand Complicated Information
- **Level 250:** Ability to Interrelate Ideas and Make Generalizations
- **Level 200:** Partially-Developed Skills and Understanding
- **Level 150:** Ability to Perform Simple Discrete Reading

Figure 3.29 shows the percentage of nine-, 13-, and 17-year-olds who have performed at or above each of the reading performance levels listed above. Generally, the test results demonstrated an increase for all age categories and race/ethnic groups. However, Whites were more likely to score at or above the Reading Performance Levels than either Blacks or Hispanics. Some highlights of the results are:

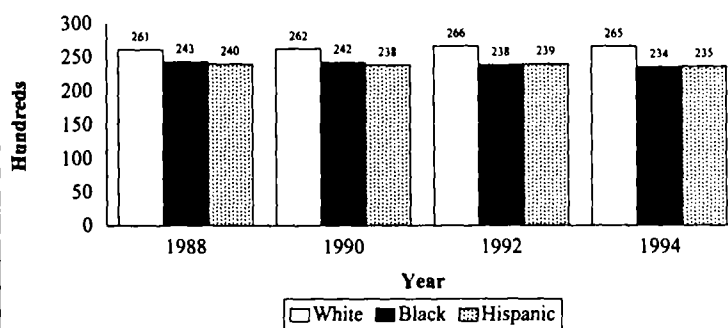
- Among nine-year-olds who demonstrated mastery at Level 200, NAEP reported an increase between 1971 and 1994 for Whites and Blacks, and between 1975 and 1994 for Latinos.* However, Whites and Hispanics experienced modest gains compared to Blacks. Between 1971 and 1974 the percentage of Whites who scored at or above Level 200 increased from 65% to 70%; and from 22% to 38% for Blacks. The smallest gain (2.0 percentage points) was for Latinos between 1975 and 1994, from 35% to 37%.

Figure 3.26
Reading Scores for Nine-Year-Olds by Race/Ethnicity, 1988 - 1994



Source: *NAEP Trends in Academic Progress*, National Center for Education Statistics, U.S. Department of Education, November 1996.

Figure 3.27
Reading Scores for 13-Year-Olds by Race/Ethnicity, 1988 - 1994



Source: *NAEP Trends in Academic Progress*, National Center for Education Statistics, U.S. Department of Education, November 1996.

* Initial results for Whites and Blacks are from 1971, while the first assessment of Latinos was done in 1975.

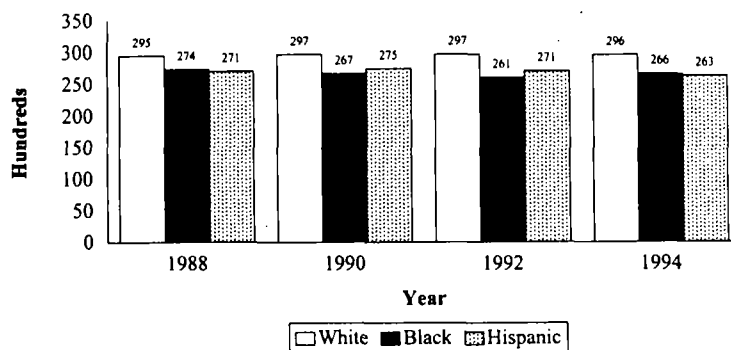
■ Among nine-year-olds who demonstrated mastery at level 250, all groups again experienced an increase. There was an increase between 1971 and 1994 for Whites and Blacks, and between 1975 and 1994 for Latinos. However, despite the noted increase in 1994, Whites were still over three times more likely than Hispanics to score at that level. In 1994, while 20% of White nine-year-olds scored at or above the 250 Level, only 4% of Blacks and 6% of Hispanics demonstrated similar mastery.

■ Among 13-year-olds at the 250 Level, there was an increase in the percentage of White and Black students who scored at or above that level between 1971 and 1994. Latinos also experienced an increase between 1975 and 1994. But again, despite the gains for Hispanics in 1994, Whites were twice as likely as Latinos to score at or above Level 250; in 1994, 68% of Whites scored at the 250 Level, compared to 36% of Blacks and 34% of Hispanics.

■ Whites and Blacks experienced an increase in the percentage of 13-year-old students who scored at or above the 300 Level between 1971 and 1994. Latinos also experienced an increase between 1975 and 1994. In 1994, Whites were four times more likely than Hispanics to score at the 300 Level; while 17% of Whites tested at that level, only 4% of Blacks and 4% of Hispanics scored at the 300 Level.

■ Between 1971 and 1994, 17-year-old Whites made only modest gains at the 250 Level com-

Figure 3.28
Reading Scores for 17-Year-Olds by Race/Ethnicity, 1988 - 1994



Source: *NAEP Trends in Academic Progress*, National Center for Education Statistics, U.S. Department of Education, November 1996.

pared to their Black and Hispanic counterparts. In 1971, 84% of Whites and 40% of Blacks, and in 1975, 53% of Hispanics, performed at or above the Level 250. By 1994, 86% of Whites, 66% of Blacks, and 63% of Hispanics scored at Level 250.

■ In 1994, among 17-year-olds, 48% of Whites, 22% of Blacks, and 20% of Hispanics scored at the 300 Level. The scores increased from 1971, when 43% of Whites and 8% of Blacks, and from 1975, when 13% of Hispanics, scored at Level 300.

* 3. WRITING

NAEP also conducted trend writing assessments in 1994 that involved nationally representative samples of fourth, eighth, and 11th graders. Similar assessments have been done since 1984. Between 1984 to 1994, NAEP found no real changes in writing scale scores across grades for all students as a whole. During this time, fourth-graders' scale scores increased by one point, eighth-

Figure 3.29
TRENDS IN PERCENTAGES OF STUDENTS
AT OR ABOVE READING PERFORMANCE LEVELS
BY RACE/ETHNICITY, 1971/1975 AND 1994

LEVEL	AGE	1971		1975	1994		
		WHITE	BLACK	HISPANIC	WHITE	BLACK	HISPANIC
LEVEL 350	9	0	0	0	0	0	0
	13	0	0	0	1	0	0
	17	8	0	1	9	2	2
LEVEL 300	9	1	0	0	1	0	0
	13	11	1	2	17	4	4
	17	43	8	13	48	22	20
LEVEL 250	9	18	2	3	20	4	6
	13	64	21	32	68	36	34
	17	84	40	53	86	66	63
LEVEL 200	9	65	22	35	70	38	37
	13	96	74	81	95	81	82
	17	98	82	89	98	93	91
LEVEL 150	9	94	70	81	96	79	80
	13	100	99	100	100	99	99
	17	100	98	99	100	100	99

Source: *NAEP 1994 Trends in Academic Progress*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1996)

graders' scores decreased by one point, and 11th-graders' scores decreased by five points. Hispanic students experienced slight gains in average writing scale scores during the 1984-1994 period. Although significant narrowing was seen at several of the writing performance levels shown in Figure 3.33, the gap between Whites and Hispanics in writing proficiency remained relatively constant overall during this period.

- At grade four, the gap between the test scores of White, Black, and Hispanic students remained constant between 1988 and 1994. In 1994 the gap between Whites (214) and Blacks

(173) was 41 points; the gap between Whites and Latinos (189) was 25 points. In 1998 the gap between Whites and Blacks was 42 points and between Whites and Hispanics was 25 points (see Figure 3.30).

- At grade eight, there was a slight two-point increase between 1988 and 1994 in the average writing scale score for Hispanics, from 250 to 252. Despite this increase, in 1994 White eighth-graders (272) still performed at higher levels than Black students (245) by 27 points (the highest in 10 years) and than Hispanic students (252) by 20 points. In 1988, Whites

scored an average of 269 points, compared to 246 for Blacks (a 23-point difference) and 250 points for Hispanics (a 19-point difference) (See Figure 3.31).

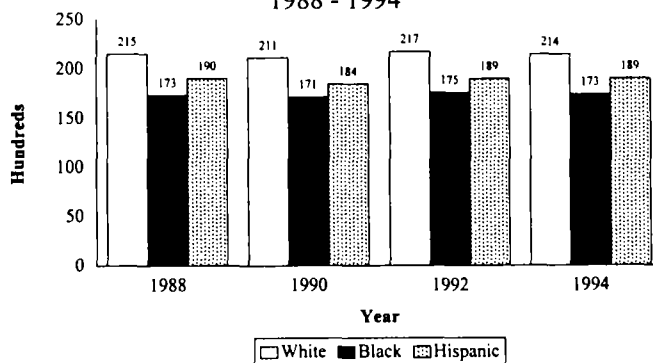
- At grade 11, the score for all groups decreased between 1988 and 1994; however, the gaps between groups remained approximately the same. The scores for Whites, Blacks, and Hispanics decreased from 296 to 291; from 275 to 267; and from 274 to 271, respectively. In 1994, the gap between Whites (291) and Blacks (267) was 24 points; the gap between Whites and Hispanics (271) was 20 points. In 1988, the gap between Whites and Blacks was 21 points and between Whites and Hispanics 22 points (see Figure 3.32).

The trend writing assessment ranges from 0 to 500 with the following evaluations:

- ❖ **Level 350** - Effective, coherent writing
- ❖ **Level 300** - Complete, sufficient writing
- ❖ **Level 250** - Beginning focused, clear writing
- ❖ **Level 200** - Incomplete, vague writing
- ❖ **Level 150** - Brief, disjointed, unclear writing, difficult to understand

Figure 3.30

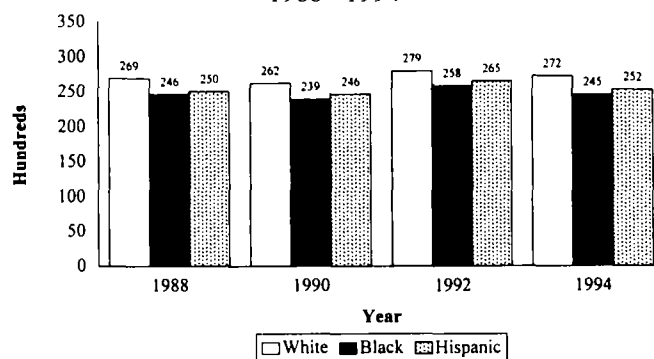
Writing Scores for Grade 4 by Race/Ethnicity
1988 - 1994



Source: *NAEP Trends in Academic Progress*, National Center for Education Statistics, U.S. Department of Education, November 1996.

Figure 3.31

Writing Scores for Grade 8 by Race/Ethnicity
1988 - 1994



Source: *NAEP Trends in Academic Progress*, National Center for Education Statistics, U.S. Department of Education, November 1996.

Figure 3.33 shows percentages of students performing at or above the five assessment levels.

Some progress is noted at Levels 250 and 300 for grades eight and eleven:

- At grade eight, the percentage of students testing at Level 250 decreased for Whites and Blacks while it increased for Hispanics between 1984 and 1994. While the percentage of White students testing at Level 250 decreased from 79% to 75% and the percentage for Black students decreased from 48% to 43%, the percentage of Hispanics testing at this level increased five percentage points, from 47% to 52% (see Figure 3.33).
- The percentage of all eighth-grade students testing at or above Level 300 increased between 1984 and 1994. The percentage of Whites testing at this level increased from 16% to 21%, compared to increases for Blacks from 3% to 5% and for Hispanics from 4% to 9% (see Figure 3.33). The gaps between White and Black students increased during this same period from 13 to 16 points at the 300 Level; 31 to 32 points at the 250 Level; and three to eight points at the 200 Level. Between Whites and Hispanics, gaps remained relatively constant, except at the 250 Level, where the difference between groups narrowed from 32 points in 1984 to 23 points in 1994 (see Figure 3.33).
- The percentages of White and Black students in the 11th grade testing at or above Level 250 decreased, but increased for Hispanic students in the 10-year period

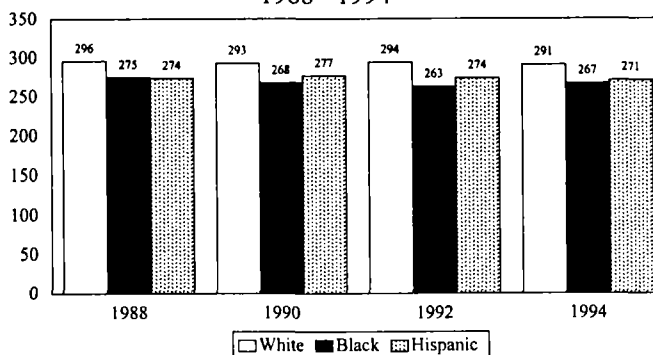
from 1984 to 1994. In 1984, 79% of Whites, 48% of Blacks, and 47% of Hispanics tested at Level 250. By 1994, the rates for Whites and Blacks decreased to 75% and 43%, respectively. However, the percentage of Hispanics testing at this level increased by five percentage points to 52% (see Figure 3.33).

