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ABSTRACT

This report responds to an Executive Order that charges the President's Advisory Commission on Educational Excellence for Hispanic Americans with improving the education of Hispanic Americans through the study of current educational conditions. The study includes an analysis of the current state of Hispanic American educational attainment and points out the serious work that must be done to promote high quality education for Hispanics. Educational attainment for most Hispanic Americans is in a state of crisis. Most agencies lack adequate planning or accountability procedures to gauge the participation of Hispanic Americans, but it is apparent that the disparity in overall achievement between Hispanic Americans and other Americans is large and not lessening appreciably. Specific factors contribute to this educational disparity. Inadequate school funding persists at local, state, and national levels, and bilingualism is treated as a liability rather than as a rich cultural and economic resource. Many Latino students are segregated into inferior schools. Their lack of representation makes it difficult to address educational inequality, and the changing judicial and legislative climate on issues related to race and ethnicity, including affirmative action and immigration policies, place at risk the progress made during the past 30 years. Recommendations to improve education for Hispanics center on better allocation of resources, the end to segregation in the schools, and multicultural and bilingual educational approaches. Seven appendixes present supplemental information, including the Executive Order that led to the study. (Contains seven figures.) (SLD)

Our Nation on the Fault Line:

Hispanic American Education

President's Advisory Commission on Educational Excellence for Hispanic Americans

September 1996

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A Report to the President
of the United States,
the Nation,
and the Secretary of Education,
United States Department of Education
by
the President's Advisory Commission on
Educational Excellence for Hispanic Americans

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The Honorable William J. Clinton
The President of the United States
1600 Pennsylvania Avenue, NW
Washington, D.C. 20500

The Honorable Richard W. Riley
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear President Clinton and Secretary Riley:

As the Chairperson of the President's Advisory Commission on Educational Excellence for Hispanic Americans, I am honored to forward our report, *Our Nation on The Fault Line: Hispanic American Education.*

Our report responds to Executive Order 12900, Educational Excellence for Hispanic Americans, specifically, "To advance the development of human potential, to strengthen the Nation's capacity to provide high-quality education, and to increase opportunities for Hispanic Americans to participate in and benefit from Federal education programs." In order to accomplish this charge, we conducted independent research, including a comprehensive inventory of Hispanic participation in Federal agencies and Federal agency-sponsored projects. We also held public hearings throughout the nation and convened expert panels. Thus, the report reflects input from a diverse segment of constituents and stakeholders.

The Commission has taken seriously our mandate to inventory Federal services and programs. That inventory informs our approach and our commentary throughout this document in terms of both hard data and analysis, as we have incorporated what the inventory has revealed into our findings and recommendations. The inventory database itself will soon be made available both in hard copy and electronically. A summary of the Federal agency inventories is appended to this report.

Our work includes an analysis of the current status of Hispanic American educational attainment, which is not optimistic, but, in fact, devastating to both Hispanics and the nation. Hispanic American progress toward achievement of the National Education Goals and other standards of educational accomplishment is constrained by the persistent gap in educational attainment between Hispanic Americans and other Americans, which is already intolerable.

Serious work needs to be done regarding the development, monitoring, and coordination of Federal efforts to promote high-quality education for Hispanic Americans, if Hispanics are to move away from the "fault line" of insidious failure. While Federal agency efforts promote achieving higher goals and standards, few measurable outcomes have been specified and are not, therefore, available to gauge any significant growth in Hispanic support initiatives. In fact, most agencies lack adequate planning and accountability procedures to measure the participation of Hispanic Americans in their own work-force programs (e.g., recruitment, staffing, promotion), let alone to benchmark progress in sponsored projects. It should be noted, however, that as a direct result of the inventory process, some agencies have begun to take action. Specifically, both The

Departments of Health and Human Services and Energy have developed Hispanic outreach programs; the Departments of Agriculture, Commerce and Transportaion have developed partnership programs with Hispanic Serving Institutions and are launching internship programs for Hispanic undergraduate and graduate students; and, the Department of the Treasury is developing a data monitoring system for future inventories of Hispanic participation.

There also are some "success stories" and model programs that appear to slightly ameliorate the deep-rooted legacies of inequity. Latinos are overcoming educational barriers through the work of the U.S. Department of Education, and through community-based organizations. State, private sector, and community involvement to improve education and to expand and complement Federal education initiatives is occurring. However, the educational progress of Hispanic Americans still remains unacceptably poor, compared to almost every other group. It is for that reason we set forth a series of recommendations in this report to ignite a vigorous national commitment to a specific course of action for Hispanic educational attainment.

We know that you regard education as the cornerstone of U.S. competitiveness in global markets. The challenging transformation of the American demographic landscape, therefore, embeds the educational attainment of Hispanic Americans deep within the very fabric of change, itself. Put in simple terms, the bridge to the 21st century for this country will not be built without equity in education for Hispanic Americans — that is, without "leveling the playing field" for all who are a part of the educational system.

Hispanic Americans have a central and indispensable role to play in shaping a prosperous future for the United States. The extent to which Federal and state educational leadership, policy, and resources are devoted to the empowerment of Hispanic Americans to enhance the knowledge and skills necessary to meet the challenges of today and the future will directly influence the quality of that contribution. By not utilizing all of the human capital available to it, the nation is not benefiting from (is indeed, ignoring) the full intellectual, moral, and spiritual strengths of a major segment of the American population. Conversely, by ensuring the successful and full participation of Hispanic Americans in education, the nation strengthens its destiny as a democracy that is still predicated on the belief that all persons are, indeed, worthy and created equal.

The Commission is committed to supporting your goal of significantly improving educational excellence for all Americans and to enhancing the future of our nation through inclusive educational policy and practice. We seek your continued support and leadership to accomplish the recommendations identified in this report in order to overcome barriers and to build bridges of opportunity for Hispanic Americans.

Sincerely,

Ana M. Guzmán

Ana Margarita "Cha" Guzmán
Chair
President's Advisory Commission on
Educational Excellence for Hispanic Americans

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Call to Action: An Executive Summary

The Commission calls upon the nation to improve education for Hispanic Americans. This Call to Action goes out to Hispanics and non-Hispanics alike — rich, middle-class, and poor — to work in partnership with the leadership and resources of government and the private sector.

The nature of the problem with the education of Hispanic Americans is rooted in a refusal to accept, to recognize, and to value the central role of Hispanics in the past, present, and future of this nation. The education of Hispanic Americans is characterized by a history of neglect, oppression, and periods of wanton denial of opportunity.

The successful resolution of what has become nothing less than a crisis is embedded in the collective and collaborative response of the nation; and it must be characterized by the affirmation of the value and dignity of Hispanic communities, families, and individuals.

The failure to face up to the need for change represents a myopia in America.... Clearly, we have failed to recognize the crucially important role that those segments of our society who are out of the mainstream will have to play, if America is to compete successfully in the world economy.

Dr. Tomás Arciniega;
President California State University, Bakersfield, CA
Los Angeles Public Hearings, August 1995

The Nation's Future

This report demonstrates that Hispanic American students are at risk. The educational achievement gap between Hispanics and non-Hispanics persists. By recognizing the gravity of the educational attainment disparity between Hispanic Americans

and the majority population, and by changing the educational conditions faced by the vast majority of Hispanics, the nation can begin to address a well-documented crisis in education for its fastest growing, and soon to be largest, minority population. Data projections based on the 1990 census suggest that Hispanic American children (combining children on the continent and on the island of Puerto Rico) are already the largest minority school-age population.

The magnitude of the crisis is unparalleled. According to every educational indicator, Hispanic Americans are making progress at alarmingly low rates — from preschool through grade school, from junior high through high school, and on into higher education. The cumulative effect of such neglect is obviously detrimental not only to Hispanics,[i] but to the nation.

. . . public elementary and high school students . . . suffer daily from the devastating effects that racial and ethnic isolation, as well as poverty, have had on their education . . . .

Chief Justice Ellen Ash Peters, Connecticut State Supreme Court, July 1996

The Hispanic experience is inextricably woven into the fabric of the history and traditions of the United States, as it will continue to be in the nation's future. Elements of the Hispanic American experience have endured and contributed to the dynamic formation of this nation for over 500 years. Yet, on the brink of a new century, the American educational enterprise continues to deny equitable educational opportunity to Hispanic Americans.

Specific factors contribute to educational disparity for Hispanic Americans:

- Inadequate school funding persists at local, state, and national levels, with little resolution;

- Bilingualism is treated as a liability, rather than as a rich cultural and economic resource. It is absurd to think that Americans are being prepared for the work force of the 21st century without the facility of at least one other language. Yet, efforts persist to eradicate one of the nation's greatest natural resources from a significant portion of its population;

- Critical masses of Latino students are segregated into inadequate schools; and

[i] "Hispanic Americans," as a term, applies to persons with historical origins in Spanish-speaking cultures. The term "Hispanic American" is an inclusive term that encompasses various groups with diverse countries of origin, cultural backgrounds, and histories. The term "Latinos" is used interchangeably with "Hispanics" throughout this report.

- Lack of representation makes it difficult for Hispanics to address such disparities. The future of equal educational opportunity for Hispanic Americans also is threatened by the following trends:

- The shift away from Federal mandates and performance standards in education makes it likely that Hispanic issues may remain marginal and of low priority compared to other state interests, especially corrections;

- Whenever standards, strategies, and initiatives for Hispanic Americans are suggested without Federal mandates, experience demonstrates that enforcement at the state level and local level is specious at best; and

- The changing judicial and legislative climate on issues related to race and ethnicity, including affirmative action and immigration policies, place at risk the progress made during the past 30 years.

Equitable treatment of our diverse population and high-quality schooling must be twin goals of our educational system.[1]

A Nation at Risk, 1983

In the United States, educational attainment has traditionally been regarded as a key to economic prosperity; and it has been well established that there is a strong relationship between low income, low educational attainment, and low economic productivity — conditions readily evident among most Hispanic communities throughout the United States and Puerto Rico.

The essential purpose of this Call to Action is to compel local, state, and Federal policy makers to take serious and immediate action to improve the educational attainment of Hispanic Americans. To help reach that goal, this report provides an overview of the demographic and cultural composition of Hispanic Americans, and the current state of education for Hispanic Americans. Through specific findings and recommendations, the report responds to the President's charge by providing information to help re-focus the nation's policies and resources, which will be needed to counter the consequences of ignorance and inattention.

The National Challenge

When confronted with great challenges, Americans historically have come together to forge solutions. In that tradition, this report presents solutions and recommendations that can be used to formulate stronger partnerships between Hispanic Americans and other Americans who seek to improve schools for all children. The report informs the nation of a profound and threatening crisis in education, resulting in the loss of productive futures for millions of children and young people of Hispanic origin.

Responding to the President's mandate, the Commission held public hearings from coast to coast and in Puerto Rico. Those hearings provided the Commission with the opportunity to witness the rich diversity of Hispanic communities and to listen to constituents address educational issues. Those who spoke shared with the Commission a unifying acknowledgment of their country's persistent neglect toward Hispanic Americans, especially students. They also articulated in many different ways the hope and promise of an unyielding belief: that the United States educational enterprise, working in partnership with local communities, must, and can, ensure high-level educational achievement for Hispanics, from preschoolers to lifelong learners.

Furthermore, the Commission conducted a Federal Agency Inventory, as specified by Executive Order 12900, to assess Hispanic participation in education-related programs, to identify agency plans to eliminate inequalities and barriers to program access, and to increase Hispanic participation in such programs.[2] In November of 1995, two expert panels met in Washington, D.C., to examine bilingual education issues and the impact of testing, assessment, and tracking on Hispanic students. Taken together, our efforts, including substantial research by students and staff assigned to the White House Initiative office, led to several key findings and recommendations discussed below.

Key Findings.

- Educational attainment for most Hispanic Americans is in a state of crisis.

- While Federal efforts indicate a greater focus on achieving goals and standards, specific outcomes have not been mea-

sured. Most agencies lack adequate planning or accountability procedures to gauge the participation of Hispanic Americans.

- Although the gap in some measures of educational attainment is narrowing, the disparity in overall achievement between Hispanic Americans and other Americans is intolerable.

- Less than 15 percent of all Hispanic Americans participate in pre-school programs, though such programs have been proven to be high predictors of educational attainment.

- An intolerable number of Hispanic American students are enrolled below grade level.

- Students are segregated in schools that are "resource poor."

- Hispanic American students drop out earlier and at unacceptably high rates.

- The total proportion of bachelors degrees for Hispanic Americans has risen only slightly (from 3.5 percent in 1985 to 4.9 percent 1993) since the 1980s, even though Hispanic student enrollment has modestly increased (from 5.3 percent in 1985 to 8.5 percent in 1993).

- Hispanic high school students are poorly represented in quality school-to-work initiatives.

- One-third of all Hispanic American students in higher education are enrolled in less than 189 of 3,000 two- and four-year institutions of higher education in the United States and Puerto Rico, known as Hispanic Serving Institutions (HSIs).[ii]

- Literacy levels for Hispanic American adults have remained low, compared to other groups.

[ii]Hispanic Serving Institutions (HSIs) are colleges and universities, two-year and four-year, whose Hispanic American student enrollment is 25 percent or greater of total enrollment.

- There are numerous success stories, model programs, and practices that have significantly improved attainment for Hispanic Americans.

While the findings suggest that the substance and scope of the problems and issues are significant, from Puerto Rico to major regions and cities on the continent, the voices of Hispanic community leaders, students, educators, parents, and corporate leaders described effective, community-based efforts that are making a brighter future possible for Hispanic Americans.

The testimony heard across the country has convinced the Commission that there are solutions to what would appear to be insurmountable problems. In city after city, numerous successful efforts were reported and documented, wherein schools and colleges have been successful in providing access and excellence in education to Hispanic youth and their families. Almost invariably, those successful programs were the outgrowth of ongoing partnerships between Federal, state, or local governments and community-based organizations and parent groups. Regrettably, the corporate sector has played what can only be called a negligible role in such efforts.

Recommended Solutions. As congressional actions move large segments of public education funding to block grants, accountability measures must be included, so that states are required to ensure that Hispanics can obtain the same level of educational quality and opportunity as other groups. State governments, through their education agencies, must review policies and practices that have failed to provide a high standard of excellence in the educational experience of Hispanic Americans.

Based on research and consultation, the Commission's report presents the following recommendations to Federal, state, and local policymakers, and to the Hispanic Community:

- Ensure that state and local governments equitably allocate the necessary resources in public school funding for academic support and capital improvements to schools with large concentrations of Hispanic Americans.

- Broadly disseminate effective model programs and intervention strategies, especially in pre-school education, dropout prevention, bilingual education, and student motivation.

- End segregation of Hispanic Americans in public schools.

- Oppose the prevention and termination of educational and related opportunities for immigrant children.

- Focus on substantially decreasing the high rate of dropouts and postsecondary attrition.

- Improve and safeguard quality schools by establishing partnerships between teachers and school administrators at all levels, community-based organizations and leaders, parents, the business community, and local and Federal government agencies.

- Provide pre-school education for all Hispanic American children who qualify.

- Target youth apprenticeship, mentoring, and career pathway opportunities for Hispanic students and adults in workplace literacy and job-training programs; link community-based efforts and businesses, industry, and certain social institutions (e.g., social service and healthcare systems) with school systems and postsecondary institutions.

- Train teachers to deal effectively with multicultural populations and linguistic minority students. Assure that they receive appropriate skills and knowledge through continuous professional development training programs.

- Ensure adequate funding and proper implementation for Bilingual Education programs (Title VII), Title I of the Improving America's Schools Act, and Goals 2000.

- Articulate and advocate a national goal of multilingualism for all citizens.

- Increase the pool of Latino students eligible for higher education opportunities, especially in the sciences, health-related professions, mathematics, engineering, and education.

- Increase four-year college access initiatives for Hispanic high school graduates and community college transfer students, especially financial support initiatives.

- Develop comprehensive strategic plans that specify short- and long-term outcomes and goals and monitor student progress from preschool through postsecondary learning.

- Ensure Federal interagency coordination to increase the flow of services and the pooling of resources in support of Hispanic initiatives.

For these solutions to succeed, Congress, the Executive Branch, state and local levels of government, and the private sector must be committed to changing the status quo. Public school systems must value and affirm the culture of Hispanic students by providing quality education services and becoming more community oriented. School systems need to form viable partnerships with students, families, communities, other educational institutions, and government bodies, as well as, business and corporate leaders. Over the past 20 years, the Federal government has provided for many of the successful initiatives in Hispanic education. As threats to those initiatives arise, progress is threatened. It is not time to stop.

At the Federal level, successful programs targeted to the Hispanic American population must be expanded, and information about successful programs must be widely disseminated. Stable and fair funding formulas must be developed and implemented at the state and local levels, and carefully monitored at the Federal level. As a nation, we must provide excellence in education for all of America's students, and strengthen schools in all neighborhoods. Schools are the first place that youth from diverse backgrounds meet and learn about the world; and it is in schools that the most effective seeds of citizenship are sown.

At the local level, we need to empower all citizens, Hispanic and non-Hispanic, to bring about effective change. Local employee unions, school boards, superintendents, principals, parent organizations, community groups, business leaders, churches, and service organizations can form powerful coalitions to focus upon the continuous improvement of schools and the effective education of all students.

It is the desire of the Commission to remedy the crisis in educational attainment among Latinos. Schools must improve curriculum and standards as well as establish environments that encourage students to succeed in learning and life by engaging them in constructing exciting learning experiences. This challenges students' potential while increasing their propensity to learn, rather than requiring them to attend boring, repetitive, dead-end classes devoid of any real-world application.

All Latinos need to be cognizant of the state of affairs affecting all Hispanic children and the challenges they face, whether they are in urban or non-urban settings, and whether they are in private or public schools. All Hispanic Americans bear the responsibility of all our children and must advocate for those Hispanic parents who cannot advocate for themselves or their children.

The President's Advisory Commission on Educational Excellence for Hispanic Americans challenges the nation to recognize that it is not in its best interest to treat Hispanic American students as an invisible minority. The problems encountered by Hispanics in the educational arena are not new. Across the country, Hispanic Americans have expressed their frustrations and their fear that yet another generation of Hispanic students face the same unsolved problems. That there is now a President and Executive Branch willing to listen to the Latino community is new.

This Call To Action challenges Federal, state, and local leaders to make the nation's basic principle of equal opportunity a reality for Hispanic Americans. To live up to that ideal, we must work hard to ensure that equal opportunity and resources, and educational excellence are provided for all Hispanic Americans.

. . . let's not forget that we also have an educational deficit. Education is the fault line in America today; those who have it are doing well in the global economy, those who don't are not doing well. We cannot walk away from this fundamental fact. The American dream will succeed or fail in the 21st century in direct proportion to our commitment to educate every person in the United States of America.

William Jefferson Clinton, April 12, 1995.
Remembering Franklin D. Roosevelt,
50th Anniversary Commemorative Services.

Who are Hispanic Americans?

The terms "Hispanic" and "Latino" are used interchangeably in this report, and refer to a group of Americans who share common cultural origins and language. However, Hispanic Americans come from diverse nations and backgrounds with distinctive histories and distinctive socio-economic and political experiences.

In 1994, there were 26.4 million Hispanic Americans living in the Continental United States: 64 percent Mexican Americans, almost 11 percent Puerto Ricans, over 13 percent were from Central and South America and the Caribbean, almost 5 percent were Cuban Americans, 7 percent classified as "other." An additional 3.7 million were Puerto Ricans living on the island of Puerto Rico, bringing the nation's total Hispanic American population to over 30 million. Although Hispanic Americans live in every part of the United States, they are more heavily concentrated in Arizona, California, Colorado, Florida, Illinois, New Mexico, New York, Puerto Rico, and Texas.

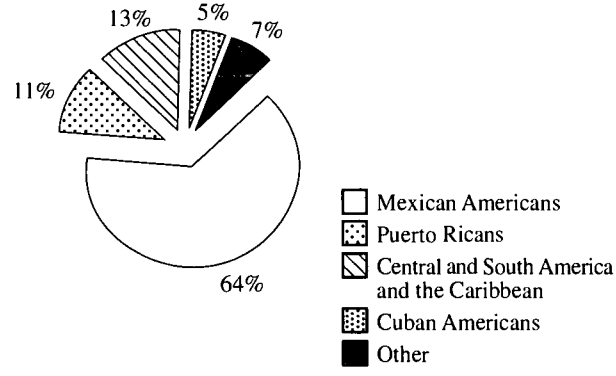
Latinos are homologous with the totality of the United States. That is, Latinos can be of any race. What distinguishes them from all other Americans is culture, not race."

Jorge Klor de Alva, 1996[3]

Mexican Americans. Today, while the majority of Mexican Americans live in urban areas, significant numbers comprise the three agricultural migrant streams that flow from the south to the north across the country, often twice annually. Historically, Mexican Americans have been both an urban and rural population. Since the 1600s, Mexicans were the first Americans to establish homesteads in the territories that became Arizona, California, Colorado, New Mexico, and Texas. Since before the

turn of the century, Mexican Americans literally built the great southwestern cities of Los Angeles, San Diego, Tucson, Albuquerque, Dallas, and San Antonio. Also, in the 1800's, Mexican American workers participated significantly in the massive industrial expansion in the midwest, from Kansas to Michigan, by building the railroad systems and steel mills. Few Mexican American families, however, received formal education. As Mexican Americans began to attend public schools in significant numbers, starting early in the 20th Century, students faced discrimination due to language, socio-economic, and cultural barriers.

Hispanic Americans in the United States



Poor Mexican Americans have always faced de facto segregation through attending schools outside of the white system. Even today, Mexican Americans are likely to attend segregated schools. Untold numbers of U.S.-born Mexican American citizens have suffered civil persecution since the 1800s, which continues to this day. The treatment of many Mexican American children in the public education system perpetuates unequal treatment.

No system (not even in the Southwest) comparable to Historically Black Colleges and Universities (HBCU) was established for Mexican Americans. Hispanic Serving Institutions or "HSIs" have only recently emerged as a distinct category of postsecondary institutions. In spite of very limited educational opportunity throughout the 20th century, Mexican American

individuals have distinguished themselves as statesmen, writers, artists, and professionals. However, there has been minimal educational progress for the majority of Mexican American citizens. Even today, most educational services in urban and rural areas where Mexican Americans go to school lack sufficient resources to provide excellence in education.

Puerto Ricans. Puerto Rico was acquired from Spain as a territory in 1898. Through the Jones Act in 1917, Puerto Ricans became U.S. citizens, able to move freely between the continental United States and their own homeland.* A commonwealth with a "special relationship" status written into law, Puerto Ricans receive lower levels of Federal aid than the states, do not pay Federal taxes and cannot vote for the President on the island. Due to the economic and social challenges within their community, various debates have developed throughout Puerto Rico's history concerning the political status it maintains with the United States. Today, 2.7 million Puerto Ricans are living in the 50 states and more than 3.7 million live on the island. Puerto Rico has the third largest Hispanic population in the country.

Schools on the island use Spanish as their primary language of instruction, with English-as-a-Second-Language classes required from grades 1 through 12. Because islanders frequently move between Puerto Rico and the continent, migration affects children who shift between school systems. Puerto Rican students living on the continent have better high school completion rates, but lower rates of college graduation than do students on the island.

Cuban Americans. A mass exodus from Cuba to the United States followed Castro's Cuban revolution in 1959. In its early stages, this migration was fairly homogenous in its socio-political origins. Immigrants came from the professional, technical, and entrepreneurial sectors of Cuban society. Their educational attainment was high. Indeed, this may have been one of the most highly educated people in American immigration history.

Since the mid-1960s, however, when the Freedom Flights program began, the Cuban immigrant population have come from ever-wider sectors of the population. Cuban immigrants, especially since 1979, have tended to be less well educated than their predecessors. Although higher education institutions catering to Americans have not emerged, Florida International

University and Miami-Dade Community College in Miami have substantial Cuban enrollment and are led by presidents of Cuban descent.

Recent arrivals. Recently, Hispanic immigrants have come primarily from a number of Central and South American countries, including El Salvador, Panama, Mexico, Honduras, Guatemala, Nicaragua, Bolivia, Columbia, Ecuador, Peru, and the Dominican Republic and other Caribbean countries. Many of these people have sought refuge in this country because of political unrest.

The changing judicial and legislative climate surrounding immigration policy at the state and Federal levels introduces a serious challenge to immigrant education. Not since slavery have entire generations of children been held hostage to economic and political considerations as well as sheer animosity and bigotry. Within this climate, the legal persecution implied by such phenomena as California's Proposition 187 is both an intimidating and daunting hurdle to Hispanic Americans.

The New Century's Demographic Context

In the next century, Hispanic Americans will become the largest ethnic group in the United States. Thus far, Hispanic Americans have experienced rapid population growth, nearly doubling in 14 years, from 14.6 million in 1980, to over 30 million in 1994.[4] Despite popular misconceptions, most Hispanics are native born or naturalized citizens or have legal residency status. Undocumented immigrants remain a small minority.

Sixty-four percent of Latino Americans are U.S. born citizens residing in the United States. The three largest groups are comprised of Mexican Americans, Puerto Ricans, and Cuban Americans. Latino immigrants, the vast majority of whom are "legal," arrived from every Spanish-speaking country in the world, but primarily from Mexico and Central and South American countries, and the Caribbean islands. **Projections for the year 2050 predict that Hispanic Americans will comprise 25 percent of the total population of this country,[5] and will, therefore, be the largest population group in the nation.**

Eleven percent of Hispanic Americans are under five years of age, and **a third of Hispanic Americans are under age 15.** By the year 2030, the U.S. Bureau of the Census projections suggest that Latino students age 5 to 18 will number almost 16 million — **25 percent of the total school population.**[6] In California, Hispanic students are projected to become the largest ethnic majority of the school population by the 1996-1997 school year.[7] This trend is occurring in all major cities throughout the nation. Obviously, this projected increase in the number of Hispanic children provides critical challenges to the nation's education systems.[8]

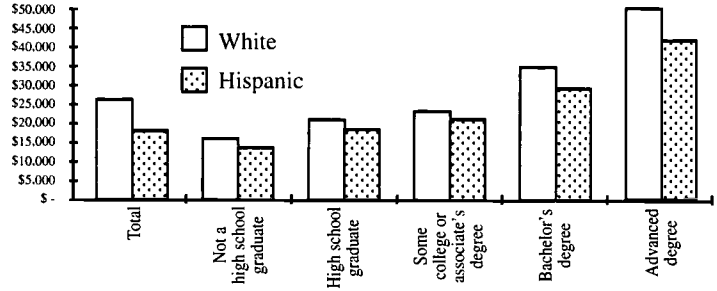
Underlying these data is the hard reality that a significant proportion of Hispanic children will continue to grow up in poor households. Such a reality provides an even greater challenge to policy makers and practitioners to aggressively seek solutions to eliminate poverty and low educational achievement. Unless these related issues are addressed, predictable outcomes with the inherent social and public costs will accrue to the nation as a whole.

Economics and Hispanic American Education

By the year 2000, up to 80 percent of jobs in the United States are expected to require cognitive, rather than manual, skills,[9] and 52 percent of jobs are expected to require at least some postsecondary education. The shortage of workers with high levels of communication, mathematics, computer, and other technological skills — already a problem for employers[10] — will become more severe, if the Hispanic population continues to be deprived of a quality education. Educational attainment has a direct and positive impact on employment, earnings, investments, and savings.

Approximately, 37 percent of employed Hispanic Americans do not have a high school degree, compared to 13 percent of all workers. Those without high school diplomas have more difficulty in the labor market than do those with more education (e.g., unemployment rates for workers with less than four years of high school are twice as high as the rates for high school graduates). Additionally, only 11 percent of the Hispanic American work in managerial and professional positions, compared to 27

Mean Earnings



Source: Derived from Kominski, R. and Adams, A. "Educational Attainment in the United States," March 1993, U.S. Bureau of the Census, May 1994.
Note: Advanced degree includes masters, professional, and doctorate.

percent of the non-Hispanic population.[11] Unless the rates of educational attainment increase, Hispanics will be unable to acquire such professional positions.[12]

Currently, Hispanic Americans are disproportionately-represented in such occupations as operators, fabricators, laborers, and service providers. Still, Hispanic American males (16 years and older) have a participation rate of 90.2 percent in the U.S. labor force.[13] The Hispanic women's labor force participation rate of 58 percent is expected to increase to 80 percent by the year 2005.

It is important to note that because low-paying jobs in service industries, construction, and agriculture provide few benefits and are known for frequent layoffs, many Hispanics need two jobs to "make ends meet" and their children often work part-time as well.[14] For these families, neither time nor funds are available to pursue advanced education. To participate fully in the American economy, these barriers must be addressed.

In 1992, there were approximately 720,000 Hispanic-owned businesses in the United States that employed four million people and had annual revenues of $63 billion per year.[15] In 1996, Hispanic-owned businesses had grown to 1.25 million, twice the rate of companies in the general market.[16] Additionally, American companies, recognizing the potential of Hispanic markets, engage in aggressive, competitive strategies, to attract, recruit; and hire Hispanic men and women with postsecondary

degrees — efforts that have just begun to give Hispanics access to most levels of the corporate work force. However, it is well known that full access to the corporate, executive work force, as well as to entrepreneurship, is enabled by high levels of educational attainment — high levels Hispanics have proven they can achieve, but often denied to them in practice.

If America makes a genuine commitment to improving educational opportunities for Hispanic Americans, individual and social benefits can accrue to the nation. Hispanics will have higher purchasing power, greater self sufficiency, and the needs of the work force will be met. For the nation to continue as a leader in the world economy it must take rigorous, proactive approaches to educate and to train all of its youth.

The nation is already paying the price for significant and intolerable proportions of entire generations of American minority populations who are crowding the criminal justice, corrections, and welfare systems at Federal, state, and local levels — due to educational neglect. This, too, must change.

A social disaster is in the making. The continued denial of the tools of excellence will exact a high economic toll on individual Hispanics, the Hispanic community, and the nation as a whole.[17] The question is not whether Hispanic Americans will be an integral part of the American economic enterprise in domestic and global markets, but how well they will be able to compete? Simply put, the United States needs a well-educated Hispanic American population to help the nation reach new heights of prosperity.

Long-term economic productivity and global competitiveness are at stake.... Today, a nation needs a very highly skilled segment to produce new knowledge and access knowledge developed elsewhere. It also needs a well educated general population to use knowledge effectively throughout its economy.

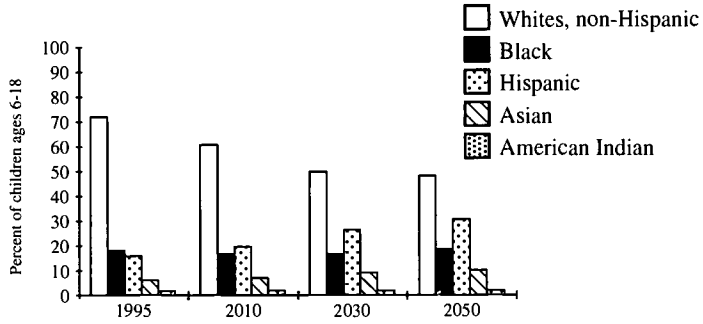
Dr. José Jaime Rivera, President
Association of Puerto Rico University Presidents
Puerto Rico Public Hearings,
September, 1995

State of Education for Hispanic Americans

The "State of Education for Hispanic Americans" presents an overview of Hispanic American students as they move through the U.S. educational system — in elementary, middle, secondary, higher education, and beyond. Next, this section examines some of the most serious inadequacies of the educational system for Latino students, including inequity in school financing, the lack of sufficient bilingual and English-as-a-Second-Language programs and teachers, and the misuse of assessment and testing. If Latino youth are to fully benefit from and contribute to the wealth of this nation, then greater numbers must be given the chance to succeed throughout the educational system.

Changing School Population

Projections by the U.S. Bureau of the Census show that by 2050 one in four school-age children will be Hispanic



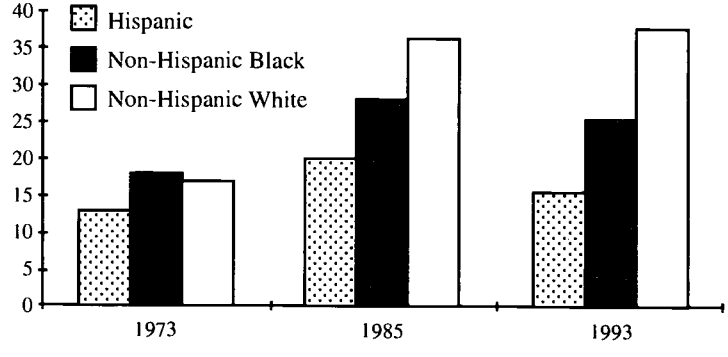
Note: Percents do not add to 100 because the Hispanic population includes members of several races, including blacks and whites.
Source: U.S. Bureau of the Census.

Progression Through the Educational System

Data collected by the National Center for Education Statistics (NCES) and the Bureau of the Census show important educational gains over the past two decades for both Latinos and non-Hispanic whites. Nevertheless, data also show Hispanic students trailing behind their non-Hispanic white peers in a number of important areas — disparities that begin even before kindergarten and continue throughout adulthood.

Early Childhood Education. Research has shown that a quality preschool experience is an important indicator of student success. Pre-primary schooling prepares children for a solid elementary education by teaching skills for learning and socialization.

Enrollment Rates of 3- and 4-Year-Olds in Preschool



Source: Bureau of the Census, October current Population Surveys

Years of experience have led us to believe that the best intervention must be initiated as early as possible and it must comprise a firm commitment and involvement of the parents.