- At grade 11, the percentage of White students testing at Level 300 decreased from 46% in 1984 to 39% in 1994. The percentage of Hispanics testing at this assessment level increased from 8% in 1984 to 20% in 1994. The percentage for Blacks remained constant at 16% during the same period (see Figure 3.33).

* 4. MATHEMATICS

Since the establishment of standards in school mathematics in 1989, attention has been given to this discipline and its role in school curricula. This attention has resulted in the reworking of school

Figure 3.32
Writing Scores for Grade 11 by Race/Ethnicity
1988 - 1994



Source: NAEP Trends in Academic Progress, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1996)

curricula and teaching programs, an increased focus on faculty development in mathematics, and advances in assessing student progress in the subject. The testing conducted by NAEP, which involved sampling students from across the country, provides a national picture of mathematics performance by Black, White, and Hispanic students at the ages of nine, 13, and 17. These long-term trend assessments employed a set of questions that focused heavily on students' performance and associated achievement levels related to the use of manipulatives and performance on constructed-re-

sponse questions.¹³ They also contained extended sets of background questions describing the context of students' mathematics learning experiences, both in and out of school.

The results from the NAEP long-term trend assessments in mathematics provide a wide range of information about how students' performance has changed over time:

- The average mathematics scale score of nine-year-olds, beginning with the 1986 assessment, shows a pattern of enhanced performance.

Figure 3.33
TRENDS IN PERCENTAGES OF STUDENTS
AT OR ABOVE FIVE WRITING PERFORMANCE LEVELS
BY RACE/ETHNICITY, 1984 AND - 1994

LEVEL	GRADE	1984			1994		
		WHITE	BLACK	HISPANIC	WHITE	BLACK	HISPANIC
LEVEL 350	4	0	0	0	0	0	0
	8	0	0	0	1	0	0
	11	3	0	0	3	0	1
LEVEL 300	4	1	0	1	2	0	0
	8	16	3	4	21	5	9
	11	46	16	8	39	16	20
LEVEL 250	4	13	3	5	15	2	4
	8	79	48	47	75	43	52
	11	95	76	62	89	71	74
LEVEL 200	4	62	29	37	67	22	38
	8	99	95	93	98	90	92
	11	100	99	97	100	98	97
LEVEL 150	4	96	81	84	96	75	86
	8	100	100	100	100	100	100
	11	100	100	100	100	100	100

Source: NAEP 1994 Trends in Academic Progress, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1996)

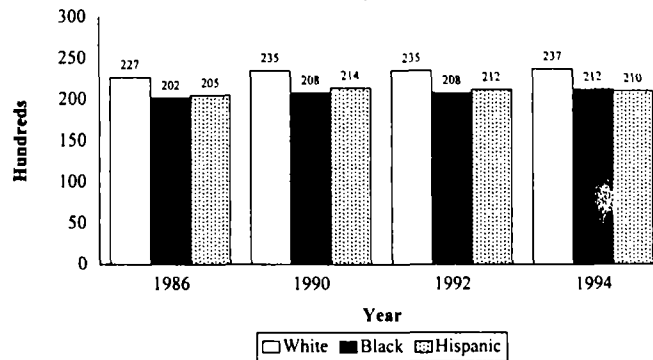
However, Whites continued to outperform their Black and Hispanic counterparts, and while the gap in scores between Whites and Blacks remained constant, the gap in scores between Whites and Hispanics grew. In 1994 the score for Whites was 237, compared to 212 for Blacks and 210 for Hispanics. The 1994 results show an increase for all groups since 1986, with Whites scoring 227 points, compared to 202 points for Blacks and 205 for Hispanics (see Figure 3.34).

- The mathematics scores for 13-year-olds show a modest increase for Whites, compared to just discernible increases for both Blacks and Hispanics. Additionally, the gap in scores also grew slowly between 1986 and 1994. In 1994, the gap of average scores between White (281) and Black (252) 13-year-olds was 29 points, compared to a gap of 25 points between Whites and Hispanics (256) of the same age. In 1986, the gap between Whites (274) and Blacks (249) was 25 points; and between Whites and Hispanics (254), the gap was 20 points (see Figure 3.35).

- The mathematics scale scores for 17-year-olds is notable not only for the improvements in scores of all groups, but also for a slow decrease in the gap between Whites and their Black and Hispanic counterparts. While

Figure 3.34

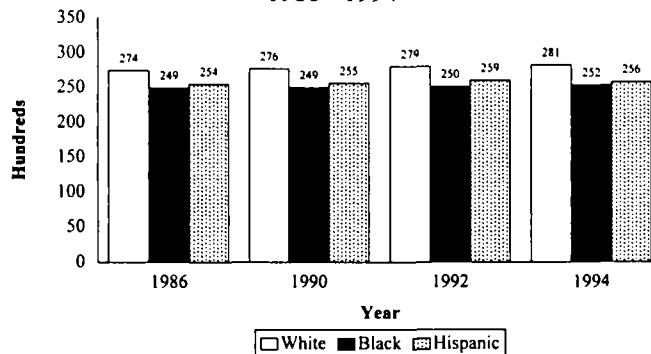
Mathematics Scores for Nine Year-Olds by Race/Ethnicity
1986 - 1994



Source: *NAEP Trends in Academic Progress*, National Center for Education Statistics, U.S. Department of Education, November 1996.

Figure 3.35

Mathematics Scores for 13-Year-Olds by Race/Ethnicity
1986 - 1994



Source: *NAEP Trends in Academic Progress*, National Center for Education Statistics, U.S. Department of Education, November 1996.

White students have consistently outperformed their Black and Hispanic classmates, the average score gap in 1994 between Whites (312) and Blacks (286) was 26 points, compared to the gap in 1986, which was 29 points.

The difference in test scores in 1994 between Whites and Hispanics (291) was 21 points, compared to a gap of 25 points in 1986, when Whites scored 308 points while Hispanics scored 283 (see Figure 3.36).

Figure 3.37 details the performance of groups and subgroups of students for the years 1978 and 1994 at the following five performance levels:

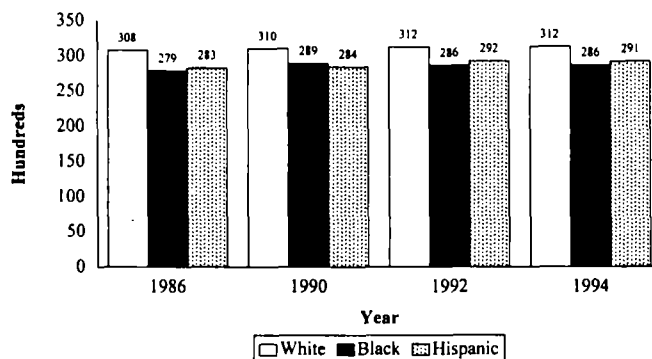
- **Level 350** - Multi-Step Problem Solving and Algebra
- **Level 300** - Moderately Complex Procedures and Reasoning
- **Level 250** - Basic Operations and Beginning Problem Solving
- **Level 200** - Beginning Skills and Understandings
- **Level 150** - Simple Arithmetic Facts

Overall, a higher percentage of Whites than Hispanics and Blacks tested at or above each of the five assessment levels. Despite the great strides Hispanics have made between 1978 and 1994, White students have tested at the higher NAEP assessment levels over this 16-year period:

- Among nine-year-olds testing at Level 250, Whites outperformed both Blacks and Hispanics in 1978 and 1994. Additionally, the percentage of students performing at this level increased for all groups, but the difference in progress between Whites and Hispanics is extreme. In 1978, 23% of Whites tested at this level, compared to 4% of Blacks and 9% of

Figure 3.36

Mathematics Scores for 17-Year-Olds by Race/Ethnicity
1986 - 1994



Source: *NAEP Trends in Academic Progress*, National Center for Education Statistics, U.S. Department of Education, November 1996.

Hispanics. Over 16 years, the percentage of Whites testing at Level 250 increased by 12 percentage points to 35%; by contrast, Hispanics experienced a gain of only one percentage point to 10% during the same period (see Figure 3.37).

- At Level 200, a greater percentage of Hispanic nine-year-olds performed at or above this level in 1994 than in 1978, but the gap between the percentage of Whites and Hispanics performing at this level remained constant. In 1978, there was a 22-percentage-point difference between Whites (76%) and Hispanics (54%) reaching Level 200. By 1994, the percentage gap increased to 23 percentage points; 87% of White nine-year-olds scored at Level 200, while 64% of Hispanics scored at this level (see Figure 3.37).
- Among 13-year-olds, 86% of White students tested at Level 250 in 1994, compared to 51% of Blacks and 59% of Hispanics. This proportion increased for all groups since 1978, with 73% of White 13-year-olds scoring at Level

Figure 3.37
TRENDS IN PERCENTAGES OF STUDENTS
AT OR ABOVE FIVE MATHEMATICS PERFORMANCE LEVELS
BY RACE/ETHNICITY, 1978 AND 1994

		1978			1994		
LEVEL	AGE	WHITE	BLACK	HISPANIC	WHITE	BLACK	HISPANIC
LEVEL 350	9	0	0	0	0	0	0
	13	1	0	0	1	0	0
LEVEL 300	17	9	1	1	9	0	1
	9	1	0	0	2	0	0
	13	21	2	4	26	6	6
LEVEL 250	17	58	17	23	67	30	38
	9	23	4	9	35	11	10
	13	73	29	36	86	51	59
LEVEL 200	17	96	71	78	98	91	92
	9	76	42	54	87	66	64
	13	98	80	86	99	96	97
LEVEL 150	17	100	99	99	100	100	100
	9	98	88	93	100	97	97
	13	100	99	100	100	100	100
	17	100	100	100	100	100	100

Source: *NAEP 1994 Trends in Academic Progress*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1996)

250, compared to 29% of Blacks and 36% of Hispanics (see Figure 3.37).

- In 1978, over one-half (58%) of White 17-year-olds tested at or above Level 300, yet less than two-fifths of comparable Blacks and Hispanics combined (17% and 23%, respectively) reached this level that year. By 1994, slightly more than two-thirds (67%) of Whites tested at the 300 assessment level; by comparison, a similar proportion of *both* Blacks (30%) and Hispanics (38%) reached this level (see Figure 3.37).

5. SCIENCE

To help policymakers and educators assess the outcomes of their quest for excellence in science learning, the NAEP long-term-trend science assessment sampled students from across the country at ages nine, 13, and 17. These trend science assessments contain both a content and a cognitive dimension. The content dimension assesses students' ability to conduct inquiries, solve problems, and know science. NAEP also assesses students' understanding of the nature of science within the context of both content area knowledge and cognition.

H. CURRICULUM

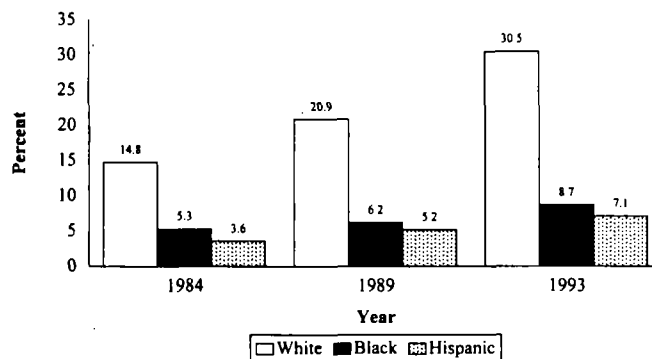
1. CARNEGIE UNITS EARNED BY HIGH SCHOOL GRADUATES

Carnegie units are a standard measure of high school credits earned, defined in terms of class time, and approximately equivalent to one class meeting five times a week for one class period throughout the school year. Credits earned are a measure of the quantity of courses taken, and not the quality of the learning that took place. As of 1992, Hispanic graduates continue to earn fewer credits in history, science, and mathematics than other groups. Hispanics have, however, earned more credits in computer science, foreign languages, and English than other groups (see Figure 3.46).

- While the gap in Carnegie units in mathematics earned between Hispanics and other groups has narrowed significantly since 1982, insufficient progress has been made by Hispanics in regard to science. In 1992, Hispanic students earned an average of 2.60 Carnegie units in science, as compared to 2.93 for Whites and 2.74 for Blacks.
- Hispanic high school graduates continue to earn more credits in English than in any other subject. In 1992, Hispanic students earned an

Figure 3.44

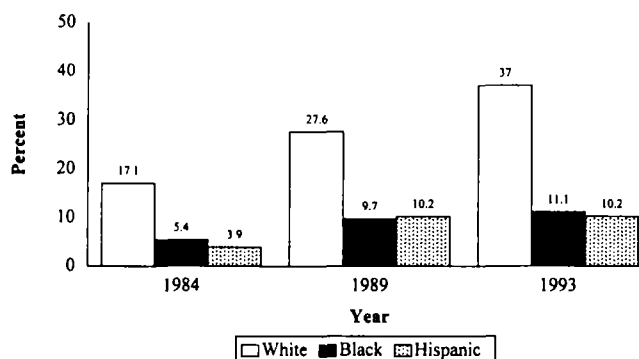
Computer Use at Home, Grades 1-6 by Race/Ethnicity, 1984 - 1993



Source: *The Condition of Education 1995*, National Center for Education Statistics, U.S. Department of Education, June 1995.

Figure 3.45

Computer Use at Home, Grades 7-12 by Race/Ethnicity 1984 - 1993



Source: *The Condition of Education 1995*, National Center for Education Statistics, U.S. Department of Education, June 1995.

average of 4.26 Carnegie units in English, compared to 4.20 for Blacks and 4.17 for Whites.

- In 1992, Hispanics also earned more Carnegie units in computer science and foreign language classes than other groups. Hispanic students earned an average of 0.41 Carnegie units in computer science and 1.76 Carnegie units in

foreign languages, compared to 0.34 and 1.70 in these respective subjects for Whites, and 0.38 and 1.28 for Blacks.

2. MATH AND SCIENCE COURSE ENROLLMENT

A greater percentage of Hispanic high school graduates took upper-level math and science courses in 1994 than in 1987. With the exception of subjects such as algebra, trigonometry, astronomy, and engineering, Hispanic students took more upper-level mathematics and science courses in 1994 for subjects such as algebra II, geometry, pre-calculus, calculus, biology, honors biology,

chemistry, honors chemistry, physics, honors physics, and geology than in 1987 (See Figure 3.47).

- In a number of subjects such as algebra I, algebra II, geometry, pre-calculus, biology, and chemistry, the gaps between Hispanics and Whites have closed significantly. In 1987, 51.9% of Whites were enrolled in algebra II, compared to 32.4% of Blacks and 30.2% of Hispanics. By 1994, while Whites experienced an increase in their enrollment in such subjects of 9.7 percentage points to 61.6%, Hispanic enrollment increased by 20.8 percentage points to 51.0%, and Black enrollment increased by 11.3 percentage points to 43.7%.

Figure 3.46

NUMBER OF CREDITS EARNED BY HIGH SCHOOL GRADUATES IN SELECTED MAJOR SUBJECT FIELDS BY RACE/ETHNICITY, SELECTED YEARS

	1982			1987		
	White	Black	Hispanic	White	Black	Hispanic
English	3.84	4.06	3.88	4.01	4.09	3.97
History/Social Studies	3.19	3.09	3.02	3.29	3.32	3.20
Mathematics	2.59	2.53	2.26	3.03	2.96	2.87
Computer Science	0.09	0.08	0.04	0.33	0.23	0.21
Science	2.24	2.04	1.79	2.58	2.32	2.21
Foreign Languages	1.02	0.70	0.76	1.35	1.09	1.50

	1990			1992		
	White	Black	Hispanic	White	Black	Hispanic
English	4.08	4.25	4.05	4.17	4.20	4.26
History/Social Studies	3.48	3.49	3.44	3.61	3.59	3.38
Mathematics	3.18	3.23	3.21	3.38	3.37	3.36
Computer Science	0.35	0.39	0.32	0.34	0.38	0.41
Science	2.80	2.67	2.49	2.93	2.74	2.60
Foreign Languages	1.59	1.23	1.97	1.70	1.28	1.76

Source: *Digest of Education Statistics 1996*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1996)

■ Despite increases in upper-level course selection for Hispanics, Hispanic students overall continue to be less likely than White students to take upper-level mathematics and science courses. For example, in 1987, 2.8% of Whites,

1.5% of Blacks, and 1.6% of Hispanics were taking Advanced Placement (AP) biology. By 1994 the rates increased for all groups to 4.6% of Whites, 2.7% of Blacks, and 3.3% of Hispanics.

FIGURE 3.47
PERCENTAGE OF HIGH SCHOOL GRADUATES TAKING SELECTED MATHEMATICS AND SCIENCE COURSES, BY RACE AND ETHNICITY, 1987 & 1994

MATHEMATICS COURSES (Credits)	1987			Total	1994		
	White	Black	Hispanic		White	Black	Hispanic
Any Mathematics	99.3	99.5	99.4	99.6	99.6	99.3	99.2
Algebra I (1)	77.7	70.7	73.1	66.4	67.5	65.0	70.7
Algebra II (.5)	51.9	32.4	30.2	58.6	61.6	43.7	51.0
Geometry (1)	65.1	44.0	40.2	70.4	72.7	58.1	69.4
Trigonometry (.5)	20.9	10.9	9.9	17.2	18.6	13.6	9.8
Analysis or Pre-Calculus (.5)	13.5	5.1	7.4	17.3	18.2	9.8	13.9
Calculus (1)	5.9	2.3	3.6	9.2	9.6	3.8	6.0
SCIENCE COURSES (Credits)	1987			Total	1994		
	White	Black	Hispanic		White	Black	Hispanic
Any Science (1)	98.7	98.7	98.5	99.5	99.7	99.5	99.3
Biology (1)	89.2	86.2	85.4	93.5	94.4	91.3	94.0
AP/Honors Biology (1)	2.8	1.5	1.6	4.6	4.6	2.7	3.3
Chemistry (1)	47.7	29.8	29.4	56.0	58.5	43.8	46.5
AP/Honors Chemistry (1)	3.5	1.2	2.3	3.9	4.3	2.1	2.5
Physics (1)	20.9	10.1	9.8	24.4	26.1	14.7	16.0
AP/Honors Physics (1)	1.7	0.4	0.8	2.4	2.5	1.4	1.8
Engineering (1)	0.0	0.4	0.1	0.3	0.2	0.4	0.1
Astronomy (.5)	0.9	0.3	0.8	1.7	2.0	0.6	0.4
Geology (.5)	14.4	18.8	11.8	23.0	23.8	23.3	15.3
Biology/Chemistry (2)	46.0	28.6	28.2	53.8	56.4	42.2	45.1
Bio/Chem/Physics (3)	17.9	8.8	8.2	21.3	22.7	13.0	13.4

Source: *Digest of Education Statistics 1996*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1996)

(Note: No disaggregated statistics for subgroups are available for 1982-1992)

FIGURE 3.48
PERCENT OF SENIORS REPORTING ENROLLMENT IN GENERAL, ACADEMIC,
AND VOCATIONAL HIGH SCHOOL PROGRAMS, 1972, 1980 AND 1992

	General			Academic			Vocational		
	1972	1980	1992	1972	1980	1992	1972	1980	1992
TOTAL	31.8	36.9	40.0	45.7	38.7	47.7	22.4	24.4	12.3
SEX									
Male	33.1	38.0	40.9	48.3	39.0	46.6	18.6	23.0	12.5
Female	30.6	35.9	39.1	43.2	38.4	48.8	26.2	25.7	12.1
RACE/ETHNICITY									
Black	34.2	35.2	40.2	32.7	33.0	42.8	33.1	31.7	17.0
White	30.6	37.1	38.7	48.6	39.8	49.9	20.8	23.1	11.4
Hispanic	42.4	41.6	50.6	27.4	26.9	35.4	30.1	31.5	14.1

Source: *NCES - NELS:88 Trends Among High School Seniors, 1972-1992*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1995)

- Again, while the enrollment numbers of all groups increased for physics, chemistry, trigonometry, and algebra II, Black and Hispanic students in 1994 continued to trail their White counterparts by 10 or more percentage points in their participation in such classes. In 1994, 56.4% of Whites were enrolled in biology/chemistry compared to 42.2% of Blacks and 45.1% of Hispanics.

3. HIGH SCHOOL PROGRAM

The type of program used to instruct high school students varies from school to school. The variation in programs reflects different schooling system approaches to meeting two basic, yet partially competing, objectives: providing a common education to all students and preparing students for very different postsecondary educational and

work experiences.¹⁴ The most popular form of school organization used to meet these objectives, established early this century, has been the comprehensive high school. This type of program differentiates students into three main types of curriculum: college preparatory or academic, vocational preparatory, and a hybrid of the two — the general studies program.

The main alternative to the comprehensive form is the specialized high school, which may offer either a vocational or an academic program of study. Historically, most specialized public schools have been vocational high schools. In recent years, specialized academic “magnet schools” within urban districts have become widespread. Private and parochial high schools also usually specialize in a college preparatory program.¹⁵

■ In 1992, a greater proportion of Hispanic students (50.6%) was enrolled in general programs of study than either Whites (38.7%) or Blacks (40.2%) (see Figure 3.48).

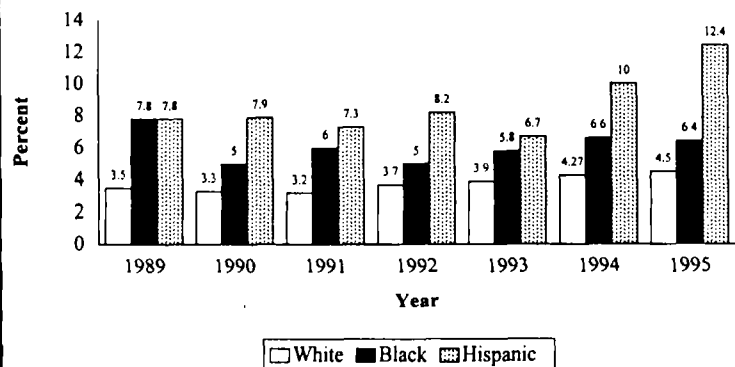
■ A smaller proportion of Latino students (35.4%) was enrolled in academic (college preparatory) programs of study than their White (49.9%) or Black (42.8%) counterparts.

■ Overall, there has been a general decrease in the percentage of students enrolled in vocational programs of study for all groups. However, Hispanic students are enrolled in vocational programs of study at a higher level (14.1%) than White students (11.4%), but at a lower level than Black students (17.0%).

■ Between 1972 and 1992, the proportion of Hispanics in general and academic programs of study has increased. In 1992, one-half (50.6%) of Hispanic students were enrolled in general programs of study, compared to more than two in five (42.4%) in 1972. Similarly, more than one-third (35.4%) of Hispanic students were enrolled in academic programs of study, compared to more than one-fourth (27.4%) in 1972. In terms of vocational programs, the proportion of Hispanic enrollment decreased from 30.1% in 1972 to 14.1% in 1992.

Figure 3.49

Event Dropout Rates, 1989 - 1995



Source: *The Condition of Education 1996*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. June 1996; *The Condition of Education 1997*, National Center for Education Statistics, U.S. Department of Education, June 1997.

* I. EDUCATION ATTAINMENT

1. EVENT HIGH SCHOOL DROPOUT RATE

The event dropout rate measures the number of students in grades 10-12, aged 15-24, who were enrolled in school the previous October, but who were not enrolled and had not graduated the following October.

- The event dropout rate for 1995 indicates that Hispanics are more than twice as likely as Whites to drop out of school during the school year. In 1995, the event dropout rate for Hispanics was 12.4%, compared to 4.5% for Whites and 6.4% for Blacks (see Figure 3.49).
- There has been an upward trend in the Latino dropout rate between 1989 and 1995. During

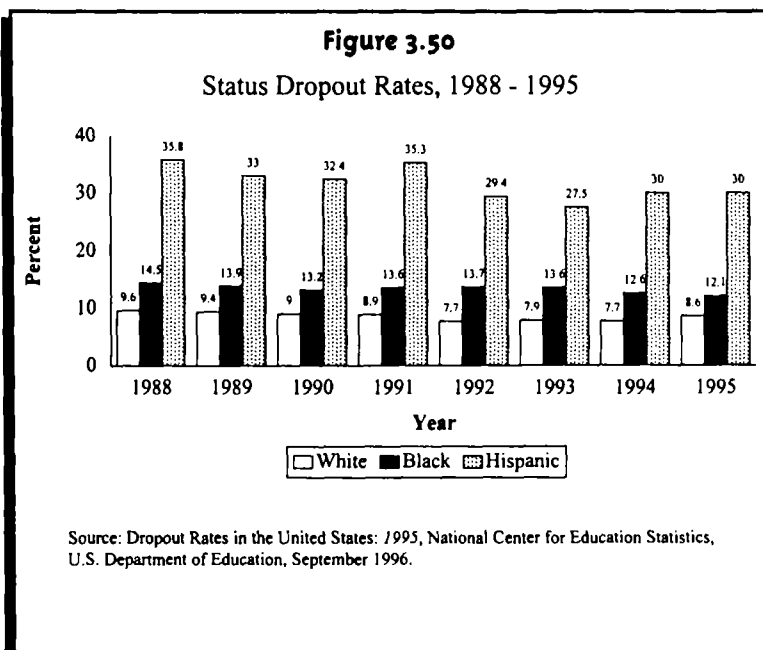
this time, the Hispanic event dropout rate increased by 4.6 percentage points, although it did decline to a low of 6.7% in 1993. During the same period, the rate for Whites reached a low of 3.2% in 1991, but increased to 4.5% by 1995. The data for Blacks demonstrate that the rate decreased from 7.8% in 1989 to 6.4% in 1995. However, between 1992 and 1994, the event dropout rate for Blacks increased, with a slight leveling off by 1995 (see Figure 3.49).