Hilda Maldonado
Puerto Rico Public Hearings
September 1995

The first nine months of pregnancy and the first five years of life are considered the critical years for establishing the foundation for learning. A mother's nutritional, health, social, emotional, and educational conditions and capacities will have a tremendous impact upon the future development and the future educational and social success of the child. The bonding, social interactions, and relationships established between parents and children during the first year of life will affect the child's "self esteem,"

language, cognitive abilities, world view, values, personality, and future social relationships with others. It is critical, therefore, that a child's environment (during the first three years) be stimulating, nurturing, supportive, and loving. If children are talked to, read to, allowed to explore, experiment, to utilize all five senses, they are more likely to be ready for school.

Proactive programs such as Parent-Child Development Centers, Early Head Start, and Head Start have begun to address the importance of parental influence on early childhood development. The Perry Preschool Project, a Head Start-like model, for instance, has been found to reduce high school drop-out rates, grade retention, delinquency, and teen pregnancy. In addition, Head Start students are 8 to 11 percent more likely to be immunized.[18]

In general, Hispanic children are under-represented in quality preschool programs. From 1973 to 1993, Hispanic three-and four-year-old enrollment in preschool remained flat (about 15 percent), while white preschool enrollment steadily grew from 18 to 35 percent.[19] In 1995, similar percentages of white and black children, ages three and four, were enrolled in nursery, pre-kindergarten, Head Start, and kindergarten programs, while Hispanic children were less likely to be enrolled.[20] Often, low-income Hispanic families believe their home environments are better for their children than programs like Head Start, because many early childhood services are not prepared to deal with the linguistic and cultural diversity of their children.

At age four, Hispanic children tend to have less well-developed school-related skills than do white children. In 1993, for example, Hispanic four-year old children were less able than their white counterparts to identify basic colors (61 percent compared to 91 percent), recognize all letters of the alphabet (12 percent compared to 31 percent), count up to 50 or more (11 percent compared to 22 percent), and write their first name (59 percent compared to 74 percent).[21] This inadequate introduction to schooling, as this report documents, may have long-term negative consequences for Hispanic students.

Conversely, quality preschool programs can prepare Hispanic children to be "ready to learn" in elementary school. Low income Hispanic American communities, especially, must be

strengthened with adequate health care and family services, environmental precautions, crime reduction, improved housing, accessible transportation, increased employment opportunities, and safe and developmentally appropriate child care. Hispanic families must be strengthened with effective parenting, health, and adult education services, and must be linked to available resources and support services. These services must begin before and during pregnancy, and be culturally and linguistically relevant.

Elementary and Middle School. For most children, elementary school provides their first experiences with formal learning — experiences that endure their entire lives. For Hispanic children, that usually means that throughout elementary and middle school they continue to trail behind other groups. By age nine, Hispanic American students lag behind in reading, mathematics, and science proficiency. Although slight gains were noted on the National Assessment of Educational Progress (NAEP) in 1992, Hispanic children continue to score lower than white children in all three subject areas.

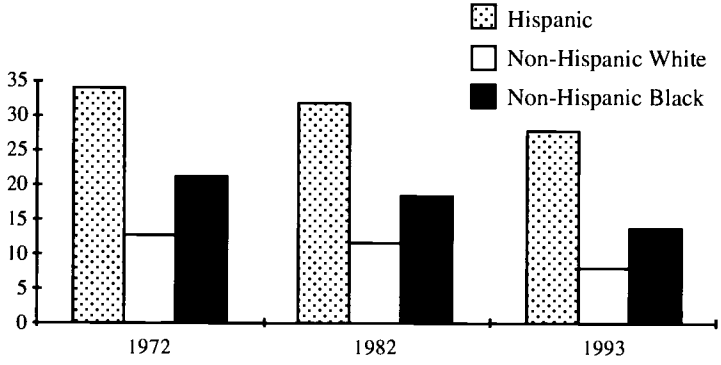
Latino students are more likely to be "held over" in the elementary grades or experience "delayed schooling." This is the highest predictor of school dropout rates. Though there continues to be no research base to support the practice of holding over students, schools have not developed the intervention strategies needed to get students "back on course."

The middle school experience also exerts a far-reaching influence on children's lives. In 1989, a Carnegie report, "Turning Points," reminded the nation that middle schools, junior high schools, and intermediate schools are potentially society's most powerful force "...to recapture millions of youth adrift, and help every young person thrive during adolescence, yet all too often these schools exacerbate the problems of young adolescents."[22] At age 13, Hispanic students were, on average, about 2 years behind in math and reading, and about 4 years behind in science in 1992.[23] In fact, 40 percent of 16- to 24-year-old Hispanic dropouts left school with less than a 9th grade education, compared with 13 percent of white dropouts and 11 percent of black dropouts.

High School. Once a student falls behind, the effects may last a lifetime. Rather than face continuous humiliation, many Latino students simply walk away from formal education. It is essential to understand that each step in the educational system is a building block. When steps are missed, the results often lead to poor performance, grade retention, and dropping out. Large gaps in educational attainment remain through the age of 17, with Latino students scoring lower than white students in math, science, reading, and writing proficiency.

In short, due to many deficiencies in the educational system, Latinos have a high dropout rate.[iii] In October of 1993, the dropout rate for Hispanic 16- to 24-year-olds was 28 percent. That is, 28 percent of all Latinos in this age group had not completed and were not enrolled in high school, which was double the rate for blacks (14 percent) and more than three times the rate for whites (8 percent) in the same group.[24]

Status Dropout Rates by Race and Ethnicity
Grades 10th - 12th, ages 16-24
1972-1993



Source: National Center for Education Statistics, "Dropout Rates in the U.S. 1993."

Hispanic Americans not only have a higher dropout rate, they tend to drop out of school earlier. In 1993, an alarming 40

iiiStatus rates measure that part of the total population that has not completed high school and is not enrolled at one point in time regardless of when dropping out occurs. Status dropout rates thus reveal the extent of the dropout problem in the population and suggest the magnitude of the total challenge for further training and education that will permit individuals to participate more fully in the economy and the life of the nation.

percent of Hispanic dropouts had not completed the 8th grade.[25] Another 18 percent of Latino dropouts completed 9th grade, but left before completing 10th grade, and over one-half (58 percent) of Hispanic dropouts have less than a 10th grade education. Only 29 percent of white dropouts and 25 percent of black dropouts leave as early as do Hispanics.[26]

Hispanic American students' high dropout rates are linked to various inefficiencies and inadequacies throughout the educational system. Intervention measures, therefore, must be aimed as well as at the elementary level and secondary level since a very large percent drop out early. Simply put, there is a need for more programs designed to bring the performance of Latino students up to par with other groups.

Grade retention is one of the major factors contributing to school dropout rates. Indeed, when looking at the overall picture, a correlation between dropout and retention rates becomes apparent. Data from the National Center for Education Statistics demonstrate that most students who decide to drop out have repeated one or more grades. In 1993 alone, 41 percent had repeated more than one grade, 17 percent had repeated one grade, and 9 percent had not repeated a grade.[27]

Hispanic students are more often than not "tracked" into general courses that satisfy only the basic high school requirements, and do not provide access to four-year colleges or to rigorous technical schools. In addition, such courses do not qualify Hispanics for good, entry level jobs in high-technology industries. However, while the dropout rates remain high, some progress can be noted. The percentage of Latino and white high school graduates taking advanced science and mathematics courses, for instance, increased dramatically between 1982 and 1992. As a result, a few more Hispanic students are now following a more rigorous curriculum, but they are far from the majority.

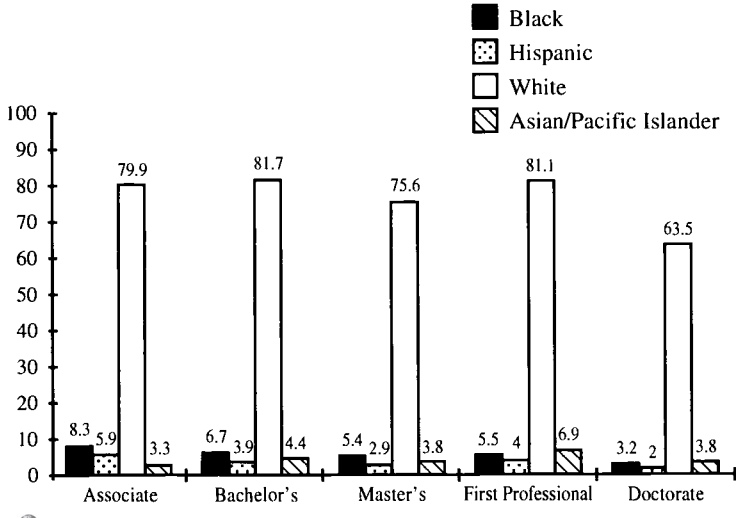
Even as the numbers of Latino high school graduates increase, they are still less likely than white graduates to have completed the "New Standards" curriculum, which includes four years of English and three years of science, social studies, and mathematics (44 percent compared to 54 percent in 1994).[28] In 1992, Hispanic graduates were less likely than white graduates to have taken geometry, Algebra II, trigonometry, chemistry, physics, or

a combination of biology, chemistry, and physics; they were more likely to have taken remedial mathematics.[29]

Pre-College Preparation. These programs make college a more realistic option for many students. However, few Hispanic Americans enroll in such programs. In 1990, only 23 percent of Latino 10th graders, compared to 34 percent of whites, enrolled in college preparatory or academic programs;[30] and the recently released evaluation of Upward Bound reported that the program has considerably lower Hispanic participation than other pre-college programs.[31]

Many pre-college programs focus on motivating and preparing high-school-aged minority students to attend two- and four-year institutions. Such programs prepare students for professional careers by providing them with the proper academic advising for high school course selection, and by exposing them to career choices. These programs are not widespread among Latino students. Expanding these programs, though, would provide more Latino youth with the experience of academic success, which of course nurtures their aspirations to pursue a postsecondary education.

Percent of Degrees Conferred by Institutions of Higher Education by Student Racial and Ethnic Groups: 1992-1993



Higher Education. Modern economic realities place a great deal of pressure upon American students who are being urged to pursue careers in their field of choice. A high school diploma has not guaranteed employment for some time. Two-year, four-year, and graduate degrees, on the other hand, improve an individual's chances for success, and help to develop a range of "real-life" opportunities. For Hispanics, however, the demand for college degrees remains greater than the opportunities provided them to obtain such degrees.

While the increase in Hispanics pursuing a postsecondary education is significant, it is insufficient to assure parity in the workforce. From 1973 to 1994, the overall number of high school graduates enrolled in a four-year institution doubled, from 16 to 31 percent. The percentage of both whites and blacks enrolled at those institutions also more than doubled within the same time period. Blacks increased from 13 to 25 percent and whites increased from 16 to 33 percent. College-bound Hispanics in four-year institutions, however, only increased from 13 to 20 percent.[32] Plainly, postsecondary Hispanic student enrollment and graduation rates are not keeping pace with the Hispanic American presence in the general population nor with the available pool of Latino high school graduates.

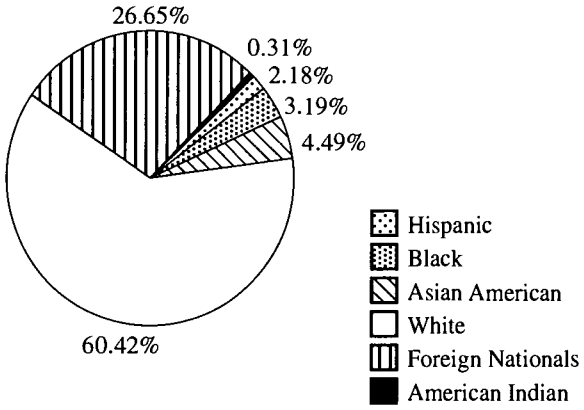
Numbers Reveal Disparity in PhDs

In 1994, of the 43,261 PhDs awarded nationwide, only 946 went to Hispanic Americans.[33]

Moreover, 1992-1993 data on degrees conferred for higher education demonstrate that, overall, Hispanic Americans received a very small percentage of degrees. Hispanics earned 6 percent of all associate degrees, for example, and 4 percent of all bachelors degrees, 3 percent of all masters degrees, and 2 percent of all doctorates awarded for the 1992-1993 school year.[34] These proportions have remained relatively flat since the 1980s.

Actual numbers of PhD's awarded, for example demonstrate the magnitude of the degree disparities. In 1994, of the 43,261 PhD's awarded across all fields in U.S. colleges and universities, only 946 were awarded to Hispanics (2.18 percent), while 11,530 (26.65 percent) were awarded to foreign national or alien students, 1,344 (3.1 percent) to black, non-Hispanic students, 132 (0.31 percent) to American Indians or Alaskan Natives, 1,943 (4.49 percent) to Asian Americans, and 26,137 (60.42 percent) to white, non-Hispanic students. There are entire fields and disciplines at the doctoral level in which Hispanics and other minorities have never received a doctoral degree.

Number of PhDs Awarded in U.S. Colleges and Universities in 1994 by Ethnicity



Additionally, in 1994, about half of all Hispanic Americans enrolled in postsecondary education were enrolled in two-year community colleges.[35] For many interested students, community colleges provide two years of an excellent education, and can "open doors" to four-year institutions as well as offering certificates and special training that translate into marketable skills. According to the American Association of Community Colleges (AACC), 47 percent of all minority students in higher education are students at community colleges; and Hispanics make up more than a third (36 percent) of total community college enrollments.[36]

Many Hispanic community college students share a desire to transfer to a four-year school. However, most of those students are unable to transfer often due to lack of information and lack of counseling. Students are not aware of the courses needed to transfer, and too often are placed in remedial courses that do not transfer. Students, too, simply lack knowledge of the Federal aid that might help them to transfer to bachelor-granting institutions. Additionally, transfer articulation agreements between two- and four-year colleges are inconsistent and generally weak.

Adult Education. Among adults, Latinos have lower literacy levels than do whites, both in general and even when they hold similar levels of educational attainment.[37] Adult education can

address this condition by offering vocational skills, computer skills, ESL, basic education in the native language, and courses in a wide range of topics for personal or professional growth. Adult education programs enable adults to participate more fully in the workplace, to attain better paying and more satisfying jobs, and to become better advocates for their children.

Hispanic Americans are more likely to participate in English-as-a-Second-Language courses, literacy education, and citizenship classes — courses usually are offered by community-based organizations, schools, or community colleges. Waiting lists for adult education ESL classes in cities like Los Angeles, for instance, have been in the 10s of thousands, with classes taught late at night being as over-subscribed as are day classes, proving that Hispanics, like all serious students, will more than take advantage of a good education.

Although Hispanic community-based organizations have worked collaboratively with schools and have made significant contributions, many adults are finding it increasingly difficult to locate and to gain access to affordable programs, in which to learn English, improve literacy skills, and earn GEDs.

Similarly, even though lifelong learning is necessary for most skilled workers, not enough emphasis has been placed upon the public and private training of adults, or upon job retraining. Training and development funds, in fact, are the first to be cut when budgets are constrained. That must end, and businesses, too, need to provide programs of continuing education, training, and retraining to keep workers abreast of developing technology.

Increasingly, technology drives the workplace and requires a constant upgrading of education and skills, which puts added pressure upon the need for continuing education and lifelong learning programs. In brief, the education system must allow people to "reenter" and to pursue vocational and technical training. Equity in the workplace is contingent upon adult education for Hispanic Americans. Yet, those with the greatest need for continuing education and training are the unemployed, the under-employed, and those with a limited educational background, for whom education and training remain quite illusive.

Factors Affecting Hispanic American Educational Attainment

Specific factors that affect the educational achievement of Hispanic Americans include:

- inequity in school financing,
- school segregation and poverty,
- underrepresentation of Hispanics among school personnel,
- multicultural training for school personnel,
- lack of bilingual and ESL programs,
- misplacement of students in special education classes,
- testing and assessment,
- underutilization of technology,
- postsecondary financial assistance,
- parental involvement, and
- lack of school safety.

Each of these factors are addressed in turn, below.

Inequity in School Financing. School financing comes from three sources: Federal, state, and local funds (with most funds coming from states). For the majority of the 50 states, education is the largest expenditure category in the state budget, accounting for 20 percent of total state spending in fiscal year 1994. Education must, however, compete with other programs like Medicaid and corrections, which have seen their budgets increased while education budgets decrease.[38]

The issue is not whether it is more expensive to educate Hispanic Americans — the issue is that the districts where Hispanic children reside are usually low-wealth districts that generate less funding from property taxes. Also, most Hispanic Americans live in urban areas. Urban schools are older and often have dilapidated buildings. In most cases, districts have to pass bond referendums to rebuild schools, which are often not supported by the general voting public. Therefore, school districts with concentrations of Hispanic American students remain underfunded and must seek other means of support.

State and Local Financing Methods. There are significant disparities in per-pupil expenditures by state. Across all states, the average, base expenditure per pupil in 1989-1990 was $4,523.[39] During this same period, however, the highest-spending state contributed about three times as much per elementary and secondary student as did the lowest-spending state — or approximately twice as much, after adjusting for interstate differentials in the cost of education;[40] and 11 states fell short of the average per-pupil expenditure by at least $1,000.[41]

The most common form of school financing at the local level is property taxes. As a result, wealthy districts raise far more money through taxation than do poor districts. Even though many poor districts have taxed themselves at a much higher rate than do wealthier districts, they still produce far less revenue than wealthy districts.[42] This process has been devastating to Hispanic populations.

In 1984, a group of less-wealthy school districts in Texas filed a suit (*Edgewood v. Kirby*) charging that the state's heavy reliance on property taxes to fund education resulted in expenditure differences that violated the Texas constitution, leaving residents of low-income districts with old schools in poor condition, fewer teachers and educational resources, and less developed curricula. The wealthiest district in the area had over $14 million of property wealth per pupil, while the poorest had about $20,000 of property wealth per pupil. The Mexican American Legal Defense and Education Fund (MALDEF) reported that 95 percent of the students in the poorest districts were Mexican American; and at the state level, it was discovered that 65 percent of all students in the poorest quarter of the districts were Mexican American.

Since the Texas Supreme Court rendered a unanimous decision in *Edgewood v. Kirby*, some progress has been made. Educational financing in Texas has become more equitable, despite remaining discrepancies. It will take, however, more than 10 years to overcome the differences between poor and wealthy school districts. Wealthy districts, meanwhile, are dissatisfied with this new system and have pressured the legislature to make changes. Thus, even after the system is implemented in 1999, it will permit wealthy districts to spend about $600 more per pupil than less wealthy districts.[43]

New Mexico, another high Hispanic population state, has been proactive in dealing with the inequality in education financing from district to district. As early as February of 1974, the New Mexico Public School Funding Formula was enacted into statute by the Legislature.[44] New Mexico opted not to use a generic formula for funds distribution, but to use a formula based upon the principle that all students are entitled to equal educational opportunities, despite differences in wealth.[45] What makes this formula different is that it does not assume all factors are equal for every student, and it weighs the costs of programs, the training and experience of personnel within the districts, and the size of districts.[46]

The U.S. General Accounting Office (GAO) reported that state legislatures used one or more of the following remedies to lessen revenue disparity and to foster educational equality:

- added new money to the school finance system to increase funding in poorer districts,

- redistributed available resources by modifying the school finance formulas, and

- limited local revenues from wealthy districts and redistributed it to poor districts.[47]

Federal Funding. Elementary and secondary schools receive most of their funds from state and local revenues. Federal aid, on the other hand, targets services to educationally disadvantaged children through categorical, program-specific grants for bilingual education, special education, and at-risk children (e.g., Title I funds). Although a major source of aid for poor school districts, Title I cannot overcome expenditure gaps, nor can it provide supplemental resources for students in the lower-spending states.[48]

Currently, the Federal government has two main tools at its disposal, direct funding and incentives, to shift resources toward lower-spending states or localities.[49] The Federal government can affect the direct-funding mechanism, for instance, by changing the Title I allocations, and by distributing new forms of Federal aid.[50] The Federal government also can offer incentives ose penalties for jurisdictions that distribute, or fail to

distribute, funds in ways that support supplemental services for disadvantaged students.[51] Funding cuts at the Federal level would compel school districts to curtail crucial programs that benefit at-risk children.

School Segregation and Poverty. Today, Hispanic American students are experiencing higher rates of segregation in school systems than are any other group of students. A recent report of the Harvard Project on School Desegregation to the National School Boards Association describes the changing patterns of segregation and poverty since 1968. The study found that segregation by race is strongly correlated with segregation by poverty; and the study provides national data demonstrating that both African American and Latino students are much more likely than white students to be in schools that are segregated and poorly funded.[52]

Underrepresentation of Hispanics among School Personnel. Hispanic youth comprised more than 12 percent of the U.S. public school population in 1993-1994. However, Hispanic teachers comprised less than 4 percent of the teaching population; counselors represented only 2 percent; and Hispanic public school administrators composed only 4 percent. Only 2 percent of college faculty members were Hispanic; and Hispanics in decision-making positions on school boards counted for 1 percent.

It should be obvious that positive educational outcomes are enhanced when schools are staffed with sufficient Hispanic personnel to serve as mentors as well as role models for Hispanic students.[53] A study conducted by Meier and Stuart, for instance, showed that Hispanic representation on school boards and in the teaching profession reduce dropout and grade retention rates. Furthermore, Hispanic students evaluated by those sensitive to their culture are far less likely to be assigned to special education classes and far more likely to be identified as gifted.[54]

There are too few Hispanic teachers, counselors, and administrators. Consequently, there are few school professionals who are linguistically, culturally, and socially empathetic to the needs of Hispanic students — which, in turn, leaves Hispanic students without mentors to guide them toward college or toward technical and professional careers.

Multicultural Training for School Personnel. Hispanic students need instructors who can challenge them academically and set high expectations. However, only 80 percent of Limited English Proficient (LEP) teachers of LEP students are trained to do so.[55] While more than 15 percent of all teachers in the U.S. have one or more LEP students in their classroom, only 10 percent are certified in bilingual education or teaching English as a second language.[56] Furthermore, as a consequence of not understanding their students' native language, culture, and socio-economic realities, many teachers have low expectations for their Hispanic students, which contributes, as does the lack of Hispanic staff, to attrition.

Teacher insensitivity to cultural and linguistic diversity often influences a student to become alienated from the school system. "Students of color" have been quoted as saying that their teachers, school staff, and even other students neither understood nor liked them, and many teachers similarly reported that they do not always "understand" students from different ethnic backgrounds. Not surprisingly, minority students perceive their schools to be racist and prejudiced.[57]

According to Dr. Juan Juárez, Associate Vice President for Research and Planning, New Mexico Highlands University, the number of prospective Hispanic and bilingual education teachers is decreasing, even as the population of school-age children grows. At the Phoenix hearings, he testified that "...the low number of Hispanics in teacher education programs is due in part to the failure of both university and Federal teacher preparation initiatives to actively recruit Hispanics."[58]

This is not to imply that an educator must be Hispanic American or must be Spanish-speaking in order to be a good and effective instructor of Hispanic students. All teachers, but especially teachers and staff who work in schools with concentrations of Hispanic students, need to be trained in effective ways to work with Latinos and other students. Until adequate numbers of bilingual teachers can be recruited, the problem may be addressed through the use of Spanish-speaking teacher aides or assistants recruited from the community, who should be trained and encouraged to become fully licensed teachers.

Lack of Bilingual and ESL Programs. One of the most controversial issues in the education of Hispanic children is language. The reason for this controversy is primarily political, rather than educational, and reflect a public misunderstanding that bilingual and English-as-a-Second-Language education methods are somehow a threat to American culture and values. In fact, the General Accounting Office (GAO) indicated in 1994 that "the bilingual method" is the most effective for non-English speaking children.

The fastest and most effective way for bilingual students to acquire both a command of English and a command of classroom subject matter is through well-designed and fully implemented bilingual programs. Unfortunately, many states and districts fail to provide full bilingual instruction in academic subjects. In 1994, for example, the GAO found that many school districts with high concentrations of Limited English Proficient (LEP) students were not adequately providing bilingual services. In one district with 21,000 identified LEP students, only 3 percent of the LEP students were being served.[59]

Today, two primary strategies for instructing LEP students are English as a Second Language (ESL) and bilingual education. ESL is a teaching method in which instruction is almost exclusively in English. In fact, it may be based upon a curriculum that incorporates little or no use of the native language, and is taught only in specific school periods, after which students are placed under regular instruction for the rest of the school day.[60]

According to Professor Josúe Gonzalez of Columbia University Teachers' College:

> *Bilingual education is the use of two languages, one of which is English, as a means of instruction. It is an educational tool primarily used with children of limited English proficiency to provide them both English language instruction and access to other content areas of the curriculum. . . The native language of the child is used in bilingual programs to the extent necessary to teach basic skills and insure that children do not fall behind their peers in other subjects while they learn English.*[61]

Bilingual education programs develop native-language proficiency in order to enable LEP students to make a transition to all-English instruction, while receiving academic subject instruction in their native language. These programs emphasize the development of English-language skills as well as grade promotion and graduation requirements.[62]

In *Lau v. Nichols (1974)*,[47] the Supreme Court ruled that students who are not fluent in English have a right to comprehensible instruction as a means of ensuring equal access to a public education. Failure to provide supplemental language instruction, then, violates Title VI of the Civil Rights Act. From 1984 to 1994, the number of limited English proficient (LEP) students increased by almost 70 percent, yet, the corresponding numbers of qualified bilingual teachers did not increase. Currently, more than 2.3 million LEP students, representing different linguistic and cultural backgrounds, attend public elementary and secondary schools — and three-fourths of them are Spanish speakers.[63]

A panel of experts was convened in Washington, D.C., in November of 1995, to address the issues affecting bilingual education. (A list of panelists can be found in Appendix E.) They agreed that without effective bilingual education, a pattern of failure develops:

- Students receiving no special language training inevitably fall behind in other subject matter while they struggle to learn English;

- Students may, over time, become fluent in oral English, but are not promoted with their peers, because they have missed several years of instruction in content areas; and

- Students are rarely able to overcome this and are, consequently, more likely to leave school before high school graduation. The National Education Goals Report 1992 found that LEP students have one of the highest dropout rates in the country.[64]

Misplacement of Students in Special Education Classes. Special Education programs are provided for students with disabilities, as defined by the Individuals with Disabilities tion Act (IDEA). The needs of this population, too, are

still far from met. Services for Latino students with disabilities require effective linkages between regular education and special education programs, including bilingual education and English-as-a-Second-Language programs.

Many Hispanic American educators have learned through their own experience that large numbers of Latino children, LEP and non-LEP, are being classified as "seriously emotionally disturbed" (SED) or "specific learning disabled" (SLD), and referred to special education programs. Between the years of 1976 and 1994, Hispanics with learning disabilities increased from 24 percent to 51 percent among all students with learning disabilities.[65]

Even for students who are discovered to be erroneously tracked into Special Education programs, there is a lack of exit criteria to draw them back into regular classes. Some education models, that provide students with team support from multiple disciplines are currently being implemented toward that end. These teams strive to place students in a successful environment whereby the team can strive to distinguish the educationally deprived children from children who are disabled.

Testing and Assessment. Many Latino students never reach their full potential due to inappropriate and inaccurate uses of testing and assessment. Data show that when compared to non-Hispanic students, Hispanic students are:

- less likely than white or black students to be enrolled in college preparatory programs,[66]
- less likely than students from other racial or ethnic groups to be enrolled in college preparatory math, even when they score in the top quartile of a standardized math test,[67]
- less likely than white or black students to be enrolled in gifted and talented programs,
- more likely to be placed in remedial-general education tracks,
- more likely than white students to be enrolled in vocational programs, and

- more often incorrectly assessed as mentally retarded or learning disabled.[68]

One means of ensuring academic success for LEP students is to use appropriate and valid assessments aligned to state and local standards that take into account language acquisition. In locations where "high-stakes" testing (i.e., testing for high school graduation and school accountability) is required by law, a team of assessment specialists, second language learning specialists, and core content teachers can work together to validate and to align existing instruments, or to develop new measures for LEP students so that those students can demonstrate competence.[69]

Most experts suggest students should be assessed using methods other than standardized tests. However, if standardized tests are used to determine student competencies, they should be used as only one of many criteria. Particularly for Hispanic children and youth, the use of standardized tests should be tied to other formal and informal assessment techniques. Given the inherent flaws of testing, the additional challenge of testing Hispanic Americans is that the test results must reflect an assessment of core content learning, and not reflect solely linguistic or cultural competencies.

Standardized testing and tracking continue beyond the pre-K through 12 classrooms. At the undergraduate level, students are often placed in remedial classes based on tests solely of English skills. At the professional level, tests are administered for licensure. It is easy to see how these time-restricted tests unfairly penalize bilingual candidates. Given additional time, bilingual students, as a group, perform at the same level as their English language peers.[70]

Underutilization of Technology. Technology is rapidly changing the way we communicate and deliver services. By the year 2000, about 75 percent of all Federal and state services will be processed electronically. Thus, there is an increasing demand for computer literacy. The lack of access to technology, and the cost of the equipment, are serious barriers for Hispanic Americans. Yet, if the primary access to computers is established in public places, such as schools and libraries, some of this could be circumvented, as these sites could offer extended hours, training, and assistance.[71]

Nationwide, only one in five eighth graders has a computer in his or her classroom.[72] Currently, only one in two Hispanic children has access to a computer at school, and only one in eight Latino households has access to a home computer.[73] Schools in poorer neighborhoods do not have the funds to place computers in classrooms, much less to provide Internet access.

Specifically, 58 percent of Hispanic students in grades 1 through 8, and 54 percent of those in grades 9 through 12, used computers in school in October 1993. For white students, the rates were higher: 74 percent in grades 1 to 8, and 60 percent in grades 9 to 12. Latino students had much less access to computers at home than did white students. Twelve percent of Hispanic students in grades 1 to 8, and 14 percent of those in grades 9 to 12 had a computer at home, in contrast to 40 and 46 percent of white students.[74]

In short, computer literacy is the "basic skill" of an information based economy and workforce. Yet, Latinos, as these data demonstrate, do not have access to computer technology at home nor at school. The "fault line" is most emphatically real between those who can use technology to process information and those who cannot.

Postsecondary Financial Assistance. Between 1980 and 1990, tuition and fees at public universities grew annually at a rate of 4 percent above the rate of inflation. Between 1990 and 1994, the rate increased to 4.8 percent. Concurrently, government appropriations for public institutions of higher education fell 8 to 12 percentage points between 1980 and 1990.[75] Such funding cuts have devastated students in need. Hispanic students are more than three times as likely than white students to come from low income families; and more than half of Hispanic undergraduates (53 percent) are financially independent of their parents.

The outlook for Latino students requiring financial aid is becoming bleaker every year. While overall college enrollment grew 18 percent between FY 1980 to FY 1994, Federal support for student financial assistance rose only 11 percent.[76] Consequently, the percentage of Latino undergraduates receiving Federal financial aid declined from 41 percent to 36 percent between 1987 and 1990, at the same time that moderate increases in

Latino enrollments were occurring.[77] Student aid as a percentage of total costs has steadily declined.

The most important source of Federal financial aid for Hispanic Americans, the Pell Grants Program, has been underfunded since its inception in 1972. Furthermore, over the last decade, the purchasing power of the maximum Pell Grant has declined. In the mid-1980s, it would cover one half the costs at public universities. Today, the Pell Grant covers only about one-third of that cost.[78]

Additionally, the shift from grants to loans is creating a dangerous imbalance and is causing financially disadvantaged students to look at options other than college. To avoid taking out loans, Hispanic students, for example, often opt for part-time enrollment, or work more hours.[79] Naturally, increasing the amount of time that is spent working reduces study time and prolongs the length of time required to graduate. During the past five years, Pell Grants as a percentage of total student aid, has steadily decreased, especially at community colleges where the majority of Hispanic American students access postsecondary education.

...the cost of higher education in California has risen dramatically over the past five years, in the University of California almost 150%. Registration fees for UC undergraduates average around $4,000 annually, a figure that excludes books and living expenses. Furthermore, scholarship and grant money for college students from both Federal and state sources has declined in the same period.

Dr. Raymundo Paredes
L.A. Public Hearings, August 1995

The Department of Education's Campus-Based Program is designed to supplement the Federal Pell Grants and student loan programs with Supplemental Educational Opportunity Grants and College Work Study. These programs often are not as available to Hispanic Serving Institutions as they are to institutions serving the general population, nor do allocation formulas under the Campus-Based Program reflect the change in demographic trends across our nation's higher education institutions. The current formula requires that the initial institutions admitted into the program maintain their original allocation. Policies such as this obviously affect participation by Hispanic Serving Institutions; and Hispanic students enrolled in such institutions are left out of supplemental financial aid programs.

Parental Involvement. 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, including policy-making and priority-

setting; and when schools are meaningfully accountable to parents. These conditions routinely exist in middle-class, white schools. Testimony to the Commission, on the other hand, documents that such routine conditions often do not exist in low-income and Latino schools.

The failure to involve parents is closely related to many other factors affecting Hispanic American educational attainment; in turn, failure to work with families as partners perpetuates the problems. For example, school professionals who are not linguistically, culturally and socially sensitive to Hispanic students also do not relate effectively to their students' parents. Because of class, ethnic and language differences, professionals often fail to value the vital strengths and contributions parents bring to their children's education.

Schools' failure to listen and be accountable to parents has a disastrous effect on parents' ability to support their children's education and on children's success. In most schools, Latino parents have few effective means to assure observance of their children's educational rights and to create school environments supportive of success for all children.

Certain critical needs must be addressed, such as the necessity for easily understandable written and oral communication to parents in Spanish and English on all matters regarding their children. For parents serving on Title I and other policy committees, materials and discussions must be bilingual and free of jargon; parents will often need access to community-based organizations and other external resources to be effective participants. Schools must address issues such as meeting times, transportation, and child care in order to engage parents effectively. Schools need to work with parents, adult education programs, and community organizations to find ways to communicate with, support, and involve parents who cannot easily come to the school. Schools can play a great role in providing culturally-relevant parent education on may topics; and to be successful, these programs need to build on the strengths of parents and families.