* 2. STATUS DROPOUT RATES

The status dropout rate includes a count of all young adults who are not in school and have not graduated regardless of when they last attended school. In general, the status dropout rate will be higher than the event dropout rate because the figure is cumulative.

Recent reports on high school dropout rates appropriately note that the proportion of African Americans dropping out of school is higher than that of Whites. A promising note, however, is that the gap between Whites and Blacks continues to close. This is not the case for Hispanics. Overall, there has been insufficient attention given to the increasing gap between White and Hispanic dropout rates (see Figure 3.50).

- In 1994, the Hispanic status dropout rate (30.0%) was over four times higher than that of Whites (7.7%) and over two times higher than that of Blacks (12.6%).
- Between 1988 and 1994, the Latino status dropout rate experienced an overall decrease of 5.8 percentage points, although within that period there was a fluctuation of the rate. As



shown in Figure 3.50, in 1992, the Hispanic dropout rate began to decline, and experienced a low of 27.5% in 1993, but by 1994 it began to increase again.

- Between 1988 and 1994, the status dropout rate for Whites experienced a slow but definite decrease; at the beginning of this period the White rate was 9.6%; and by 1994 the rate had declined to 7.7%.

3. HIGH SCHOOL COMPLETION RATES

High school completion rates combine the number of individuals who have received a regular high school diploma or a General Education Development certificate. The completion rates have generally been higher for Whites. The gap in completion rates between Whites and Blacks is

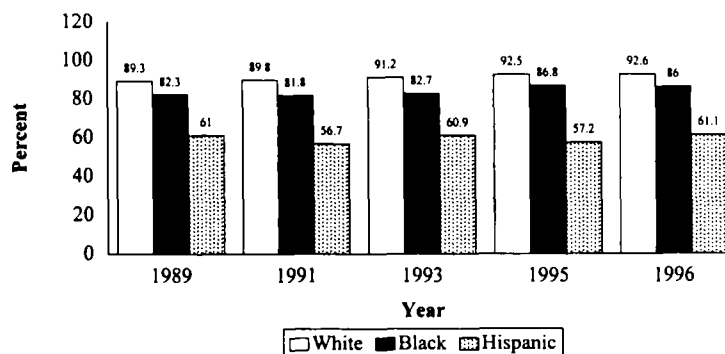
closing, but is increasing between Whites and Hispanics (see Figure 3.51).

- In 1996, 92.6% of 25 to 29-year-old Whites had completed high school, compared with 86.0% and 61.1% of their Black and Latino counterparts, respectively.
- Between 1989 and 1995, there was an increase from 89.3% to 92.5% in the White high school completion rate, compared to a decrease for Latinos from 61.0% to 57.2%. The proportion of African Americans who had completed high school increased from 82.3% to 86.8% during this time. However, between 1995 and 1996, the rates for both Whites and Blacks remained relatively unchanged, whereas the proportion of Latinos who had completed high school increased 3.9 percentage points, from 57.2% to 61.1%.

✱ J. EDUCATIONAL EXPECTATIONS

Overall, educational aspirations increased for all groups between 1982 and 1992. The greatest increases in high school seniors aspiring to attain college and post graduate-degrees were reported among Blacks and Hispanics. Of all groups, Hispanics had the largest increase (30 points) between 1982 and 1992 in high school seniors planning to attend college (see Figure 3.52). Hispanics also account for the largest percentage of high school seniors aspiring to attend two-year colleges or vocational schools (see Figure 3.53). While

Figure 3.51
High School Completion Rates, 1989 - 1996



Sources: *The Condition of Education 1996*, National Center for Education Statistics, U.S. Department of Education, June 1996; *Educational Attainment in the United States*, Current Population Reports, Bureau of the Census, U.S. Department of Commerce, March 1995.

educational aspirations have increased, real barriers such as college costs, adequate college preparation, and access to information threaten to dampen students' desire to attend college.

- In 1992, three-quarters (75.4 %) of Hispanic high school seniors planned to attend college right after high school. This reflects a significant increase in the proportion since 1982 (45.6%). The gap in postsecondary educational aspiration between Whites (60.2%), Blacks (57.5%), and Hispanics (45.6%) reported in 1982 had narrowed significantly by 1992 (76.6%, 75.2%, and 75.4%, respectively).
- A slightly larger proportion of Hispanic high school seniors were deciding to attend college a year or more after graduation in 1992 (15.4%) than in 1982 (13.3%). This delay in postsecondary school attendance is higher than

that for Whites (15.2%) or Blacks (14.4%).

- The percentage of Hispanics who will not or do not know if they will attend college has significantly declined since 1982. In 1992, 9.4% of Hispanic high school seniors did not know whether they would attend college, as opposed to 41.1% of Hispanic high school seniors in 1982. The 1992 figure is higher than that for White high school seniors (8.4%) but lower than that for Black high school seniors (10.6%).
- In 1992, a greater proportion of Hispanic high school seniors were aspiring to attain college and post-graduate degrees than in 1982. Almost one-third (31.6%) of Hispanic students were aspiring to a college degree in 1992, compared to 13.3% in 1982. In regard to post-graduate degrees, 30.8% of Hispanic high school seniors aspired to this level of educational attainment in 1992, compared to 11.5% in 1982.
- In part, as a result of this increased interest in four-year college and post-graduate degrees, the percent of Hispanic high school seniors desiring two-year associate or vocational school degrees declined. In 1992, 31.3% of Hispanic high school seniors aspired to two years of college or vocational school, compared to 39.8% in 1982.
- In 1992, Hispanic high school seniors were still aspiring to college (31.6%) and post-graduate (30.8%) degrees at lower levels than Whites (37.3% college and 32.3% graduate) and Blacks (34.0% college and 37.9% graduate).

FIGURE 3.52
PERCENT OF HIGH SCHOOL SENIORS WHO PLAN TO GO TO COLLEGE AFTER GRADUATION: 1982 AND 1992

Student and School Characteristics	Planned timing of postsecondary attendance					
	Right after high school		A year or more after graduation		No or don't know	
	1982	1992	1982	1992	1982	1992
All seniors	58.3	76.6	11.0	14.8	30.6	8.6
Male	53.4	73.0	10.6	16.0	35.9	11.2
Female	63.0	80.1	11.4	13.8	25.8	6.1
Race/ethnicity						
White	60.2	76.6	10.4	15.2	29.5	8.4
Black	57.5	75.2	13.9	14.4	28.7	10.6
Hispanic	45.6	75.4	13.3	15.4	41.1	9.4

Source: Thomas Snyder and Linda Shafer, *Youth Indicators, 1996*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1996)

- The percent of Hispanic high school seniors aspiring only to a high school degree (6.3%) has declined significantly since 1982 (35.4%), but was still slightly higher than that for Whites (5.3%) or Blacks (4.7%) in 1992.
- More than three in 10 (31.3%) Hispanics — the highest proportion of high school seniors — aspired to an associate or vocational degree, compared to one-quarter (25.1%) of Whites and almost one-quarter (23.5%) of Blacks.

1. THE NELS:88 COHORT

In 1988, the U.S. Department of Education asked students participating in a longitudinal study of eighth graders about their educational expectations. The presumption was that early goals,

images of ability level, and opportunities might affect achievement throughout life. The National Education Longitudinal Study of 1988 (NELS:88) contains reports of the highest level of education students expected to attain, collected both while cohort members were in the eighth grade and four years later.

Overall, there was a decline between 1988 and 1992 in the percentage of students who expected to earn a bachelor's degree. According to the U.S. Department of Education, this decline may be attributed to the knowledge acquired by students during the four-year period in which they assessed factors such as their interests and abilities; availability and cost of postsecondary alternatives; life-style choices, such as marriage and em-

FIGURE 3.53
PERCENT OF HIGH SCHOOL SENIORS ASPIRING TO
VARIOUS LEVELS OF EDUCATION: 1982 AND 1992

Student and School Characteristics	High School diploma or less		Two years or less of college or vocational school		College graduate		Post-graduate degree	
	1982	1992	1982	1992	1982	1992	1982	1992
All seniors	24.6	5.3	36.6	25.3	21.3	36.1	17.5	33.3
Male	28.2	6.7	34.0	26.0	20.5	36.2	17.3	31.1
Female	21.1	3.9	39.2	24.5	22.0	36.2	17.8	35.4
Race/Ethnicity								
White	22.7	5.3	35.6	25.1	23.4	37.3	18.3	32.3
Black	25.3	4.7	40.7	23.5	17.1	34.0	16.9	37.9
Hispanic	35.4	6.3	39.8	31.3	13.3	31.6	11.5	30.8

Source: Thomas Snyder and Linda Shafer, *Youth Indicators, 1996*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1996)

ployment experience; and potential gains from a college or advanced degree. In 1992, a lower percentage of Hispanic 1988 eighth graders than Whites expected to earn a bachelor's degree or higher (see Figure 3.54). Overall, a greater proportion of Hispanics than any other group expected to obtain some college or vocational school education.

- In 1992, 4.2% of Hispanics in the NELS: 88 group said they expected to achieve less than a high school diploma, compared to 2.3% of this same group in 1988.

- A lower proportion of Hispanics from the NELS: 88 group expected to obtain a high school diploma in 1992 (9.4%) than had expected to do so in 1988 (13.1%).

- A slightly higher proportion of Hispanics from the NELS: 88 group expected to obtain a bachelor's degree or more in 1988 (54.8%) than did in 1992 (52.7%).

- In 1992, a greater proportion of Hispanics (33.8%) than Blacks (28.7%) or Whites (27.6%) expected to obtain some level of college or vocational school education. The data indicate

Figure 3.54

**PERCENTAGE OF 1988 EIGHTH GRADERS INDICATING IN 1988 AND 1992
THE HIGHEST LEVEL OF EDUCATION THEY EXPECT TO OBTAIN**

	Year	High school diploma	Less than high school graduate	Some college or vocational school	Bachelor's degree or more
TOTAL	1988	1.5	10.3	22.4	65.8
	1992	2.3	8.1	28.1	61.4
SEX					
Male	1988	1.8	11.7	23.2	63.3
	1992	2.8	8.9	28.6	59.7
Female	1988	1.1	8.9	21.7	68.2
	1992	1.9	7.2	27.6	63.2
RACE/ETHNICITY					
Hispanic	1988	2.3	13.1	29.8	54.8
regardless of race	1992	4.2	9.4	33.8	52.7
Black not of	1988	2.3	7.5	25.9	64.3
Hispanic origin	1992	1.8	10.5	28.7	59.0
White not of	1988	1.1	10.5	20.7	67.6
Hispanic origin	1992	2.2	7.4	27.6	62.8

Source: *Descriptive Summary Report: With an Essay on Access and Choice in Postsecondary Education*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1996)

that a slightly higher percentage of all groups had these expectations than in 1988 when 29.8% of Hispanics, 25.9% of Blacks, and 20.7% of Whites expected to obtain some college or vocational school education.

- A lower proportion of Hispanic students (52.7%) than Blacks (59.0%) and Whites (62.8%) in 1992 expected to obtain a bachelor's degree or more. The data reflect a decrease from 1988, when 54.8% of Hispanics, 64.3% of Blacks, and 67.6% of Whites expected to obtain a bachelor's degree or more.

K. EXTRACURRICULAR ACTIVITIES

Extracurricular activities are an important part of a student's education. Whether these include academic clubs, student government, honorary societies, community service, part-time work, or spending time with family or friends, extracurricular activities often influence a child's life choices and educational decisions. Data show that Hispanic high school seniors continue to participate less than their White counterparts in a number of traditional extracurricular activities (see Figure 3.55).