Lack of School Safety. Research indicates that a safe and orderly school environment is another key to effective learning. Many Hispanic children, though, are not safe in the schools they

attend. Violence, suspensions, and expulsions are common. In 1992, Latino high school seniors were more likely than white seniors to report that disruptions by other students interfered with their learning. They claimed that fights often occurred between different racial and ethnic groups, and that they did not feel safe at their school.[80]

Exposure to dangerous or threatening behavior at school was most common for students attending middle or junior high schools, students at public schools, and students at larger schools. Obviously, students exposed to crime or threats and worried about becoming victims at school are experiencing a learning environment that is seriously deficient. America needs to ensure that schools are communities of teachers and learners, where learning can take place in a secure environment.[81]

Safe schools can be created by reducing their size, establishing personal relationships between faculty and students, creating conflict resolution education and dispute resolution mechanisms, bringing parents into the school, and many other mechanisms. In addition, a safe school is a school in which staff are held accountable for physical and verbal violence toward students, and in which complaints of physical or sexual abuse of students are investigated and acted upon quickly and impartially.

Unique Sectors of the Hispanic Community

Puerto Rican Education. Puerto Ricans living on the island of Puerto Rico face many of the same educational obstacles as do Hispanics on the continent, but special factors aggravate those obstacles, such as caps on Federally funded programs, minimal attention from Federal policy makers, the island's economy, and very high poverty rates.

The children of Puerto Rico are United States Citizens. They are entitled to equal treatment and equal opportunities, educationally and otherwise.

Sandra Espada Santos, Secretary, Puerto Rico Council on Higher Education, Puerto Rico Hearings, 1995.

Annually, about 25,000 to 30,000 Puerto Rican students enroll in schools on the continent.[82] This migration often involves great difficulties, as it does for all migrants. Many of these migrating students often enter underfunded, overcrowded schools with limited instructional support systems to meet their needs. In turn, Puerto Rican schools encounter similar challenges when students lacking full Spanish literacy move back to the island must adapt to new instructional systems.

Puerto Ricans believe that Puerto Rico's development — like that of the entire Nation — depends on the investment in people. What we need are appropriate tools, adequate funding, and procedures to improve the working conditions for teachers and students. Education is the most effective resource to raise a nation's productivity and strength. Teachers and leaders in Puerto Rico have learned to do the most with the least and this is a valuable effort.[86]

José Eligio Vélez, President
Puerto Rico Teachers' Association,
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Poverty and inadequate funding for education contribute to low rates of educational participation and limited educational attainment. According to the 1990 Census, the population of Puerto Rico that is 18 and older is 2.4 million. Of that number, 1.1 million, or 47 percent, do not have a high school diploma.[83] Puerto Rico is a highly populated island with high dependency rates (62 percent), high unemployment (16 percent), and low labor participation rates (46 percent). Access to excellence in education at all levels is key to alleviating these social conditions.[84] Per-pupil expenditures for kindergarten to 12th in Puerto Rico ($1,779) are far below those of even the poorest state in the continental United States. Puerto Rico spends 9 percent of government revenues and almost 9 percent of gross revenues on education. Per pupil expenditures, however, compare with just 55 percent of the States' *lowest* per-pupil expenditures, and one-fifth of the national average expenditure.[85]

Of the 189 Hispanic-Serving Institutions (HSIs) of higher education, 53 are in Puerto Rico. Those institutions prepare professionals in a variety of fields, and many students eventually work in the continental United States. In fact, employers from the continental United States often recruit bilingual professionals from Puerto Rico. Consequently, Puerto Rican institutions of higher education play a vital role in the development of bilingual and bicultural professionals for the educational system of the United States. Bilingual and bicultural graduates also enter the work force and increase the international competitiveness of United States' businesses. Yet, for these institutions, financing for higher education is a continuing concern.

In contrast to trends in the United States, private universities in Puerto Rico most often serve lower-income students, while the public University of Puerto Rico system most often serves middle- and upper-income students. In fact, some private universities receive close to 85 percent of their funding from student financial aid programs, due to the large number of low-income students they serve. As a result, students and postsecondary institutions disproportionately serving the poor are more deeply affected when there are cuts in Federal financial aid to low-income students.

For Puerto Rican students attending institutions of higher education, further reductions in financial aid grants and the

Direct Student Loan Program threaten to eliminate the major avenues available to them for financing their education. It is to the United States' benefit to find more inclusive, efficient, and effective methods of financing higher education to improve the financial stability of institutions of higher education, and to make college more affordable to Puerto Ricans on the island.

Migrant Education. The children of migrant and seasonal farm workers have special needs that place them at a great disadvantage in terms of accessing regular school systems, as their parents make a living by following the harvest schedules of various agricultural crops throughout the country. Some of the problems faced by these families and their children include severe poverty, lack of continuity in schooling, transportation problems, poor nutrition and health, and linguistic and cultural barriers. It is important to note that about 80 percent of the migrant and seasonal farm worker population is Hispanic American.

According to the Office of Migrant Education (OME) of the U.S. Department of Education, approximately 610,000 migrant students were served by the Migrant Education Program (MEP) in school year 1993-1994. OME estimates that approximately 657,000 migrant students between the ages of 3 through 21 were eligible for MEP services in 1994.

Though significant progress has been made in the implementation of specially designed Federal programs such as these, the measures of educational attainment still show high dropout rates and low achievement levels among migrant children. It is therefore obvious that more innovative efforts must be made on behalf of migrant children and families — which will require that state governments in partnership with Federal programs and local school districts develop new initiatives and expand effective program models.

Summary

A generation of Hispanic American students in U.S. public education are at risk due to serious inadequacies in the educational system. Thus far, the system has been unable to meet the needs of those students. Among other inequities, there continues

to exist a disparity in school funding, a lack of effective Bilingual and ESL education programs, a lack of trained teachers, and a misuse of testing and assessment.

Hispanic students trail behind their non-Hispanic counterparts in many areas. This commences even before kindergarten and continues through adulthood. At age 4, Latino children have less school-related skills than do non-Hispanic children of their same age group. By age 13, Hispanic students are, on average, 2 years behind in math and reading, and about 4 years behind in science.

Latino students are, more often, retained in a grade level than other students. High retention rates are correlated to dropping out and the dropout rates among Latino students are very high. This and the low rate of Hispanic American graduates at undergraduate and graduate levels is disproportionately low, and can no longer be tolerated.

Adequate responses to the educational needs of other Hispanic population groups, including Latino adults, and Puerto Rican and migrant students, are also lacking. They, as well as all Hispanic youth, need, as members of society, to be prepared to join the work force. For this to occur, the number of those who graduate from high school, and the number of those who continue and complete a college education must increase.

All levels of government must work to enhance Latino educational attainment. This investment is crucial to meeting the needs of a nation whose adequately educated competitive work force continues to shrink and whose demands for technological skills are becoming greater.

The American public, parents, and the leadership of Hispanic communities across the country must work in partnership with government leaders at all levels to be successful in addressing the crisis in the education of Hispanic Americans described in these findings.

Issues and Recommendations for the Attainment of Educational Excellence For Hispanic Americans

To reverse a legacy of neglect and to ensure Hispanic Americans equitable opportunity in educational attainment, it is important to form partnerships among all levels of government, the public and private sectors, the community, teachers, administrators, students, and parents. All are equally challenged to take a role in addressing the educational issues facing Hispanic American education, and all must learn to work together toward a common goal of excellence for all students.

The identification of the issues, policy areas, recommendations and research directions by the Presidential Commission and the White House Initiative on Educational Excellence for Hispanic Americans responds to the President's charge. We list the most important areas for ongoing improvement in the education of Hispanic Americans. Effective solutions and practices, and insightful scholarship are addressing some of these issues. It is our intention to widely disseminate, through electronic and printed media, this call for action, effective practices, models and scholarship as well as the Federal Agency Inventories, thereby creating a national database, accessible to all, on Hispanic American education.

Issues and Policy Areas

As described in this report, the issues affecting Hispanic American education are numerous and alarming. For the purpose of presenting recommendations, the following issues must be addressed:

- Improving the quality of instruction at every point along the educational continuum: Early Childhood, Elementary, Middle School, High School, Postsecondary, and Adult Education;
- Improving the condition of schools;
- Increasing access to postsecondary institutions, and providing appropriate support;
- Improving the knowledge, skills, and cross-cultural competencies and effectiveness of teachers and administrators;
- Designing and promoting appropriate use of testing and assessment to enhance high quality instruction;
- Targeting appropriate levels of financial, human, health, and material resources toward Hispanic Americans;
- Challenging Federal, state, and local agencies to provide Hispanic Americans with equitable opportunities;
- Challenging the Department of Education to re-work the funding formulas and institution eligibility criteria so that HSIs can benefit from Campus-Based-Programs like work-study and supplemental educational opportunity grants;
- Challenging the corporate sector to provide Hispanic Americans more support and opportunities to enter all sectors of the work force and at every level; and
- Identifying and implementing future directions in research based on systematic collection of data targeted on specific program improvements affecting Hispanic educational outcomes.

Recommendations

To address these issues and policy areas, effective educational models must incorporate high-quality standards, equitable financial support, and diverse language and cultural knowledge. Parent and school collaboration must be specified in all plans of action; and the following principles should guide the implementation of recommendations:

- Government, at all levels, in partnership with local Hispanic and non-Hispanic communities, must assure that schools ensure the attainment of quality educational outcomes by Hispanic students;

- Long-term, strategic plans must be developed through collaborative approaches with the public and private sectors at the local, state, and national level to monitor and to ensure a high standard of educational attainment among Hispanic Americans; and

- Inter-Federal-agency coordination must be strongly promoted to maximize the pooling of resources and delivery of services.

The following is a description of specific recommendations.

Corrective action at every point along the educational continuum: Early Childhood, Elementary, Middle School, High School, and Adult Education.

- Direct the U.S. Department of Education, the U.S. Department of Health and Human Services, and the U.S. Department of Housing and Urban Development to work closely with community-based organizations to improve the participation of Latino preschoolers and their parents in early childhood programs;

- Increase the number of public, nonprofit, private, and community programs that provide intervention with parents during pregnancy incorporating health care, education, parenting education and childcare to provide an even start for Hispanic Americans;

- Monitor, research, collect, analyze, and report relevant data for every program affecting Hispanic American education;

- Increase funds, maintain and promote Bilingual Education programs, preschool programs, Title I, Title VII, migrant education, Goals 2000, and strengthen and expand parent involvement components;

- Promote multilingualism as a national resource for all Americans;

- Identify successful dropout prevention programs for Latino students and implement these programs in school districts with the greatest need; and

- Establish programs that will train and prepare young adults (through school-to-work) and adults for a technology driven workplace.

- Provide access to technology resources in public places, such as schools and libraries.

Facilitate access into postsecondary institutions and provide appropriate support.

- Support Hispanic graduate students in targeted fields especially mathematics, the sciences, health related professions, the humanities, and in fields of anticipated faculty shortages;

- Commit special initiatives and resources to Hispanic Serving Institutions;

- Increase support for two-year and community college programs with concentrations of Hispanic students, and strengthen guidance and other support systems to facilitate transfer from community colleges to four-year colleges;

- Identify exemplary transfer programs that lead Hispanic students to the attainment of bachelor degrees;

- Ensure collaboration among Federal agencies regarding outreach and support programs for undergraduate and graduate Hispanic students; and

〈 Facilitate collaborations between businesses and higher education institutions, in order to provide apprenticeships, mentoring relationships, and summer training opportunities for Hispanic undergraduate and graduate students.

Build capacity in the education professions.

〈 Launch a national professional development program for elementary, middle school, secondary, college and university faculty that focuses on increasing the participation and success of Hispanic students in postsecondary education;

〈 Link loan forgiveness programs and scholarships to a national initiative which will encourage Hispanic students to become teachers and educators; and

〈 Launch a national program that equips educators across all content areas with the knowledge and skills to effectively teach bilingual and multicultural students.

Promote the design and appropriate use of testing and assessment.

〈 Establish a national standard which makes clear that a single measure of student achievement does not adequately assess a student's knowledge and capability;

〈 Ensure fair testing practices that take in consideration issues of language and culture; and

〈 Establish a national monitoring system to identify the misuse of testing and assessment that tracks Hispanic students into low-level curricular sequences and inappropriate placement in special education.

Challenge each Federal agency.

〈 Establish programs to upgrade the Hispanic American hiring and promotion system, from internships through senior executive service positions;

〈 Facilitate, promote, and monitor the progress of Hispanic
lucation initiatives;

- Ensure the equitable allocation of resources in public school funding for academic support;

- Enforce the Federal requirements for desegregation;

- Monitor adherence to Federal requirements for the provision of equal educational opportunities for students with languages other than English;

- Direct Federal agencies to provide Hispanic Americans with equitable educational opportunities related to the agency's mission and services;

- Identify the appropriate office and staff in each Federal agency to respond to Executive Order 12900, Educational Excellence for Hispanic Americans;

- Establish a data system to track the number of participants and awards distributed for research and development, program evaluation, training, facilities and equipment, fellowships, internships, recruitment, student tuition, scholarships, private sector involvement and administration to institutions of higher education (two-year and four-year), Hispanic Serving Institutions (HSIs), school districts (K-12), Hispanic serving school districts, and organizations serving Hispanic Americans;

- Increase the grant award rate for Hispanic Serving Institutions from all Federal departments and agencies;

- Establish a Federal agency collaborative working group to identify, build, and complement successful, existing programs;

- Specify responsibility, data collection, procurement and contract considerations, and profile improvement at management and senior executive levels in the renewal version of *Executive Order 12900*;

- Establish the office of the *White House Initiative on Educational Excellence for Hispanic Americans* as a permanent, ongoing collaborative effort between the Executive Branch and the Department of Education; and

〈 Prepare a plan of action to correct Hispanic participation performance in Federal agencies, below the 10 percent level.

Future Research Directions

There is a growing body of research on the education of Hispanic Americans. However, there is much more to learn and to implement. What follows is a brief listing of relevant issues for immediate, action-oriented research.

Early Childhood, Elementary, Middle School, High School, and Adult Education.

〈 Discover what can be done to promote inter- and intra-governmental agency collaborative approaches that promote preschool programs for Hispanic children;

〈 Explore to what extent early childhood bilingual programs enhance children's entry and success in later schooling;

〈 Investigate how distance-learning technologies can be utilized to prepare Hispanic preschoolers to begin school ready to learn;

〈 Analyze how teachers can be trained, in order to understand and to incorporate new knowledge, into their classrooms — knowledge which leads to an understanding of how ever-changing educational practices can be prescribed and implemented; and

〈 Determine which strategies for change are most effective and what resources are required to maintain exemplary learning environments that effectively integrate linguistic and cultural factors.

Access into Postsecondary Institutions and Appropriate Support.

〈 Analyze the points of entry and exit into postsecondary education for Hispanic students;

- Identify factors and interventions that influence and predict Hispanic student's decisions to remain or to leave postsecondary education;

- Identify the most effective proactive approaches for early outreach to middle schools and high schools, matriculation between two- and four-year institutions, and persistence interventions, including how these vary by Hispanic group, region, and background;

- Analyze the financial support structures that best assure the successful completion of postsecondary education for Hispanic American students; and

- Analyze the enrollment and graduation rates and student persistence factors of HSIs both on the continental U.S. and on the island of Puerto Rico.

Building Capacity in the Education Professions.

- Determine how intellectually stimulating opportunities can be provided for educators to grow as professionals to improve pedagogy and to influence the expectations held by instructors about minority student performance.

Use of Testing and Assessment.

- Explore what impact assessment reforms have on Hispanic student achievement.

Targeting Civil, Financial, Human, and Material Resources Toward Hispanic Americans in the Federal work force.

- Determine what organizational, social, attitudinal, and political factors promote or obstruct effective Federal initiatives toward more inclusive approaches and programs with Hispanics as employees and as the recipients of agency-funded programs.

Conclusion

In response to President Clinton's charge and in response to the commitment demonstrated by Secretary Riley, this report focuses national attention on the education of the Hispanic American community in the United States. By synthesizing public hearing testimony, expert panel deliberations, research, and inventories of Federal agencies, it reports on the educational disparity between Hispanics and non-Hispanics precisely to illuminate the gravity of the Presidential challenge.

The Commission calls upon the nation to improve education for Hispanic Americans. This call to action goes out to Hispanics and non-Hispanics alike — rich, middle-class, and poor — to work in partnership with the leadership and resources of government and the private sector.

The nature of the problem with the education of Hispanic Americans is rooted in a refusal to accept, to recognize, and to value the central role of Hispanics in the past, present, and future of this nation. It is characterized by a history of neglect, oppression, and periods of wanton denial of opportunity.

The successful resolution of what has become nothing less than a national crisis is embedded in the collective and collaborative response of the nation; and it must be characterized by the affirmation of the value and dignity of Hispanic communities, families, and individuals.

There are serious shortcomings in the public education system that directly lead to unacceptable dropout rates, exceedingly low numbers of college graduates, and an overall denial of educational excellence to Hispanic Americans. While certain academic gains can be measured with some groups of Hispanic students, there remain enormous gaps between Hispanic American students and other American students on specific measures of educational attainment.

Unequal educational outcomes diminish the nation's ability to compete in the global economy, thus weakening its national fabric by not utilizing all of its human capital. The nation essentially is being robbed of the full intellectual, moral, and

spiritual strengths of a major segment of the American population, Hispanic Americans.

To reiterate, the essential purpose of this *Call to Action* is to compel local, state, and Federal policy makers to take serious and immediate action to improve the educational attainment of Hispanic Americans. To help reach that goal, this report has provided an overview of both the demographic and cultural composition of Hispanic Americans and the current state of education for Hispanic Americans. Through specific findings and recommendations, the report has responded to the President's charge by providing information to help re-focus the nation's policies and resources that will be needed to counter the consequences of ignorance and inattention.

Since 1983, the educational war conducted on behalf of children in public schools is slowly being won for many students, but not for all. To win that war, this work requires commitment, as a nation, to provide the best education possible to all U.S. citizens. The Presidential Advisory Commission on Educational Excellence for Hispanics is aggressively and affirmatively committed to keeping the nation alert. The United States should not tolerate the loss to our society of any more generations of children of any cultural, racial, or linguistic background. Excellence and equity must be inseparable benchmarks for the education of all of our nation's children. This report, therefore, is not the last word on what concerns Hispanic Americans. On the contrary, this report is just the beginning.

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Appendix A: Federal Agency Inventory

Introduction

It is the intent of the Commission to continue to work with all the federal agencies to assess the participation of Hispanics in Federal programs on a bi-annual basis. We also plan to have the data available electronically so that interested parties can access all of the data generated through these inventories.

In America's educational system, the Federal government serves as a resource broker, an educator, and establishes national education policy. As a resource broker, the Federal government acts as a leader, partner, and catalyst for systemic reform by leveraging scarce resources toward state and local initiatives with broad impact and long-term benefit (National Education Goals Report, The Federal Role in Meeting the National Education Goals, 1993). As an educator, the Federal government administers hundreds of educational programs, in addition to, internships, school to work, and training and development opportunities. National education policy, evaluation and research is carried out by the Department of Education.

Additionally, as a direct result of the Federal Agency Inventory conducted by the White House Initiative on Educational Excellence for Hispanic Americans and the Presidential Commission, some specific programs have been launched. For example, the Department of Transportation (DOT) has develped an aggressive

recruitment program to recruit Hispanic undergraduate and graduate students for internships, fellowships, cooperative education and training programs. DOT also has announced a commitment to develop a program of communication and dialogue with Hispanic Serving Institutions. The Department of Agriculture (USDA) has formed a departmental interagency committee to partner with Hispanic Serving Institutions and with the Department of Health and Human Services (DHHS) also has established the first Hispanic Centers of Excellence Program to develop, implement, evaluate and document programs with Hispanic Serving Institutions. The Department of Commerce has launched a summer internship program for Hispanic undergradate and graduate students in partnership with the Hispanic Association of Colleges and Universities (HACU). DHHS also has set U.S. and Mexico border health issues as a top priority and has provided funding to evaluate health worker outreach programs and to identify and evaluate health data infrastructure systems for DHHS programs along the border. The Department of Energy has launched a new program,"The Hispanic Outreach Initiative: Partnering for the Future." Additionally, the Department of the Treasury has established a Departmental Advisory Committee on Hispanic Americans to institute a data tracking and collection system for future inventory reporting.

As a result of the creation of the President's Advisory Commission and White House Initiative on Educational Excellence for Hispanic Americans, some Federal agencies have responded with a commitment to increase funding annually to educational programs for Hispanic Americans. Although the increases appear to be small, they will contribute toward a stronger, expansive and more comprehensive program over the years.

In this Appendix on the Federal Inventories, the purpose, methodology, analysis and findings, summary and recommendations are presented. The complete text of the inventories as well as the inventory instrument is available by request from the White House Initiative on Educational Excellence for Hispanic Americans at the Department of Education. The office will also make the inventory and subsequent inventories available electronically, so as to provide a valuable data base on Hispanic participation in Federal Agency initiatives.

Purpose

An analysis of the Federal inventories was conducted to identify and examine factors that impact the ability and effectiveness of Federal Agencies to fulfill the mandate of Executive Order 12900 (EO) (i.e., to eliminate inequalities, barriers to access, and to increase the participation of Hispanics in Federal education related programs).

Method

Executive Order 12900 specifically outlines data to be provided by reporting agencies. In the inventory instructions, reporting agencies were asked to provide the following three pieces of information in their inventories: a) the dollar amounts of awards per component, a composite of the component, and the number of programs for each component/program; b) the number of participants for each program; and, c) the total number of Hispanic Americans/Latinos participating in each program.

The inventory expanded the scope of the previous Commission inventory by including pre-K through grade 12 education and higher education. This inventory covered actual spending and level of Hispanic participation for fiscal years 1993, 1994, and 1995 and projected spending and Hispanic participation for FY 1996.

The inventory instrument was developed from September 1994 through December 1994 by Federal liaisons from the Federal agencies, White House Initiative program staff and members of the Commission. In January 1995, an interagency meeting was convened to finalize the inventory instrument. White House initiative staff began meeting with the Federal agencies to train the liaisons and program staff from January 1995 and continue to do so. The inventory instrument consisted of forty-eight pages of questions and grids for respondents to provide critical information about program expenditures and participation by Latinos in these programs, as well as definitions and instructions.

The inventories were sent to 32 Federal agencies and responses were received from all agencies. The Federal liaison was the

individual responsible for the completion of accurate inventories in a timely manner. The highest or second highest ranking person within each Department, Agency, Bureau or Commission signed off on the inventory. Incomplete inventories were returned to the agencies for additional information.

Analysis and Findings

The data submitted by the various agencies provided a wide range of information regarding Hispanic American participation in the respective agency programs. Most reporting agencies failed to meet the goals established by the Executive Order (EO). Accordingly, this analysis addresses the data in light of the goals of the EO.

Executive Order 12900 directs Federal agencies to provide greater opportunities for Hispanic Americans to participate and benefit from Federal educational programs. The analysis of inventory data reveals that the majority of agencies have not adequately monitored and addressed Hispanic participation in these educational programs.

While there have been some improvements in the employment of Hispanics and other minorities in key leadership positions in the Federal agencies, Hispanic Americans continue to be under represented in key professional and management positions. Additionally, because Federal agencies are also on a staff reduction schedule through the year 2000, the proportion of Hispanic Americans in the Federal agency workforce could be at risk.

Hispanic Americans comprise 10 percent of the general workforce but only 5.7 percent of the Federal workforce. Whites comprise 40.6 percent of the workforce and 44.1 percent of the Federal workforce. African-Americans comprise 10.6 percent of the workforce and 17 percent of the Federal workforce; Asian-Americans comprise 3.8 percent of the general population workforce and Federal workforce. Seventy-seven percent of Hispanic Americans in the civilian workforce are in the Air Force, Army, Veterans Affairs, Treasury, Navy, and Justice Departments. (Source: 1994 Census Bureau and OPM)

Reporting

This first reporting cycle establishes the precedent for agencies to gauge Hispanic participation in their education programs, however, many of the agency reports contain information gaps. Insufficient and inconsistent data makes it difficult to assess the effectiveness of these programs. For example, only generalized information regarding awards and grants were usually provided. Most agencies do not have the tracking systems to assess or evaluate the equitable distribution of grants and rewards, therefore, critical information as to where these dollars are actually distributed is not possible.

Thus, it cannot be determined whether the funding provided was actually funneled to the direct intended source. Also, agencies tended not to include programs aimed at the elementary or secondary school levels but rather they reported allocations toward their educational programs, grants to Hispanic Serving Institutions (HSIs), awards to other institutions of higher education, discretionary funds, funds for research and development (R & D) and legislatively mandated funding. This reporting discrepancy does not allow evaluation of the most important programs affecting Hispanic Americans where many educational deficiencies for Hispanics exist.

Federal Agency Interrelationships

All Federal agencies have a critical role in administering programs that enhance the participation of Hispanic Americans and all Americans in Federal educational programs. These programs are often inter-connected where one Federal agency may pick up where another agency leaves off, thereby providing a continuity of related services for expanded benefits. For example, the Department of Health and Human Services administers programs that benefit Hispanic Americans through family assistance programs that provide pre-natal and education services to mothers and families.

The Department of Agriculture provides educational benefits and programs that are interrelated to HHS by making food assistance available to Hispanic Americans with such programs as the Food Stamp Program, Special Nutrition Program, National School Lunch Program, the School Breakfast Program which provides

cash assistance to State Educational Agencies, the Summer Food Service Program to needy preschool and school-aged children, the Child and Adult Care Food Program and the Special Milk Program for Children.

The interrelationship of the government's role has become increasingly important in providing educational programs to reduce infant mortality and in providing maternal and child health and related care. These programs continue to affect Hispanic Americans in providing treatment activities, developing family preservation, family support services as well as providing welfare aid services which will improve and enrich the lives of Hispanic Americans.

As currently structured, the inventories provide generalized information on how Federal agency programs complement each other in community based initiatives that impact the benefits and services provided to Hispanic Americans.

Outreach Strategies

The inventories provided limited information on agency strategies to support and assure Hispanic outreach and participation. Few agencies provided information to assess how this deficiency will be addressed and corrected.

Assessment and Evaluation

Specific information to identify measurable goals, objectives, or standards to evaluate the effectiveness of Federal agency programs with Hispanic Americans is generally weak in the data, and therefore, limits comparative assessments of the effectiveness of the programs. Some of the reporting agencies, however, listed data collection and benchmarking as a future goal.

Federally Assisted and Federally Conducted Programs

With the current instrument, it is not possible to assess whether programs are Federally-assisted or Federally-conducted programs. This distinction is important, because it can affect the review, evaluation, and impact of the program in relationship to Hispanic participation.

The following conclusions and patterns were drawn from the data provided by the agencies.

Conclusions and Recommendations

Executive Order Responsibility. The White House Initiative on Educational Excellence for Hispanic Americans established a liaison network to establish a link between the Initiative office and the departments. Many departments, but not all, have now identified the best office and staff responsible for the annual collection of data and submission of the information to the White House Initiative office.

We recommend that all agencies identify the appropriate office and staff to respond to this request as soon as possible.

Data Tracking. All agencies were not prepared to report on data requested. Therefore, many of them reported that data had not been collected. Several, but not all agencies, identified data tracking as a goal to accomplish in FY 96.

We recommend that all agencies establish a data system which tracks number of participants and awards distributed for research and development, program evaluation, training, facilities and equipment, fellowships, internships, recruitment, student tuition, scholarships, private sector involvement, and administration to Institutions of Higher Education (IHEs), Hispanic Serving Institutions (HSIs), school districts (K-12), Hispanic school districts, organizations, and Hispanic American organizations.

Rate of Awards to HSIs. With the exception of a few agencies, like the Small Business Administration and Corporation for National and Community Services, most agencies reported a three-year average below 5% for awards distributed to Hispanic Serving Institutions. Many agencies identified programs designed to increase participation but did not identify a percent goal to achieve in FY 96, or beyond.

We recommend that agencies with a participation rate of less than 10% identify an annual percent increase beginning immediately.

Exemplary Programs. All agencies presented excellent examples of successful models designed to increase the number of Hispanic American students and/or employees. Some agencies focused on parts of the "pipeline", i.e., Pre K-12 students, college and professional school students, and/or employment. Few developed programs designed to address the educational gaps in Hispanic American education in a coordinated or systematic manner.

We recommend that each agency identify specific programs to address each of these pipeline components: Pre K-12, college and professional schools, and employment.

We recommend that departments collaborate to build and complement existing programs and use successful models, i.e., K-12 programs at the Corporation for National and Community Service, Hispanic Association of Higher Education Colleges and Universities (HACU) programs at Departments of Commerce, Transportation and Agriculture, professional school programs at HHS and NASA, Centers of Excellence at HHS and Agriculture, etc.

Federal Agency Employment Profile. As outlined in a report prepared by the Office of Personnel Management, two clear trends emerge: first is the aging Hispanic American Federal workforce and second is the concentration of Hispanic American Federal employees in GS 9-12 levels which are support staff and entry level professional positions. Management and decision making positions are at the GS 14-15 and Senior Executive Service (SES) levels. The professional pipeline from entry level to senior executive service is not well established. Consequently, promotions to management and Senior Executive Service levels are rare.

We recommend that the the Office of Personnel Management and agencies establish programs to upgrade the Hispanic American employee "pipeline" from internships, to entry level, to mid-management, to management and Senior Executive Service positions.

Interagency Collaboration. Executive Order 12900 specifies that the White House Initiative office is authorized to utilize the [illegible]s, personnel, information, and facilities of other Federal

agencies. To date, agencies which have provided personnel include Army, Education, Labor, NASA, Navy, Transportation, and Treasury. Agriculture, Commerce, Health and Human Services, and the Department of Defense have also provided services.

We recommend that all agencies, currently participating in the Re-invention Working Group, identify measurable contributions in services, equipment, and/or personnel to the White House Initiative on Educational Excellence for Hispanic Americans.

Executive Order Renewal. The executive order is the tool used by the executive branch to direct agencies to execute programs. Executive Order 12900 is scheduled for renewal in 1997.

We recommend that the renewal version include clarification on agency responsibility to implement the executive order as outlined in recommendation #1 and language on the type of data to be tracked as described in recommendation #2; that procurement and contract language be inserted to allow for equitable Hispanic American participation; and that personnel hiring language be included to increase Hispanic American employment at all levels, but especially at the management and senior executive levels.

We recommend that language be included to allow the Office of Management and Budget (OMB) budget oversight for contributions to the White House Initiative Office.

White House Initiative Office. Given the importance of improving Hispanic American education and Federal outreach to the Hispanic American community, it is important that the work of the office be enhanced by an adequate number of permanent career-service staff to promote and encourage continuity. Currently, the office has two appointed positions and one support career staff. The remaining staff are detailees who are an important part of the interagency aspect of this office.

We recommend that permanent career staff be assigned to this office to establish long-term working relationships with agencies and other entities and for program coherence, and to continue the work of the Commission.

Appendix B: Executive Order

Executive Order 12900

By the authority vested in me as President by the Constitution and the laws of the United States of America, and in order to advance the development of human potential, to strengthen the Nation's capacity to provide high-quality education, and to increase opportunities for Hispanic Americans to participate in and benefit from Federal education programs, it is hereby ordered as follows:

Section 1. There shall be established in the Department of Education the President's Advisory Commission on Educational Excellence for Hispanic Americans (Commission). The Commission shall consist of not more than 25 members, who shall be appointed by the President and shall report to the Secretary of Education (Secretary). The Commission shall comprise representatives who: (a) have a history of involvement with the Hispanic community; (b) are from the education, civil rights, and business communities; or c) are from civic associations representing the diversity within the Hispanic community. In addition, the President may appoint other representatives as he deems appropriate.

Section 2. The Commission shall provide advice to the President and the Secretary on: (a) the progress of Hispanic Americans toward achievement of the National Education Goals and other

standards of educational accomplishment; (b) the development, monitoring, and coordination of Federal efforts to promote high-quality education for Hispanic Americans; c) ways to increase State, private sector, and community involvement in improving education; and (d) ways to expand and complement Federal education initiatives. The Commission shall provide advice to the President through the Secretary.

Section 3. There shall be established in the Department of Education the White House Initiative on Educational Excellence for Hispanic Americans (Initiative). The Initiative shall be an interagency working group coordinated by the Department of Education and shall be headed by a Director, who shall be a senior level Federal official. It shall provide the staff, resources, and assistance for the Commission and shall serve the Secretary in carrying out his or her responsibilities under this order. The Initiative is authorized to utilize the services, personnel, information, and facilities of other Federal, State and local agencies with their consent and with or without reimbursement, consistent with applicable law. To the extent permitted by law and regulations, each Federal agency shall cooperate in providing resources, including personnel detailed to the Initiative, to meet the objectives of this order. The Initiative shall include both career civil service and appointed staff with expertise in the area of education, and shall provide advice to the Secretary on the implementation and coordination of education and related programs across Executive agencies.

Section 4. Each Executive department and each agency designated by the Secretary shall appoint a senior official, who is a full-time officer of the Federal Government and responsible for the management or program administration, to report directly to the agency head on activity under this Executive order and to serve as a liaison to the Commission and the Initiative. To the extent permitted by law and to the extent practicable, each Executive department and designated agency shall provide any appropriate information requested by the Commission or the staff of the Initiative, including data relating to the eligibility for and participation by Hispanic Americans in Federal education programs and the progress of Hispanic Americans in relation to the National Education Goals. Where adequate data is not available, the Commission shall suggest the means for collecting the data.