1. SCHOOL-SPONSORED EXTRACURRICULAR ACTIVITIES

During the 1972 to 1992 period, the overall proportion of seniors participating in a variety of extracurricular activities changed relatively little. There has been some decline in the percent of students participating in student government and an increase in participation in honorary societies. Academic clubs remain a popular activity, with

about 25% of seniors participating in 1992.¹⁶ During this period, Hispanic high school senior participation has generally increased for honorary societies and school literature activities, while decreasing for academic clubs and student government.

- Hispanic high school senior participation in academic clubs in 1992 (22.6%) had decreased slightly since 1972 (24.2%). This 1992 figure for Hispanics was higher than the percentage of Black high school seniors (20.6%), but lower than that for White high school seniors (25.8%).
- Black, White, and Hispanic high school seniors increased their participation in honorary societies since 1972, but Hispanics in 1992 (at 12.4%) still participated at lower levels than Whites (19.6%) and Blacks (14.0%) in such activities.
- Hispanic high school senior participation in student government declined from 16.0% in 1972 to 14.6% in 1992. In 1992, Hispanics participated less in student government than White (15.4%) or Black (16.7%) high school seniors, who had the highest participation rate.
- Participation in the school newspaper or yearbook remained constant for Hispanic high school seniors during the 1972-1992 period, 16.2% to 16.8%. This participation rate is lower than that for White high school seniors (19.7%), but higher than that for Black high school seniors (14.3%). Both Black and White high school seniors experienced a decline in participation in this activity from 1972 to 1992 (See Figure 3.55).

* 2. AFTER-SCHOOL ACTIVITIES

According to the U.S. Department of Education, "there appears to be a negative relationship between television watching and performance on achievement tests." This is also true for other variables; for example, high-socioeconomic-status students were less likely to watch five or more hours of television on school nights than low socioeconomic status students.¹⁷ (see Figure 3.56.)

- Hispanic students are watching less television than they did a decade ago. Although in accordance with the general trend of watching less television, Hispanic high school seniors experienced the largest decline, 12.2 percentage points, in students who watched five hours or more of television on a school night from 1980 to 1992.

- In 1992, only 9.3% of Hispanic high school seniors watched five or more hours of television on a school night, compared to 21.5% in 1980. The percentage of White high school seniors watching five or more hours of television on a school night declined from 13.7% in 1980 to 6.4% in 1992, while the corresponding percentage of Black high school seniors declined from 29.0% to 21.3% during the same time period.

- Hispanic students (63.8%) were more likely than Black students (62.0%) but less likely than Whites (68.2%) to do things with their parents. Hispanic students (82.4%) were also more likely than Blacks (79.8%) but less likely than Whites (90.7%) to do things with friends.

FIGURE 3.55
PERCENT OF HIGH SCHOOL SENIORS WHO PARTICIPATE IN
SELECTED SCHOOL-SPONSORED EXTRACURRICULAR ACTIVITIES:
1972, 1980 AND 1992

Student and School Characteristics	Academic clubs			Honorary societies			Student Government			Newspaper or yearbook		
	1972	1980	1992	1972	1980	1992	1972	1980	1992	1972	1980	1992
All Seniors	25.6	23.8	25.1	14.4	17.1	18.5	19.4	18.5	15.4	20.2	19.9	18.8
Male	20.3	19.0	22.8	10.7	13.8	14.4	18.1	15.8	13.1	14.7	15.4	14.0
Female	30.9	28.3	27.4	18.1	20.1	22.7	20.8	21.0	17.7	25.5	24.0	23.5
Race/Ethnicity												
White	25.0	22.9	25.8	15.1	17.8	19.6	19.2	17.7	15.4	20.4	20.1	19.7
Black	33.1	28.8	20.6	11.7	13.7	14.0	25.3	23.1	16.7	20.7	17.8	14.3
Hispanic	24.2	24.7	22.6	10.2	11.9	12.4	16.0	16.7	14.6	16.2	15.8	16.8

Source: Thomas Snyder and Linda Shafer, *Youth Indicators, 1996*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1996)

IV. Elementary and Secondary School Teachers and Principals*

A. OVERVIEW

A major factor influencing children's success in education is role models. For Hispanic students, it is particularly important that there be Hispanic adult role models in the classroom and throughout the school. Hispanic teachers, administrators, and school personnel serve as role models for Hispanic students and can provide an important link between schools and parents. This is especially important because a significant portion of Hispanic parents lack the education necessary to provide their children with needed guidance about educational opportunities and their ability to pursue educational goals. Additionally, Latino school staff act as models for non-Hispanic students to demonstrate that professional positions are held by representatives of all racial/ethnic groups. Thus, the importance of the employment of Hispanic teachers and administrators cannot be overstated. While any trained and committed teacher can provide a high-quality education, the lack of Hispanic teachers contributes to the failure of school systems to respond to the linguistic, cultural, and social needs of Hispanic and non-Hispanic students alike.

This section provides information on American public and private school teachers at the elementary and secondary levels, including their race/ethnicity, qualifications, salaries, and years of experience, as well as information on the nation's principals. The data indicate that, overall, Hispanic teachers are underrepresented in the professional ranks and that they are concentrated in urban

schools. Additionally, the data demonstrate that many of the schools offering bilingual education programs are unable to fill teaching positions for ESL or bilingual education teachers.

* B. CHARACTERISTICS OF TEACHERS

Some research has indicated that seeing minority adults in positions of authority has positive effects on minority children and that minority teachers understand the backgrounds of their minority students. Yet the data indicate that, as of 1993-94, almost one-half (48.0%) of all schools still had no minority teachers at all (42% of all public schools and 66% of all private schools). In addition, the proportion of minority teachers (12.8%) is still far smaller than the proportion of minority students (32%). While the percentage of minority teachers has only increased slightly since the 1987-88 school year, the percentage of minority principals had increased at a somewhat higher rate by 1993-94 (11.0% to 14.0%).

During the 1993-94 school year, there were 2.9 million teachers working in the nation's elementary and secondary schools. As the data below describe, a major part of the elementary and secondary schools' teaching workforce is in the nation's public rather than private schools:

- Of the estimated 2.6 million public school and 380,000 private school teachers in the U.S., 4.1% were Hispanic, while 87.2% were White and 6.8% were Black. In public schools the

* All data are from National Center for Education Statistics, *Schools and Staffing in the United States: A Statistical Profile, 1993-94*. Washington, D.C.: U.S. Department of Education, July 1996.

corresponding statistics indicate that 4.2% of the teaching workforce was Hispanic, while 86.5% of the teachers were White and 7.4% were Black. The private schools had a slightly higher percentage of White teachers; nine in ten (91.9%) of the teachers in private schools were White, compared to 3.1% who were Black and 3.2% who were Hispanic.

- As Figures 4.1 and 4.2 demonstrate, the largest percentages of Hispanic teachers were in schools with minority enrollments in excess of 20%. In addition:

- ❖ The overall statistics for teachers in central city public schools show that 74.8% are White, 14.6% are Black, and 8.3% are Hispanic. However, center city public schools with more than a 20.0% minority

student enrollment have a higher proportion of minority teachers; in those central city schools, Hispanics comprised one-tenth (10.8%) of all teachers and Blacks accounted for almost one-fifth (18.2%) of teachers.

- ❖ In urban fringe public schools, Whites comprise 89.2% of the teachers, yet are 80.3% of teachers in schools with minority enrollment over 20.0%. By comparison, Blacks make up 5.1% of the teachers in urban fringe public schools, but in schools with minority enrollment over 20.0% they constitute 9.7% of the teacher population. Hispanics account for 3.5% of the general teaching population in urban fringe public schools, but accounted

Figure 4.1
PROPORTION OF ELEMENTARY & SECONDARY
PUBLIC SCHOOL TEACHERS, 1993-94

	White	Black	Hispanic
Public Schools	86.5	7.4	4.2
Central City Schools	74.8	14.6	8.3
Minority Enrollment			
Less than 20%	95.3	2.3	1.4
More than 20%	68.4	18.2	10.8
Urban Fringe Schools	89.2	5.1	3.5
Minority Enrollment			
Less than 20%	96.6	1.2	1.0
More than 20%	80.3	9.7	6.5
Rural/Small Town Schools	92.5	4.1	2.0
Minority Enrollment			
Less than 20%	97.1	1.1	0.8
More than 20%	83.0	10.5	4.3

Source: *Schools and Staffing in the United States: A Statistical Profile, 1993-94*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1996)

for 6.5% of the teachers in those schools in which the minority enrollment is over 20.0%.

- ❖ In rural/small-town public schools, Whites accounted for 92.5% of the teacher population, while Blacks and Hispanics accounted for 4.1% and 2.0%, respectively. In rural schools with minority enrollment rates over 20.0%, the percentage of Whites teaching at these school decreases to 83.0%, while the percentages for Blacks and Hispanics more than doubles to 10.5% and 4.3%, respectively.
- ❖ Teachers in central city private schools include 88.6% who are White, 4.8% who are Black, and 4.2% who are Hispanic. However, for central city private schools in which the minority enrollment is over

20.0%, 77.1% of the teachers are White, 10.7% are Black, and 7.9% are Hispanic.

- ❖ The pattern is similar in urban fringe private schools where Whites make up 93.5%, Blacks make up 2.0%, and Hispanics make up 2.9% of the teacher population. Yet in urban private schools in which minority enrollment is over 20.0%, 84.6% of the teachers are White, 5.0% are Black, and 6.5% are Hispanic.
- ❖ In rural private schools, the percentage of White teachers decreased relative to the proportion of minority students. For example, Whites make up 96.4% of the teachers in rural private schools, while Blacks comprise 1.2% and Hispanics account for 1.7%. However, in schools with a larger percentage of minority students,

Figure 4.2
PROPORTION OF ELEMENTARY & SECONDARY
PRIVATE SCHOOL TEACHERS, 1993-94

	White	Black	Hispanic
Private Schools	91.9	3.1	3.2
Central City Schools	88.6	4.8	4.2
Minority Enrollment			
Less than 20%	96.1	1.2	2.2
More than 20%	77.1	10.7	7.9
Urban Fringe Schools	93.5	2.0	2.9
Minority Enrollment			
Less than 20%	96.5	0.7	1.9
More than 20%	84.6	5.0	6.5
Rural/Small Town Schools	96.4	1.2	1.7
Minority Enrollment			
Less than 20%	96.5	1.1	1.8
More than 20%	94.0	2.6	2.1

Source: *Schools and Staffing in the United States: A Statistical Profile, 1993-94*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1996)

the proportion of White teachers decreases to 94.0%, while that of Blacks and Hispanics increases to 2.6% and 2.1%, respectively.

Over the past 10 years the presence of Hispanic students and teachers in the nation's schools has increased significantly. The Hispanic population in public schools increased from 9.1% of all students in the 1987-88 school year to 11.5% in the 1993-94 school year. During the same period, the percentage of Hispanic public school teachers grew from 2.9% to 4.1%. According to NCES, the percentage of Hispanic students in the 1996-97 school year exceeded 13%.

While Hispanic teachers appear to be concentrated in areas with high minority enrollments, U.S. elementary and secondary school teachers, as a group, are considerably less diverse than the students they teach (see Figures 4.3 and 4.4). Hispanics made up 11.5% of the students enrolled in grades K-12 in the 1993-94 school year, but represented only 4.1% of the K-12 teaching force. Similarly, Blacks accounted for 15.5% of students, but only 6.8% of the teaching workforce. On the other hand, White teachers were overrepresented in the K-12 teaching force relative to the proportion of White students in these grades (87.2% vs. 68.5%).

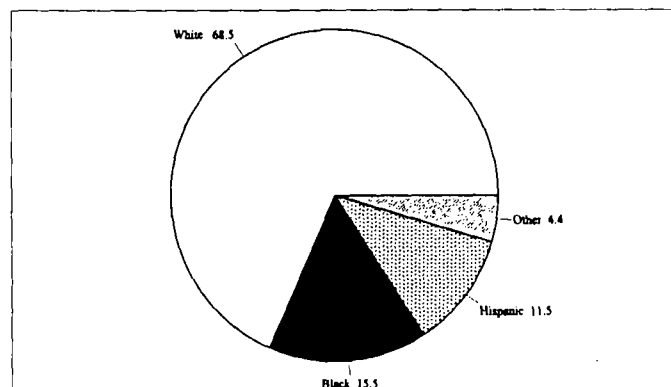
As role models for both Hispanic and non-Hispanic students, Hispanic teachers are in short supply. Proportionately, there are approximately three times more Hispanic students in U.S. schools as there are Hispanic teachers. The ratio of Black students (15.5%) to Black teachers (8.7%) is slightly less than two to one.