Section 5. The Secretary, in consultation with the Commission, shall submit to the President an Annual Federal Plan to Promote Hispanic American Educational Excellence (Annual Federal Plan, or Plan). All actions described in the Plan shall be designed to help Hispanic Americans attain the educational improvement targets set forth in the National Education Goals and any standards established by the National Education Standards and Improvement Council. The Plan shall include data on eligibility for, and participation by, Hispanic Americans, in Federal education programs, and such other aspects of the educational status of Hispanic Americans, as the Secretary considers appropriate. This Plan also shall include, as an appendix, the text of the agency plans described in section 6 of this order. The Secretary, in consultation with the Commission and with the assistance of the Initiative staff, shall ensure that superintendents of Hispanic-serving institutions of higher education, directors of educational programs for Hispanic Americans, and other appropriate individuals are given the opportunity to comment on the proposed Annual Federal Plan. For the purpose of this order, a "Hispanic-serving" school district or institution of higher education is any local education agency or institution of higher education, respectively, whose student population is more than 25 percent Hispanic.

Section 6. As part of the development of the Annual Federal Plan, each Executive department and each designated agency (hereinafter in this section referred to collectively as "agency") shall prepare a plan for, and shall document, both that agency's effort to increase Hispanic American participation in Federal education programs where Hispanic Americans currently are under served, and that agency's effort to improve educational outcomes for Hispanic Americans participating in Federal education programs. This plan shall address, among other relevant issues: (a) the elimination of unintended regulatory barriers to Hispanic American participation in Federal education programs; (b) the adequacy of announcements of program opportunities of interest to Hispanic-serving school districts, institutions of higher education, and agencies; and c) ways of eliminating educational inequalities and disadvantages faced by Hispanic Americans. It also shall emphasize the facilitation of technical, planning, and development advice to Hispanic-serving school districts and institutions of higher education. Each agency's plan shall provide appropriate measurable objectives

for proposed actions aimed at increasing Hispanic American participation in Federal education programs where Hispanic Americans currently are underserved. After the first year, each agency's plans also shall assess that agency's performance on the goals set in the previous year's annual plan. These plans shall be submitted by a date and time to be established by the Secretary.

Section 7. The Director of the Office of Personnel Management, in consultation with the Secretaryof Education and the Secretary of Labor, to the extent permitted by the law, shall develop a program to promote recruitment of Hispanic students for part-time, summer, and permanent positions in the Federal Government.

Section 8. I have determined that the Commission shall be established in compliance with the Federal Advisory Committee Act, as amended (5 U.S.C. App. 2). Notwithstanding any other Executive order, the responsibilities of the President under the Federal Advisory Committee Act, as amended, shall be performed by the Secretary, in accordance with the guidelines and procedures established by the Administrator of General Services.

Section 9. Administration. (a) Members of the Commission shall serve without compensation, but shall be allowed travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in the Government service (5 U.S.C. 5701-5707). (b) The Commission and the Initiative shall obtain funding for their activities from the Department of Education. c) The Department of Education shall provide such administrative services for the Commission as may be required.

Section 10. Executive order No.12729 is revoked.

Appendix C: Meetings and Hearings

Event	Dates	Place
Full Commission Meeting	September 23-24, 1994	Washington, DC
Full Commission Meeting	January 30-31, 1995	Washington, DC
Public Hearing	February 18, 1995	Phoenix, AZ
Full Commission Meeting	April 29-30, 1995	Washington, DC
Public Hearing	June 2-3, 1995	New York, NY
Public Hearing	August 3-4, 1995	Los Angeles, CA
Public Hearing	September 22-23, 1995	San Juan, PR
Full Commission Meeting	September 29-30, 1995	Washington, DC
Expert Panel Meeting	November 6-7, 1995	Washington, DC
Full Commission Meetings	June 19-20, 1996	Washington, DC

Appendix D: Public Hearing Testimony

"Formal Hearing on Language, Culture, and the Educational Attainment of Hispanic Americans"
Phoenix, AZ February 18, 1995

HOST:
National Association of Bilingual Education
Jim Lyons, Executive Director

COMMISSIONERS IN ATTENDANCE:
Hon. Ana "Cha" M. Guzmán
Hon. Raul Yzaguirre
Hon. Erlinda Archuleta
Hon. Darlene Chávez
Hon. María Hernandez
Hon. Gloria Rodríquez
Hon. Isaura Santiago Santiago
Hon. John Phillip Santos
Hon. Samuel Vigil

Calexico Unified School District
Emily Palacio, Assistant Superintendent of Instructional Services
Gilbert Mendez, Teacher of Social Studies/ESL
Carlos Ayala, Projects Coordinator and Teacher at De Anza Jr. High School

Early Childhood Education
Dr. Rebecca Benjamin, Assistant Professor, University of New Mexico delivering testimony for Dr. Lily Wong Filmore, Professor, University of California at Berkeley
Rebecca Barrera, Executive Director, Corporate Fund for Children

Special Education
Dr. Alba Ortiz, Associate Dean for Academic Affairs and Research, University of Texas, Austin

Teacher Training
Dr. Juan Juarez, Associate Vice President for Research and Planning, New Mexico Highlands University
Yolanda Ingle, Senior Research Associate, Re-Castro & Associates

"Public Hearing on Issues Confronting Urban Schools", New York June 2-3, 1995

HOST COMMITTEE:
Hon. Guillermo Linares
Hon. Janice Petrovich
Hon. Isaura Santiago Santiago
Hon. John Phillip Santos

SPEAKERS:
Peter F. Vallone, New York City Council
Dr. Maria Mercado Santiago, Secretary's Regional Representative for the U.S. Dept. of Ed.
Hon. Ruth Messinger, Manhattan Borough President
Hon. Mark Green, Public Advocate
Bonnie Impagliazzo, Assistant to Brooklyn Borough President
Hon. Howard Golden

COMMISSIONERS IN ATTENDANCE:
Hon. Ana "Cha" M. Guzmán
Hon. Raul Yzaguirre
Hon. Linda G. Alvarado
Hon. Erlinda Archuleta
Hon. Darlene Chávez
Hon. Gloria Rodríguez
Hon. Diana Wasserman

Special Attention to Education and the Future of Hispanics
Dr. Ramón Cortines, Chancellor, New York City Board of Education
Zaida Mostacero, Ombudsperson, Paterson City Public Schools
Carmen Pérez Hogan for Tom Sobol, Commissioner of Education, State of New York
Paper submitted by Leo Klagholz, Commissioner of Education, State of New Jersey
Hon. Ninfa Segarra, Deputy Mayor of Education, City of New York
Dr. Luis Reyes, Member, NYC Board of Education
Dr. Manuel Alguero for Thomas Bartlett, Chancellor, State University of New York
Antonia Jiménez for Dr. Piedad Robertson, Secretary of Education, State of Massachusetts

Dr. Migdalia Romero, Professor, Hunter College
Luis Garden-Acosta, President, El Puente
Joseph Pacheco, Vice President, Puerto Rican Educators Association
Dr. W. Ann Reynolds, Chancellor of City University of New York
Juan Figueroa, Esq., President, Puerto Rican Legal Defense Fund
Lorraine Cortés-Vásquez, Executive Director, ASPIRA
Alexander Betancourt, Vice President, United Way of New York
Moisés Pérez, Executive Director of Alianza Dominicana
Victor R. Morisete, Executive Director, Community Association of Progressive Dominicans

Education at the Local School District Level
Dr. Irma Zardoya, Superintendent, School District 10
Lily López, Vice President, Community School Board 15
Eric Irizarry, Principal, Public School 132, Manhattan
Inocencia Bergés-Taveras, President, Parent's Association School District 28
William Ross, Student, Brooklyn Technical High School
Dr. María Diaz, President, Puerto Rican Educators Association

On School Governance and Chancellor's Bilingual Education Action Plan
Jon Moscow, Executive Director, Parents Coalition for Education in New York City, Inc.
Blanca Battino, Principal, Public School 128, Manhattan
Dr. Lillian Hernández, Director, Division of Bilingual Education, Board of Education of the City of New York
María Torres-Guzmán, Professor, Teachers College, Columbia University
Euclides Mejía, Principal, George Washington High School, New York
Alice Cardona, Co-Chair, Puerto Rican/Latino Education Roundtable
Nelson Smith, VP for Education, New York City Partnership, Inc.
Vicki Sanacore, Vice-Principal, Hostos-Lincoln Academy
Ricardo Fernández, President, Lehman College
Rosa Fenton, Parent/Community Liaison, Division of Bilingual Education, Board of Education of the City of New York

Higher Education
Robert del Rio, Executive Director, ASPIRA, New Jersey
Silvio Torres-Saillant, Director, Dominican Studies Institute, City College
Camille Rodrigues, El Centro de Estudios Puertorriqueños
Tomas Cruz, Vice President, Student Senate, City University of New York
Dr. Herminio Martínez, Associate Dean, Barluch College
Anthony Stevens Acevedo, Council Member Linares' Staff

"Attaining Educational Excellence Today", Los Angeles, CA August 3-4, 1995

HOST COMMITTEE:
Hon. Cecilia Preciado Burciaga
Hon.George Castro
Hon. Maria Hernandez
Hon. Waldemar Rojas
Hon. Ruben Zacarías

COMMISSIONERS IN ATTENDANCE:
Hon. Ana "Cha" M. Guzmán
Hon. Raul Yzaguirre
Hon. Eduardo Padron
Hon. John Philip Santos
Hon. Samuel Vigil
Hon. Ruben Zacarías

Social Impacts of Emerging Policies: Immigration, Affirmative Action & Bilingual Education
Dr. Tomas Arciniega, President, Cal State, Bakersfield
Dr. Raymundo Paredes, Associate Vice Chancellor, UCLA
Juan José Gutierrez, Director, One-Stop Immigration

Public Policy and Administration
Mike Aldaco for Dr. Jack Peltason, President, University of California System
Dr. Tomas Arciniega for Dr. Barry Munitz, Chancellor, California State Colleges
Loni Hancock for Secretary Riley, San Francisco
Dr. Rudy Castruita, San Diego County Schools Superintendent
Senator Hilda Solis

Workforce Preparation
Xavier del Buono, Workforce LA
James Figueroa, Superintendent LAUSD Adult and Continuing Education
Pete Fernandez, Principal, East LA Skills Center
Hon. Delaine Eastin, State Superintendent

The Critical Pipeline
Luisa Perez, President, CA School Board Association
Dr. Neil Yoneji, Chancellor, LA Community College District
Dr. Rita Cepeda, Vice Chancellor, LA Community Colleges
Dr. Robert Haro, The College Board, University Outreach Services

Corporate/Foundation Outlooks
Linda Wong for Ms. Maria Casillas, LA Annenberg Metropolitan Project
Frank Quevedo, Southern California Edison
Annette Morales, ARCO

Local Level Education Policy and Governance
Roger Valdez, Region X, U.S. Department of Education
Victoria M. Castro, LA School Board Member
Dr. Gaspar Garcia, LA School Board Member
Yolie Flores Aguilar, LA School Board Member

Hispanic Special Needs/Appropriate Practices
Ron Garcia and Ms. Olga Cortez, Region VIII
Dr. Beatrice Arias
Dr. Francisco Samaniego, Professor, UC Davis
Dr. Richard Figueroa, Professor, UC Davis
Dr. Kenneth Moffett, Superintendent, Lennox School District

Education Equity Issues
Antonia Hernandez, President, General Counsel, Mexican American Legal Defense and Education Fund
Teresa Fay-Bustillos, Vice President for Legal Programs, Mexican American Legal Defense and Education Fund
Peter Roos, Multicultural Education Training Advocacy
Melinda Melendez, California Senate Office of Research

Teacher Training and Certification Programs
Dr. Harry Pachon, Tomas Rivera Center
Dr. Michael Genzuk, University of Southern California Latino Teacher Project

Mexican American Legal Defense and Educational Fund
Antonia Hernandez, President, General Counsel, Mexican American Legal Defense and Education Fund
Teresa Fay-Bustillos, Vice President for Legal Programs, Mexican American Legal Defense and Education Fund

Technology Access
Mary Ann Sesma and Ms. Helen Kelly, Model Technical Services
Francisco Juarez, The Non-Profit Network

Public Testimony/Success Stories
Larry Ortega, Pomona Valley Community Union
Ila Bartlett, Mount St. Mary's College

Rev. Shane Martin, Catholic College Role
Migrant Parents Association

"High Quality Education" San Juan, Puerto Rico September 22-23, 1995

HOSTS:
Hon. José R. Gonzalez, President Inter American University

SPEAKERS:
Hon. Carlos Romero Barceló, Resident Commissioner, Commonwealth of Puerto Rico
Hon. Héctor Luis Acevedo, Mayor, San Juan City
Claudio R. Prieto, Deputy Assistant Secretary, U.S. Department of Education

COMMISSIONERS IN ATTENDANCE:
Hon. Ana "Cha" M. Guzmán
Hon. Raul Yzaguirre
Hon. María Hernandez
Hon. Sonía Hernandez
Hon. Isaura Santiago Santiago
Hon. Janice Petrovich
Hon. Samuel Vigil
Hon. Rubén Zacarías

Local Government Involvement In Improving Education
Dr. Isidra Albino, Puerto Rico Sub-Secretary of Education
Restituto Hernández, Superintendent of Schools, School District of Aguadilla
Carmen Collazo Robles, Director Evaristo Rivera Chevremont School, School District Río Piedras VI
Ana Delma Ramírez Solis, Mother, Urb. Altamesa, Río Piedras
Nadia Velázquez Ramírez, Eighth Grade Student, School District Río Piedras VI

Higher Education In Puerto Rico
Dr. Norman Maldonado, President, University of Puerto Rico
Dr. José Jaime Rivera, President, Association of University Presidents
José F. Méndez, Vice-President, Association of Private Colleges & Universities

Spheres of Influence Session I: Corporate/Foundation Outlooks
Dr. Francisco Carreras, Executive Director, Angel Ramos Foundation

Quality Outcomes: Teacher Training
Dr. Ramón A. Cruz, Former Puerto Rico Secretary of Education
Prof. Silvia R. De Santiago, Dean, University of Puerto Rico

Quality Outcomes: Testing and Assessment
Dr. Moisés Rivera Negrón, Special Assistant to the Executive Director of the College Board
Prof. Débora Hernández, Associate Vice-President for Academic Affairs and Systemic Planning, Inter American University of Puerto Rico

Quality Outcomes: Academic Productivity
Prof. Marilina Wayland, Chancellor, Inter American University of Puerto Rico, Ponce Campus
Dr. Blanca Silvestrini, Vice-President for Academic Affairs, University of Puerto Rico

Quality Outcomes: Creative Ways of Financing Graduate Studies
Dr. María Virginia Hernández-Loring, Institute of Public Policy of the Ana G. Méndez University System
Dr. Ramón Cao, Economist, University of Puerto Rico

Spheres of Influence Session II: Community Based Organizations
Sister Isolina Ferré, Director, Sister Isolina Ferré Center
Hilda Maldonado, Executive Director, ASPIRA de Puerto Rico
Elsa Dávila, ASPIRA de Puerto Rico

Spheres of Influence Session II: Evolving Educational Policy and Coordination
Dr. Olga Ramos de Julía, President General Council on Education
Sandra Espada, Counsel for Mr. Enrique Irizarry Sorrentini, Chairman, Puerto Rico Council on Higher Education

Spheres of Influence Session II: Corporate/Foundation Outlooks
Jaime R. Escalona, President, Board of Directors, Puerto Rico Community Foundation

Public Testimony
Dr. Roberto Marrero, Chancellor, Humacao Campus University of Puerto Rico
Prof. Yolanda Robles, Chancellor, Inter American University of Puerto Rico, Fajardo Campus
Prof. Hilda Bacó, Chancellor, Inter American University of Puerto Rico, Aguadilla Campus
Dr. Zulma Quiñones, Dean, Professional Programs Division, Inter American University, San Gérman Campus
Dr. Lourdes Pérez de Alejo, Liaison, Caribbean Counselors Association and Puerto Rican Association of Professional Counselors
José M. Cueto, Counsel,
Feline Colón, President, Cueto Method Institute
[illegible]a Cuasurd, Student at the Inter American University, San Germán Campus

Omar Esponda, Student, Inter American University, San Germán Campus
Juanita Ortiz, Associate Director, After School Hour Program, Municipality of San Juan
Dr. Angela de Jesús, Chair-Nursing Department, Inter American University, Guayama Campus

Dollars and Sense: Education Finance and Equity
Mr. Ernesto Vázquez Barquet, President Polytechnic University of Puerto Rico
Dr. Ramón Cao, Economist, University of Puerto Rico

Dollars and Sense: Student Aid
Dr. Efraín González Tejera, Chancellor, University of Puerto Rico, Río Piedras Campus

Dollars and Sense: Creative Ways of Financing Graduate Studies
Mr. Edgar Rentas, Comptroller
Dr. Carol M. Romey, Academic Dean, Center for Advanced Studies of Puerto Rico and the Caribbean

Issues in K-12: Head Start/ Pre-K
Ms. Zaida Fernández, President, Head Start Association in Puerto Rico and Director, New York Founding Hospital, Head Start Grantee
Dr. Carmen Socorro Cruz, Head Start Association