C. TEACHER CREDENTIALS

Figure 4.5 presents the data on the highest degrees held by public and private school teachers

Figure 4.3

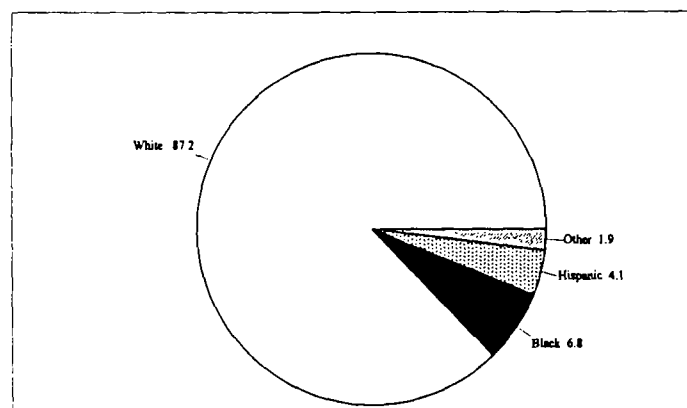
Public and Private School Students by Race/Ethnicity, 1993-94



Source: *Schools and Staffing in the United States: A Statistical Profile, 1993-94*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1996)

Figure 4.4

Public and Private School Teachers by Race/Ethnicity, 1993-94



Source: *Schools and Staffing in the United States: A Statistical Profile, 1993-94*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1996)

during the 1993-94 school year. Overall, public school teachers are more likely than private school teachers to hold master's degrees. In addition:

- Hispanic teachers are less likely than either their White or Black colleagues to hold degrees above the bachelor's level. About three in 10 (29.8%) Hispanic public school teachers hold

V. Postsecondary Education

* A. OVERVIEW

A college education has always been seen as a means of upward mobility, especially for economically or socially disadvantaged groups. In recent years, postsecondary education has become more accessible to all segments of the population. Over the last two decades, as the economy has become increasingly complex and reliant on higher levels of literacy and numeracy, there has been a rise in educational attainment across all ethnic groups. The U.S. Department of Education attributes this trend to both the growth in the population of Hispanic and Asian students and to their increasing education levels.

As the following data show, however, there continues to be a gap between Hispanics and their White and Black counterparts in many areas related to educational access, achievement, and attainment. Further, there is statistical evidence that differences in course-taking patterns in high school, educational aspirations, and college attendance and completion influence each attainment indicator for the Latino community.

This section will provide information which shows that while the number of Hispanics who are enrolling in and graduating from college has increased in absolute numbers, they remain underrepresented on university campuses and among degree recipients, both relative to other groups and as a proportion of their total population. Additionally, the gap between White and Hispanic student college transition rates¹ has increased since 1980.

Hispanic college students tend to concentrate in different fields, have a higher number of disruptions in their education, and are only half as likely to complete four years of college compared

to non-Hispanic White students. Hispanics who do complete college take longer, on average, than their White counterparts and work more and longer hours during their postsecondary careers than both their White and Black counterparts. Hispanic male and female differences in educational attainment have changed significantly over time, with an almost three-fold increase in Hispanic female college graduates over the past 20 years.

B. SAT SCORES

Experts in higher education understand the limitations of using standardized test scores to predict academic performance. At most, even the College Board, which administers many of the standardized tests, "claims only that the SAT correlates with first-year grades a little less than half the time (42 percent)."² Moreover, many colleges and universities are relying less on SAT scores while developing multi-assessment admissions policies. Yet, in the wake of *Hopwood v. The State of Texas*, and Proposition 209 in California, both of which have ended traditional affirmative action programs and have led to huge declines in minority enrollment in the Texas and California state university systems, many schools stills use SAT test scores or an equivalent as the principal basis for admissions.

Despite efforts to de-emphasize standardized tests, they remain an important factor in tracking the academic progress of students. Thus, it is important to track trends in student performance on such tests. Data indicate that while Hispanics tend to perform better than Blacks on the SAT exams, both groups' scores continue to lag behind those of Whites. Figures 5.1 and 5.2 present the data on the math and verbal SAT scores for two years in a 10-year period. All groups have experienced a gradual rise in their total scores between 1987 and

1997. However, while the gap between Whites and Blacks decreased by four points, the gap between Whites and Hispanics increased by six points. In 1987, the average total SAT score for Whites was 1038, compared to 839 for Blacks and 926 for Hispanics. By 1997, the scores for Whites, Blacks, and Hispanics increased to 1052, 857, and 934, respectively. Additionally, the increase in the test scores for Whites and Blacks was double that of Hispanics. Between 1987 and 1997, math scores for Whites increased by 12 points, from 514 to 526; the scores for Blacks also increased by 12 points from 411 to 423. However, the increase for Hispanics was only six points, from 462 to 468. On the verbal test, the scores for Whites and Hispanics increased by two points each between 1987 and 1997, from 524 to 526 and from 464 to 466, respectively. The scores for Blacks increased six points, from 428 to 434 over that period.

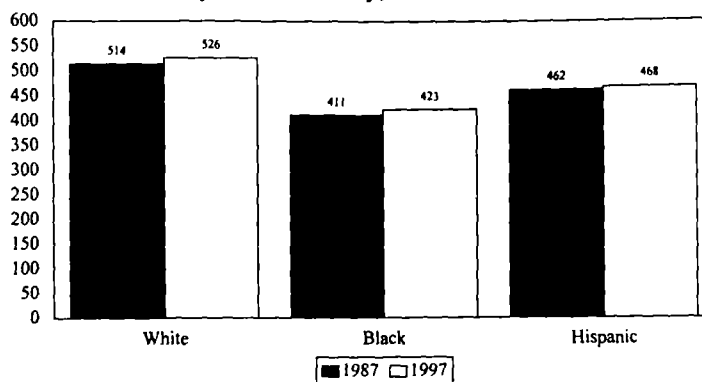
Given the recent bans on affirmative action in public institutions in the two states with the largest concentrations of Latinos, colleges and universities may again focus on tests scores for admissions decisions, despite recent steps to develop broader admissions policies. Thus, the challenge is for colleges and universities to identify promising alternatives to promote diversity. Otherwise, many of the nation's public colleges and universities may see the declines in minority enrollment that both California and Texas have recently experienced.

C. ENROLLMENT STATISTICS

Hispanics continue to be underrepresented at institutions of higher education despite an increase in their enrollment since 1988. In 1994, Whites comprised 74.3% of the undergraduate stu-

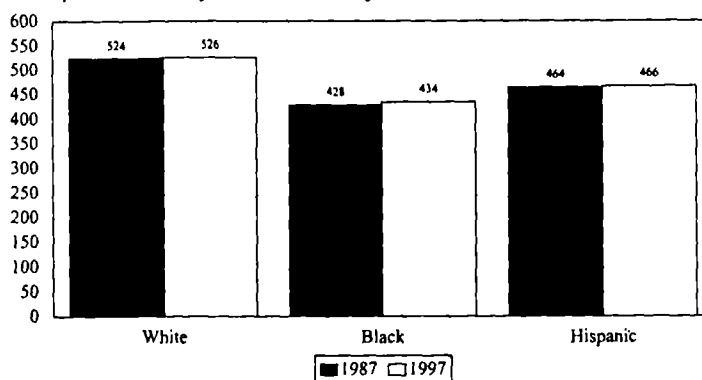
dent body, compared to 11.0% and 8.1% for Blacks and Hispanics, respectively (see Figure 5.3). The data show a drop in the enrollment rate of Whites since 1988, when they comprised 80.2% of undergraduate students. Both Hispanics and Blacks ex-

Figure 5.1
Average Math SAT Scores
by Race/Ethnicity, 1987 and 1997



Source: Summary Statistics, The College Board's Annual Survey of Colleges, The College Board, New York (1997)

Figure 5.2
Average Verbal SAT Scores
by Race/Ethnicity, 1987 and 1997



Source: Summary Statistics, The College Board's Annual Survey of Colleges, The College Board, New York (1997)

perienced increases in enrollment rates since 1988, when they accounted for 5.7% and 9.4% of the nation's undergraduates, respectively. At the graduate level, in 1994 Whites accounted for 83.5% of students, compared to 7.2% and 4.1% for Blacks and Hispanics, respectively. By contrast, 1988 data show that 87.3% of graduate students were White, compared to 5.8% who were Black and 3.0% who were Hispanic.

In 1995, Hispanic high school graduates were less likely than White and Black high school graduates to be enrolled in college. Between 1988 and 1995, the gap in the percentage of White and Hispanic high school graduates aged 18 - 24 years old increased, while the gap between White and Black students decreased (see Figure 5.4). In 1988, 38.4% of White high school graduates aged 18 - 24 years old were enrolled in college, compared to 27.8% of Blacks (a difference of 10.6 percentage points) and 30.8% of Hispanics (a difference of 7.6 percentage points). By 1995, the enrollment rate for Whites was 43.7%, compared to 35.2% for Blacks and 34.9% for Hispanics (a gap of 8.8 percentage points).

Data on the immediate transition from high school to college represent one indicator of the number of students who will ever enroll in college, since most students who enroll in college do so right

Figure 5.3

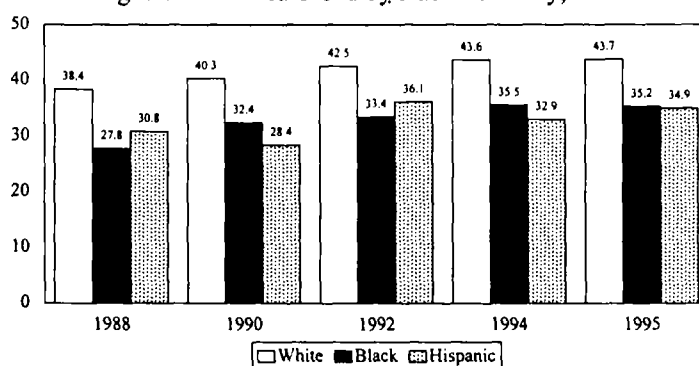
Enrollment Rates by Level of Study and Race/Ethnicity, 1988-94

		1988	1990	1992	1994
All Students	White	81.1	79.9	77.5	75.4
	Black	8.9	9.3	9.9	10.5
	Hispanic	5.4	5.8	6.8	7.6
Undergraduates	White	80.2	79	76.4	74.3
	Black	9.4	9.8	10.4	11
	Hispanic	5.7	6.2	7.2	8.1
Graduate	White	87.3	86.6	85.3	83.5
	Black	5.8	5.9	6.3	7.2
	Hispanic	3	3.3	3.8	4.1

Source: *Digest of Educational Statistics 1996*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1996)

Figure 5.4

College Enrollment Rates of High School Graduates Aged 18 - 24 Years-Old by Race/Ethnicity, 1988-95



Source: *The Condition of Education 1997*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1997)

after high school.³ Such data provide insight into the accessibility of higher education, as well as the value of obtaining a college education as opposed to taking other career paths.⁴ Differences in college transition rates between Whites and Hispanics have grown over time. In 1987, 58.6% of White

high school graduates aged 16 - 24 years old enrolled in college within one year of graduation, while 33.5% of Hispanics and 52.2% of Blacks did so. By 1995, 64.3% of Whites, 53.7% of Hispanics, and 51.2% of Blacks entered college by October following their high school graduation.⁵

Some of the factors which affect the transition from high school to college include family poverty and low educational aspirations. According to NCES, high school graduates from high-income families are more likely than high school graduates from low-income families to go directly to college. Given that 1996 poverty data indicated that both Hispanics (29.3%) and Blacks (28.3%) were over

two times more likely than Whites (11.2%) to be poor, it appears that poverty status is a significant factor in the small proportion of Latino students enrolled in college. Similarly, if students have low expectations of academic achievement it may affect their decisions to go to college. Hispanic students have lower educational aspirations than Whites (see Chapter 3). In 1992, nearly one-third (31.3%) of Hispanic high school students aspired to complete their formal education with two years or less of either vocational training or college. In contrast, approximately one-fourth of White and Black students planned to end their postsecondary careers at this point.

Figure 5.5
TOTAL FALL ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION
BY LEVEL OF STUDY, GENDER, AND RACE/ETHNICITY, 1980 - 1994

	1980	1988	1990	1992	1994
All Students					
Total Hispanic	4.0	5.4	5.8	6.8	7.6
Hispanic Men	2.0	2.4	2.6	3.0	3.4
Hispanic Women	2.0	2.9	3.2	3.8	4.2
Undergraduates					
Total Hispanic	4.2	5.7	6.2	7.2	8.1
Hispanic Men	2.1	2.6	2.8	3.2	3.6
Hispanic Women	2.2	3.1	3.4	4.0	4.5
Graduate					
Total Hispanic	2.6	3.0	3.3	3.7	4.1
Hispanic Men	1.3	1.3	1.5	1.6	1.8
Hispanic Women	1.3	1.7	1.9	2.1	2.4
First-Professional					
Total Hispanic	2.4	3.6	4.0	4.4	4.7
Hispanic Men	1.7	2.2	2.4	2.6	2.6
Hispanic Women	0.7	1.4	1.6	1.8	2.0

Source: *Digest of Education Statistics 1996*, National Center for Educational Statistics, U.S. Department of Education, Washington, D.C. (1996)

Hispanic females made significant educational gains relative to Hispanic males since 1980 in both undergraduate and graduate enrollment rates (see Figure 5.5).⁶ In 1980, Hispanic women accounted for 2.2% of the undergraduate student population, while the enrollment rate of Hispanic men was about the same at 2.1%; however, by 1994 the enrollment rate of Hispanic females had more than doubled. Hispanic female enrollment increased to 4.5%, while the rate increased to 3.6% for Hispanic men. However, with respect to professional degrees, data show that a slightly smaller percentage of Hispanic females than Hispanic males were enrolled in such programs in 1994;⁷ Hispanic women accounted for 2.0% of students enrolled in such degree programs, compared to 2.6% of Hispanic men.

Among the top 10 states with the highest percentage of Latinos, Hispanic enrollment in institu-

tions of higher education remains, on average, consistently well below the Hispanic proportion of the state's population (see Figure 5.6). With the exception of Florida and Illinois, which possess the most equitable distribution between state and student Hispanic populations, all other states with the largest Hispanic populations display significant gaps between the percentage of Hispanics of the total state population and the percentage of Latinos in college. The largest discrepancies between total state Hispanic populations and Latino student participation in higher education are in the states with the largest total Hispanic populations — California, Arizona and Texas.

Hispanic students have a higher tendency than non-Hispanic students to enroll in schools offering either vocational certificates or associate degrees. In particular, a higher percentage of Hispanics and Blacks are enrolled in two-year colleges

Figure 5.6
HISPANIC ENROLLMENT IN HIGHER EDUCATION
IN STATES WITH LARGEST HISPANIC POPULATIONS (ESTIMATED AS OF 1994), 1980 - 1995

	Hispanic % of State Pop (1994)	1980	1990	1993	1995
California	28.4	9.7	13.4	18.5	19.7
Texas	27.3	12.7	16.9	19.2	20.5
New York	13.7	5.5	7.9	8.9	9.6
Florida	13.4	8.1	11.5	12.8	13.5
Illinois	8.9	2.5	6.9	7.8	8.1
New Jersey	11.0	4.3	6.9	8.2	9.5
Arizona	20.1	7.6	11.6	13.5	14.4
New Mexico	39.0	24.8	28.1	30.2	31.3
Colorado	13.5	5.7	7.7	8.8	9.2
Massachusetts	5.6	1.5	3.2	4.0	4.4

Source: *State Comparisons of Education Statistics, 1969-70 to 1993-94*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1994); *State Population Data*, Population Division, U.S. Bureau of the Census, Washington, D.C. (1994)

enrolled in four-year colleges (see Figure 5.7). In 1994, Hispanics accounted for 10.7% of the students enrolled in two-year institutions, but accounted for 5.5% of the student population enrolled in four-year institutions. By comparison, Blacks accounted for 11.3% of students in two-year colleges and 9.9% of students in four-year schools, while 71.0% of Whites attended two-year institutions and 75.3% attended four-year colleges.

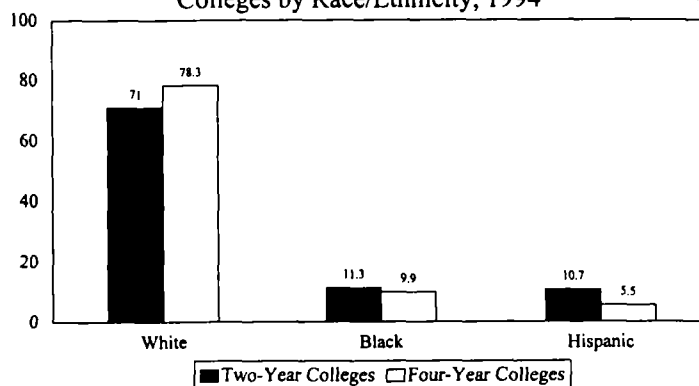
D. DEGREES CONFERRED

As more Hispanics are attending college, the number of postsecondary degrees awarded to Hispanics has increased, but their rates of educational attainment are not in line with either their overall population rates or their college enrollment rates. Figures 5.6 through 5.9 demonstrate the academic areas in which Hispanics are concentrating, as well as the percentage of the postsecondary degrees they are receiving.

- In 1997, approximately one-fourth of Hispanics aged 25 years and older had completed some college, compared to nearly one-half of Whites and nearly two-fifths of Blacks. About one in ten Hispanic adults had obtained a bachelor's degree or more in 1997, compared to slightly less than one-quarter of Whites and more than one-eighth of Blacks (see Figure 5.8)

Figure 5.7

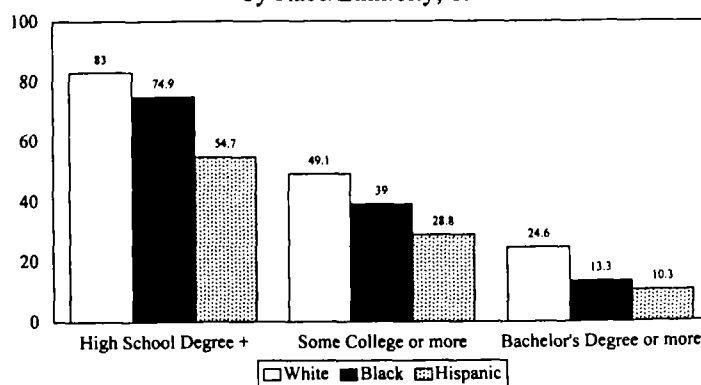
Enrollment Rates in Two- and Four-Year Colleges by Race/Ethnicity, 1994



Source: Digest of Educational Statistics 1996, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1996)

Figure 5.8

Educational Attainment of Persons 25 Years and Older by Race/Ethnicity, 1997



Source: Current Population Reports, Educational Attainment in the United States, Bureau of the Census, U.S. Department of Commerce, Washington, D.C. (1997)

- Since 1977, Hispanics are still less likely to get physical sciences and mathematics degrees; as of 1991, the most favored majors of Hispanic students have changed from humanities and social/behavioral sciences to technical and professional degrees, with the single largest area of concentration in business and management (see Figure 5.9). In 1977, 41.6% of degrees

- While 4.1% of students in graduate school were Hispanic in 1994, only 3.1% received a master's degree, but this rate is up from 2.3% in 1988-89 (see Figures 5.3 and 5.12).

E. CONTINUITY OF ENROLLMENT

As discussed above, there has been a marked change in the number and percentage increase in bachelor's degrees conferred to Hispanics and other students. However, while more students are enrolling in and graduating from college, some are experiencing personal, financial, and academic problems which disrupt their college careers. Non-completion rates are not indicative of failure but, rather, show that students "may have an unrealistic view as to how much time, effort, and money will be needed to complete postsecondary education programs."¹⁷ Generally, data on persistence toward a bachelor's degree demonstrate that Hispanics (23.3%) are less likely than Whites (36.9%) or Blacks (24.8%) to complete a degree within four years; and that Hispanics (34.9%) are more likely than Whites (25.0%) and Blacks (32.2%) to take more than six years to receive a bachelor's degree (see Figure 5.13).

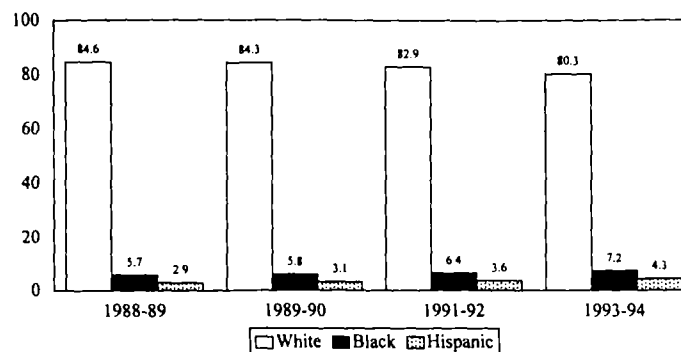
A 1996 longitudinal study on students enrolled during the 1989-90 school year indicated the following:¹⁸

- Although 37.2% of Hispanic high school graduates aged 16-24 were enrolled in two-year educational institutions in the fall of 1989, by 1994

only 16.3% had received an associate's degree. Of the remainder, 22.2% were still enrolled but had not received a degree, and 39.8% had

Figure 5.11

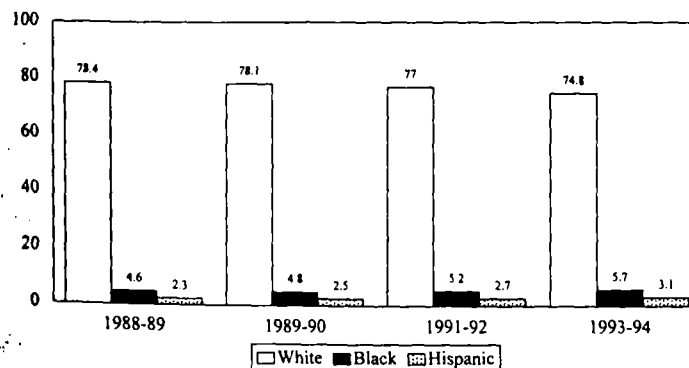
Bachelor's Degrees Conferred by Race/Ethnicity, 1988 - 1994



Source: *Digest of Education Statistics 1996*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1996)

Figure 5.12

Master's Degrees Conferred by Race/Ethnicity, 1988 - 1994



Source: *Digest of Education Statistics 1996*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1996)

neither received an associate's degree nor were enrolled in school at all.

- Of the 17.9% of Hispanic high school graduates enrolled in four-year institutions in 1989, fewer than one-third (32.4%) succeeded in obtaining a bachelor's degree by 1994.

- By 1994, 22.1% of Hispanic students pursuing a bachelor's degree were still enrolled but had not graduated and over one-third (36.6%) had effectively dropped out of their four-year educational institutions.

OERI conducted a longitudinal study from 1989 to 1994 to compare completion rates per initial degree objective among part-time and full-time students. The findings indicated that first-time beginning students seeking bachelor's degrees in 1989-90 were more likely than those seeking associate's degrees to obtain their degree objective within five years of initial enrollment.¹⁹ OERI found that full-time enrollment is associated with higher rates of persistence and attainment; to illustrate, 51.7% of full-time students had completed a degree within five years, while 43.4% of part-time college students failed to get a degree or still be enrolled after five years.²⁰ Given that Hispanics have

high rates of part-time enrollment (see Figure 5.16), they are less likely to obtain a college degree.

Figure 5.13

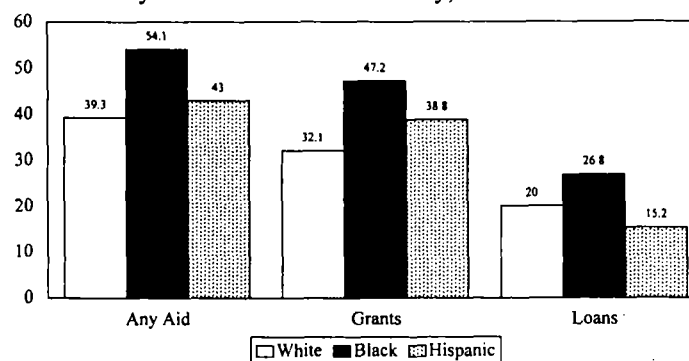
College Graduates Receiving a Bachelor's Degree within Various Years of Starting College, 1993

	4 years or less (%)	more than 4 up to 5 years (%)	more than 5 up to 6 years (%)	more than 6 years (%)
White	36.9	27.5	10.5	25
Black	24.8	27.8	15.2	32.2
Hispanic	23.3	28.7	13.1	34.9

Source: *The Condition of Education 1996*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1996)

Figure 5.14

Undergraduate Receiving College Financial Aid by Source and Race/Ethnicity, 1992-1993



Source: *Digest of Education Statistics 1996*, National Center for Education Statistics, U.S. Department of Education, Washington, D.C. (1996)

F. FINANCING A COLLEGE EDUCATION

There is evidence that dependence upon loans and fear of debt inhibit many students from ever attending college.²¹ Low family incomes, tuition levels that continue to outstrip inflation by a nearly two-to-one ratio, and the stagnant or declining incomes of many Hispanic families are deterring many Latino students from pursuing postsecondary education.

Financial aid is positively related to whether students seeking sub-baccalaureate degrees will ultimately obtain a degree. Rela-

tively few candidates for associate's degrees, however, received financial aid during 1989-90.

Figure 5.15

Employed College Students 16 - 24 Years-Old
By Race and Hours Worked per Week, 1988 - 1993

		1988	1989	1992	1993
White	Total Hours	48.9	48.6	50.5	50.1
	20 or more	25.1	25.1	27.2	26.5
	35 or more	5	5.2	5.9	5.5
Black	Total Hours	31.8	29.8	30.2	28.9
	20 or more	18.6	17.1	19.9	18
	35 or more	3.3	2.8	4.4	3.8
Hispanic	Total Hours	40.9	40.1	41	40.7
	20 or more	28.7	28	29.4	28.1
	35 or more	6.7	6.2	6.2	6.3

Source: Indicator of the Month, Working While in College, Office of Educational Research and Improvement, U.S. Department of Education, Washington, D.C. (1996)

THE EDUCATIONAL STATUS OF HISPANIC ADULTS

Academic achievement is an important factor in an individual's socioeconomic well-being. For example, on average, people who do not graduate from high school earn \$12,809 annually, compared to those with a B.A. who earn \$32,629 a year. Given the strong correlation between education, employment, and earnings, a brief examination of the education of adult Hispanics (25 and over) is relevant to this Hispanic education profile. The following statistical overview shows that Hispanic adults tend to have low levels of education attainment which affects their employment outcomes, as well as their earnings and income.

EDUCATIONAL ATTAINMENT

- In 1994, among Hispanics 25 years old and older, 10.8% had less than a 5th grade education. More specifically, 13.3% of Mexican Americans, 7.5% of Puerto Ricans, 5.4% of Cuban Americans, and 5.6% of Central and South Americans had less than a 5th grade education.⁸
- In 1996, 53.1% had graduated from high school, compared to 82.8% of Whites and 74.3% of Blacks.⁹ Among Hispanic subgroups, the data indicate that Mexican Americans were the least likely and Cuban Americans were the most likely to obtain a diploma; 46.7% of Mexican Americans graduated from high school compared to 59.4% of Puerto Ricans, 64.1% of Cuban Americans, and 62.4% of Central and South Americans.¹⁰

- In 1994, 77.4% of Mexican Americans, 72.2% of Puerto Ricans, 62.0% of Cuban Americans, and 65.9% of Central and South Americans reported that they had no college experience."
- About one in fifteen (6.2%) Hispanics reported that he/she had obtained a bachelor's degree in 1994; subgroup data show that 4.4% of Mexican Americans received a bachelor's degree, compared to 6.9% of Puerto Ricans, 9.0% of Cuban Americans, and 8.3% of Central and South Americans.

LITERACY

- In 1992, the National Adult Literacy Survey (NALS) reported that Hispanics had the least years of schooling of all racial/ethnic groups. The average years of schooling for Whites was 12.8 years, compared to 11.6 years and 10.2 years for Blacks and Hispanics, respectively.
- NALS also reported that, overall, 21% of all adults performed at Level 1 (the lowest level in a measurement of one to five) on the Prose Literacy Scale.¹² Relative to their population rates, Hispanics were overrepresented in Level 1. While Hispanics comprised 10.0% of the population, they accounted for 23% of the adults performing at Level 1 on the Prose Literacy Scale. By comparison, Whites accounted for 76% of the population, but 51.0% of the Prose Level 1 population in 1992.

EMPLOYMENT, EARNINGS, AND POVERTY STATUS

- For Hispanics and all other groups, the higher the level of education, the more likely an individual is to be employed. In 1996, among Hispanics 25 years old and older, 51.3% of individuals who did not have a high school diploma were employed, compared to 69.9% of Hispanic high school graduates and 79.7% of Hispanic college graduates.¹³
- Hispanic college graduates aged 25-64 are more likely to work in professional and managerial positions than Hispanic high school dropouts and graduates, who are more likely to work in the service and laborer industries.¹⁴ In 1996, 46.0% of Hispanic college graduates aged 25-64 years were employed in managerial and professional jobs, compared to 8.5% of Hispanic dropouts and 17.5% of Hispanic high school graduates. Almost one-half (48.0%) of Hispanic high school dropouts and approximately one-third (30.6%) of Hispanic high school graduates worked in the service industry, compared to only 5.0% of Hispanic college graduates. Over one-half (54.9%) of Hispanic dropouts and almost one-third (32.1%) of Hispanic high school graduates were employed as laborers/operators/fabricators, compared to only 2.0% of Hispanic college graduates.
- The median weekly earnings for Hispanics 16 years and older was lower among high school dropouts than college graduates. In 1996, Hispanic dropouts earned \$278 per week, compared to \$345 for Hispanic high school graduates and \$656 per week for Hispanic college graduates.¹⁵
- High school dropouts are more likely than either high school or college graduates to live below the poverty level.¹⁶ Moreover, within each category of educational attainment, a higher percentage of Hispanics and Blacks than Whites live below the poverty level. For example, in 1996, 33.9% of Hispanic and 39.5% of Black high school dropouts 25 years and older lived below the poverty level, compared to 21.8% of Whites. For college graduates 25 years old and older, the percentage of persons living below the poverty line declined; however, a higher percentage of Hispanics and Blacks than Whites were poor; 11.1% of Hispanic, 12.6% of Black, and 5.9% of White college graduates lived below the federal poverty level.

VI. Policy Implications

* A. OVERVIEW

As the preceding chapters demonstrate, there is an enormous education gap between Hispanic students and other Americans by virtually every known measurement of educational opportunities and outcomes. Compared to non-Hispanics, Latino students are:

- More likely to enter school with significant disadvantages, including high poverty rates, low levels of parental education, and (for a high proportion of them) limited English proficiency
- Less likely to receive early childhood educational development through pre-school programs
- More likely to be retained in grade
- More likely to be placed in general education tracks, and less likely to be placed in programs for the gifted and talented
- Less likely to complete high school
- Less likely to pursue post-secondary education, particularly at four-year colleges
- Less likely to obtain a bachelor's degree or an advanced degree

Despite this distressing portrait, the National Council of La Raza believes that now, more than ever before, there are reasons for optimism. As this chapter will show:

- It is increasingly clear that improving Hispanic educational opportunities and outcomes is of vital interest to all Americans.

- There is a growing consensus among both researchers and practitioners about what needs to be done to improve the educational status of Latino students.

- A number of schools and communities have overcome many adverse factors and have succeeded in assuring quality education for their Hispanic children.

B. HISPANIC EDUCATIONAL EXCELLENCE: THE VALUE TO AMERICAN SOCIETY

The benefits to individual Latinos and the entire Hispanic community resulting from improvements in educational attainment are well-known. Previous NCLR research has shown that as many as one-third of poor Hispanics would be lifted out of poverty if Hispanic educational outcomes were equal to those of their White counterparts.¹ Similarly, researchers have shown that the "premium" for obtaining a bachelor's degree (over a high school degree) is worth an additional 75% more in lifetime earnings. Every Hispanic who now has a high school education would earn between \$400,000 and \$500,000 more over his or her lifetime if he/she had a bachelor's degree; the premium for a Latino with a professional degree is a remarkable \$1.7 million.²

Perhaps less well known are the benefits to American society that would result from improvements in educational opportunity and outcomes for Hispanics. Closing the education gap between Hispanic and non-Hispanic Americans is critical

- Safe, orderly learning environment
- Frequent assessment of student progress

More recently, other characteristics, including a focus on subjects beyond the basics, ongoing staff development, and strong home-school connections have been identified as important ele-

ments of an effective school. These attributes have been found to be essential for a variety of student populations, including language-minority children.⁸ In addition, the U.S. Department of Education's High School Dropout Project identified five key characteristics of schools that effectively educate Hispanic students (see box on Hispanic Dropout Project).

Researchers at the University of Texas have compiled a similar "short list" of actions the schools need to take to promote successful educational outcomes for Latino⁹ students, as have the National Coalition of Advocates for Students,¹⁰ researchers studying the Achievement for Latinos through the Academic Success (ALAS) project,¹¹ and numerous others. In sum, there is no shortage of research reports, program evaluations, practitioner's guides, or other material to help those truly interested in improving Hispanic educational attainment. As the Hispanic Dropout Project concluded:

Ways to improve the schools that Hispanics attend and solutions to [the Hispanic dropout problem] are known; they should be implemented on a large scale. There are dozens of proven, replicable programs capable of increasing Hispanic students' achievement, increasing their high school completion, and increasing their college enrollment...*Only a lack of political leadership, will, and resources keeps the nation from solving the problem; there is no shortage of effective models.*¹²

While significant and contentious policy debates continue over a wide variety of issues, there appears to be a growing consensus that schools and education programs must incorporate three basic themes in order to succeed with Hispanic children; these themes include:

Hispanic Dropout Project

Five Characteristics of Effective Schools

- ▲ First, these schools have very high academic and behavioral standards for their students.
- ▲ Second, they communicate those standards very clearly, and they provide access and support to students in meeting those standards — that is, they provide students with many opportunities to succeed in meeting these high standards.
- ▲ Third, schools that make a difference connect their students in meaningful ways to adults. In spite of their size, secondary schools can adopt strategies — such as a school within a school, a group of teachers accepting responsibility for the same students, everyone on staff agreeing to "adopt" some students, older students mentoring younger students — to increase the personal attention that students need to experience.
- ▲ Fourth, these schools connect their students to possible futures in college and the workforce.
- ▲ Fifth, they provide families with useful information about how their children are doing and about their futures. Rather than accepting the myth that parents do not care, good schools adopt the position that parents need information in order to make informed decisions that affect their children. Aspirations are not enough. For schools to make a difference, they must provide ways for students and their families to achieve those aspirations.

Public Schools That Work for Latino Students

In the Calexico Unified School District, on the Mexican border in California's Imperial Valley, about 80% of the students are English Language Learners (ELLs); 30% are children of migrant and seasonal farmworkers, and the average family earns less than \$12,000. The system was one of the first to implement a full bilingual curriculum in each of its schools in the 1970s, has established aggressive parental involvement programs, and, perhaps most importantly, has created what one observer called a "culture of learning." All students must pass an English proficiency test and complete a senior project to graduate. The dropout rate has been less than half of the national average for Hispanics and about half of the statewide average for all students. More than 80% of the school system's graduates go on to higher education, more than twice the national average for Latino and non-Latino high school graduates.

The Central Park East School in East Harlem, New York, is one of the nation's best-known public "choice" schools. The majority of the school's students are low-income; about three-quarters come from families who earn at or barely above poverty-level incomes. However, the school is racially diverse; about 45% of its students are African American, while another 30% are Hispanic, principally of Puerto Rican and Dominican origins. Despite serious resistance from the school bureaucracy and some community opposition owing to the school's acceptance of significant numbers of (largely white) students from outside the neighborhood, its results have been dramatic: school attendance far above the city average, a negligible dropout rate in a city where minority dropout rates exceed 50%, and high standardized test scores.

Community School District Six, located in upper Manhattan in New York City, contains a large population of English language learners (ELLs). Of the total enrollment of over 29,000 students, 48.2% are ELLs, the highest proportion among all school districts in New York State. In addition, 98.9% of the district's students are from low-income families. Despite these demographic challenges, District Six has built an educational environment that promotes higher standards of excellence for the entire learning community. It is at the forefront of innovative technology initiatives, with the largest computer laptop program in the state; it also operates an extensive parent education initiative that includes basic literacy, career development, computer training, GED and bachelor's degree, and parent leadership programs. During the last 10 years, the district's reading and math scores have increased significantly. In reading, the district has gone from being ranked 32nd to 19th in the city; in mathematics, the district's rank has increased from 32nd to 13th. The district also has the city's second highest Spanish language reading scores.¹⁵

The Ysleta Independent School District (Ysleta ISD) in El Paso, Texas, includes 47,000 students, 75% of whom come from below-poverty-level families, 85% of the student body is Hispanic, and about 40% of all students are predominantly Spanish-speaking. Ysleta ISD operates one of the most comprehensive bilingual education programs in the country, designed to assure that all students will graduate from high school fluently bilingual and fully prepared to enter a four-year college. Prior to adopting this program, between 50-60% of Ysleta students passed Texas standardized reading, mathematics, and writing tests. In 1997, 85% of the district's students passed the reading exam, 81% passed the mathematics exam, and 86% passed the writing exam; these scores surpass those of virtually all urban school districts in the United States.