Issues in K-12: Organization and Infrastructure
Mr. William Ortiz, for Mr. José Eligio Vélez, President Puerto Rico Teachers Association

Issues K-12: Student Mobility
Dr. Zaida Vega, Chancellor, Inter American University of Puerto Rico, Arecibo Campus

Issues in K-12: School Dropouts
Mr. Federico Matheu, Executive Director, General Council on Elementary and Secondary Education
Dr. César Rey, Dean, Academic Affairs, Sacred Heart University

Workforce Preparation
Mr. Agustín Márquez, Executive Director, Commission "School to Work"
Mr. Angel Ruiz, President, Institute of Universal Education

Educational Partnerships; Workforce and Professional Preparation: Public Sector and Schools
Counsel Héctor Jiménez Juarbe, Vice-President Manufacturers Association
Dr. Angel Reyes, for Mr. Miguel Vázquez Deynes, President Puerto Rico Chamber of Commerce

Educational Partnerships; Workforce and Professional Preparation: National Connections Throughout the Educational Pipeline; National Labs, Engineering, and Systemic Change

Dr. Steve Casalnuovo, for Dr. Dennis Alicea, Chancellor, Turabo University

Dr. Manuel Gómez, Director, Resource Center for Science and Engineering, University of Puerto Rico

Federal Agency Initiative Panel: Team USDA Centers of Excellence

Dr. Ariel Lugo, Director, Institute of Tropical Forestry, USDA, Forest Service

Prof. Agnes Mojica, Chancellor, Inter American University of Puerto Rico, San German Campus

The Public and Private Sector School, Colleges & Universities

Dr. María de los Angeles Ortiz, Vice-President, Academic Affairs, Ana G. Méndez University System

Spheres of Influence Session III: Private Sector Involvement in Improving Education

Mona Gordon, for Mr. Troy W. Fields, President, Rotary Club of San Juan

Juan Vázquez, Vice-President, Marketing Division, Coperativa de Seguros Múltiples

Public Testimony

María Isabel Batista, School Director, Dr. Antonio S. Pedreira School

Myriam Laureano, Department Head, Management and Psychological Services

Appendix E: Expert Panel Meetings November 6-7, 1995 Washington, DC

Bilingual Education Expert Panel Participants:

Mr. Jim Crawford, Author
Dr. Josúe Gonzalez, Professor, Columbia University
Dr. Mary Jean Haberman, Director of Bilingual Education, New Mexico Dept. of Education
Jim Lyons, Executive Director, National Association of Bilingual Education (NABE)
Dr. Myriam Met, Foreign Language Coordinator, Montgomery School District
Dr. Cuca Robledo, Director, Intercultural Development Research Association (IDRA)

Comments were submitted by the following individuals:

Dr. Rosa Castro-Feinberg, School Board Member, Dade County Public Schools
Dr. Virginia Collier, Professor, George Mason University
Dr. Eugene Garcia, Dean of Graduate School of Education, University of California, Berkeley
Dr. Kenji Hakuta, Professor, Stanford University

Testing and Tracking Expert Panel Participants:

Richard Figueroa, Professor, University of California, Davis
Joan First, Director, National Coalition of Advocates for Students (NCAS)
Al Kaufman, Senior Litigator, Mexican American Legal Defense and Education Fund (MALDEF)
Deanna Martin, Director, Center for Academic Development, University of Kansas
Marjorie Myers, Principal, Frances Scott Key Elementary, Arlington County, Virginia
Maria Torres Guzman, Professor, Columbia University

Appendix F: Acknowledgments

The Presidential Advisory Commission wants to express special appreciation to the Commission members who have worked so diligently to review each draft of this report:

Ana "Cha" Margarita Guzmán
Sonia Hernandez
Isaura Santiago Santiago
George Castro
Janice Petrovich
John Philips Santos
Darlene Chavira Chavez
Waldemar Rojas
Guillermo Linares

The Presidential Advisory Commission also wants to express particular appreciation to the staff of the White House Initiative on Educational Excellence for Hispanic Americans :

Alfred Robert Ramirez, **Executive Director**
María Santiago Mercado, **Deputy Director**
Marsha Harper, **Staff Assistant**

Detailed Staff:

Beatriz Ceja	Congressional Hispanic Caucus Institute Fellow
Edmundo DeLeon	U.S. Department of Transportation
Juan Espino	Woodrow Wilson Fellow
Joaquin Gamboa	Stanford Law School Fellow
Enrique Gasca	HACU Intern
Ana Teresa Perez	Washington Center Intern
Sylvia Poareo	Washington Center Intern
Vanessa Rini	U.S. Department of Treasury
Elizabeth Solernou	Congressional Hispanic Caucus Institute Fellow
Benjamin Xinic	Washington Center Intern

Others who assisted us at various times throughout the course of our work include:

Tony Avalo	U.S. Department of Labor
Layla Avila	Woodrow Wilson Fellow
Kevin Aguilar-Ferrari	U.S. Department of Education
Vicky Barrera-White	U.S. Navy
Diana Centeno	NASA
Michelle Darter Dobles	Congressional Hispanic Caucus Institute Fellow
Gloria Socorro Klein	U.S. Department of Labor
Kristen Lockwood	Woodrow Wilson Fellow
Sal Lopez	Internal Revenue Service
Ray Perez	U.S. Army
Alvin Rangel	Washington Center Intern
Alvin Rivera	Former Initiative staff member

Also, the Commission sincerely appreciates the support and cooperation of our advisors in the Department of Education: Assistant Secretary Norma Cantú, Assistant Secretary Mario Moreno, and Blanca Rosa Rodríguez, Chief of Special Services Branch.

To Alberto Insua, Art Director, *Hispanic Magazine*, Austin, Texas, we extend our heartfelt appreciation for the cover design.

We also extend our appreciation to the publications department of the Department of Commerce and the Department of Defense, especially to the Office of the Secretary of Defense Graphics and Presentations Division for the reproduction of this published report.

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Appendix G: Members of the Presidential Commission

Building tomorrow's future, today — Partners in Education throughout the United States

Ana Margarita Guzmán of Texas
Dr. Guzmán is currently serving as Vice President of Cypress Creek Campus and Institutional Campus Development at Austin Community College. Previously, she served as Associate Vice Chancellor for Academic Support Programs at Texas A&M University System and Associate Professor of Education at Texas A&M University in Kingsville. Dr. Guzmán has more than thirteen years of administrative experience in higher education and public schools beginning her career as a teacher. Some of her administrative experiences include serving as Program Officer at the National Science Foundation, principal of a middle school and Director of Staff Development for the Houston Independent School District. Dr. Guzmán has co-authored two bilingual reading series that Texas and California adopted. She served as President of the Texas Association for Bilingual Education (TABE) and is a member of the Texas Association for Chicanos in Higher Education. She was named *Who's Who in Education* in 1993 and *Who's Who in American Women* in 1989.

Linda Alvarado of Colorado
Ms. Alvarado is president of Alvarado Construction, Inc. She is a leader in business, becoming the first Hispanic owner of a major league baseball franchise, the Colorado Rockies. She serves on several boards and brings the importance of business

partnerships to civic and education organizations. Her charitable contributions have earned her numerous awards of achievement. Just recently she was highlighted in "Latino Success," 1996. She is a trailblazer in her field.

Erlinda Paiz Archuleta of Colorado

Ms. Archuleta is currently the Director of the Regional Educational Services Unit of the Colorado Department of Education. Previously, she was a teacher and principal in the Denver Public Schools. She has served as a member of the State leadership team for the Goals 2000 Educate America Act and the Parent, Community, and Business Involvement in Education Task Force for the Colorado Achievement Commission. Currently, she is on the steering committee for the Colorado Rural Development Council, the National Initiative on Rural America. She founded, and is the Chief Executive Officer of, the Colorado Coalition of Hispanic School Board Members and Executive Educators.

Cecelia Preciado Burciaga of California

Dr. Preciado Burciaga is currently Executive Assistant to the President and Director of Long Range Planning at California State University, Monterey Bay. Previously, she was Associate Dean and Development Officer at Stanford University. She is considered one of the most influential Hispanic Women in the field of Higher Education. She served as member of the International Commission on The Observance of International Women's Year and the National Advisory Committee for Women during the Carter Administration. She has worked on various issues of education ranging from teacher training to higher education administration. She is a strong advocate for minorities and women in higher education.

George Castro of California

Dr. Castro is the Associate Dean of the College of Science at San Jose State University. Previously, Dr. Castro held a variety of management positions at the IBM Research Division in San Jose, California, including the Manager of Physical Science.
Dr. Castro is the former President of SACNAS, the Society for Advancement of Chicanos and Native Americans in Science, a society which he helped build to national prominence. He has been active in promoting math and science education for minorities on both national and local levels. He serves on the National Advisory Commission of the Equity 2000 Project of the College

Board and many advisory boards of university based math and science K-12 intervention programs. He was recently inducted into the Santa Clara County (Silicon Valley) Business Hall of Fame by Junior Achievement of Santa Clara County.

Darlene Chavira Chávez of Arizona
Ms. Chávez currently teaches at Wakefield Middle School, playing one of most important roles in our educational system. She has been with the Tucson Unified School District for twenty years. Her work has focused on bilingual education working with Mexican and American Indian students. She serves as Chair of the National Education Association Hispanic Caucus, and as a member of the NEA Board of Directors. She is a mentor teacher, contributing greatly to the formation and education of today's youth.

David Cortiella of Massachusetts
Mr. Cortiella is presently the Administrator of the Boston Housing Authority. He has a long career with the City of Boston. Mr. Cortiella has served in the Office of Affirmative Action programs and the Mayor's Policy office. He stays active in the community by serving on the subcommittee of Latino Health Clinic, the Mayor's Youth Leadership Corp., and the Metropolitan Boston Housing Partnership; and is a trustee of both the Department of Health and Hospitals and the Boston Local Development Corporation.

Miriam Cruz of the District of Columbia
Ms. Cruz is the President of Equity Research Corporation, a non-profit educational consulting firm that specializes in representing minority institutions of higher education. She has designed and administered various programs to increase the educational attainment of Hispanic Americans. Prior to founding her own corporation, Ms. Cruz served as Deputy Assistant to former President Carter on Hispanic Affairs, and Assistant of Hispanic Affairs to the former Mayor of Chicago, Richard J. Daley.

José Gonzalez of Puerto Rico
Dr. Gonzalez is currently the President of the Inter American University of Puerto Rico. Throughout his thirty-five year career he has held research, teaching, and administrative posts at the Puerto Rico public school system, the University of Puerto Rico,

and Inter American University of Puerto Rico. He serves on the Advisory Council of Presidents of the Association of Governing Boards for Colleges and Universities and was just recently named outstanding educator of the year 1996 by the Puerto Rico Chamber of Commerce.

Juliet Villarreal Garcia of Texas

Dr. Garcia is presently the President of the University of Texas at Brownsville and Texas Southmost College. She is the first Mexican-American woman in the nation to become president of a college or university. Dr. Garcia is responsible for developing the unique partnership between UT Brownsville and TSC which was designed to consolidate resources, increase efficiency and eliminate barriers to improve the Lower Rio Grande Valley's educational system. In addition to her many accomplishments, Dr. Garcia received the National Network of Hispanic Women Hall of Fame Education Award. In 1993 she was named by Hispanic Business Magazine as one of the nation's 100 Most Influential Hispanics. She is currently serving on the Board of Directors for Texas Commerce Bank-Rio Grande Valley, Texas Commerce Bancshares, and the San Antonio branch of the Federal Reserve.

María Hernandez of the District of Columbia

Ms. Hernandez is President of National Diversity Concepts, Inc. in Washington, D.C. She has an extensive background in human and civil rights issues with.special emphasis in education. As a consultant to various national organizations, she develops and implements programs that provide the ground work for successful and effective interpersonal communication on diversity issues, i.e., cultural and language barriers in the workplace and educational institutions. She recently participated in the White House Conference on Aging and the National Association for the Education of Young Children. Her experience in education policy includes working with the American Federation of Teachers, where she focused on bilingual education; the AFL-CIO; U.S. Congressman Esteban E. Torres (D-CA); and former Congressman Robert Garcia (D-NY).

Sonia Hernandez of California

Ms. Hernandez is Deputy Superintendent for Curriculum and Instructional Leadership and is Chief of Policy at the California Department of Education. Prior to this, she was the Director of

Education Policy for Governor Ann Richards. She was Vice President of the National Center on Education and the Economy in New York and directed the Center's initiatives to restructure the Rochester City School District. She has served as Field Associate for the National Alliance for Restructuring and as an education reform consultant for the Los Angeles Unified School District, the New York State Department of Education, and the Vermont Department of Education. She has taught at both the elementary and university level, and was one of the founders of the National Board for Professional Teaching Standards.

Martin Koldyke of Illinois
Mr. Koldyke is a founding partner in Frontenac Capital, a major venture capital firm in Chicago and Chairman of the Education Finance Authority for the City of Chicago. He is also a philanthropist who has founded the Golden Apple Foundation to award excellence in teaching and stimulate innovative programs. In addition, he has been a leader in initiatives to create greater understanding between the Hispanic, African American and Jewish communities.

Guillermo Linares of New York
Mr. Linares currently serves on the New York City Council for the 10th Councilman District, Manhattan. He is very involved in Bilingual Education issues, and the overall improvement of public education. He is a Board member of the National Council of La Raza and Toys for Guns foundation. He is also the founding member of the Northern Manhattan Health Action Group.

Cipriano Muñoz of Texas
Mr. Muñoz currently teaches at William Taft High School, Northside School District, San Antonio, Texas. In addition, he serves as coordinator for the Math and Science Department. His teaching experience includes elementary through college level. He participated at various teacher training sessions, demonstrating new strategies to teach math and science. Mr. Muñoz's dedication to educating America's youth and preparing them in the math and science field has been recognized throughout Texas. Recently, Mr. Muñoz was appointed by Secretary Riley to the U.S. Department of Education's "Hispanic Dropout Project", a national research project started in August of 1995.

Eduardo Padrón of Florida

Dr. Padrón is President of Miami-Dade Community College and has served America's largest community college for some twenty-five years. He is best known for his efforts to advance educational opportunity and his innovative approaches to teaching and learning. He presently serves on the Governing Board (formerly Chairman) of the Hispanic Association of Colleges and Universities (HACU), Board of Directors of the American Council on Education (ACE), Board of Directors of the National Community College Hispanic Council of AACC, Board of Directors of the Congressional Hispanic Caucus Institute; Board of Harvard Journal of Hispanic Policy, and the Editorial Board of the Hispanic Outlook in Higher Education. The long list of awards bestowed upon Dr. Padrón attest to his exemplary contribution to the educational and social well-being of our country.

Janice Petrovich of New York

Dr. Petrovich is a Deputy Director of the Education, Media, Arts, and Culture Program of the Ford Foundation. Prior to this position, she served as Executive Director of the ASPIRA Association. She has also held research, administrative and teaching posts at the American Council on Education, Inter American University of Puerto Rico, the University of Puerto Rico, and the University of Massachusetts. She is a member of the Board of Directors of Women and Philanthropy, the Center for Community Change, and Mount Holyoke College.

Gloria Rodríguez of Texas

Dr. Rodriguez is President/CEO of the Avance Family Support and Education Program, an organization she founded in 1973. Avance, a nonprofit organization supporting low income predominantly Hispanic families in early childhood, parenting and family support, has received national and international recognition, including the *New York Times*, *ABC World News Tonight*, *Good Morning America*, *Education Week*, *Business Week* and is included as a model in Barbara Bush's and Hillary Clinton's books. Dr. Rodriguez has received numerous awards including the Texas Hall of Fame, *Parents' Magazine* Social Action Award, Lifetime Television's Attitude Award, National Association of Elementary School Principals' Distinguished Service to Education Award, and was included in *Hispanic Business* "100 leading

Hispanic leaders." She currently serves on the Christian Childrens' Fund International Board of Director's, the Council of Families in America and served on the Carnegie's Zero to Three Task Force, Family Resource Coalition and was the Chair of the Texas HeadStart Collaborative Project.

Waldemar Rojas of California
Dr. Rojas is Superintendent of the San Francisco Unified School District. He has been involved in all levels of the educational pipeline, especially the adolescent years. He currently serves on California Academy of Sciences, Education Advisory Council; the California Commission, Future of the Courts Panel; The Fine Arts Museums of San Francisco, Trustee, and various other boards and committees.

Isaura Santiago Santiago of New Jersey
Dr. Santiago is President of Eugenio Maria de Hostos Community College, the City University of New York. She previously served as Associate Professor of Education and Program Head in Bilingual Education at Teachers College of Columbia University. She has served on several boards and panels including the Puerto Rican Legal Defense and Education Fund, Bronx Cable Television, the International Education Committee of the American Council on Education. Former New York Governor Cuomo, Secretary of Education Richard Riley, and President Clinton have recognized her long and reputable career in education by appointing her to various advisory committees on education. Dr. Santiago's most recent appointment is to the U.S. Department of Education's "Hispanic Dropout Project," a national research project started in August of 1995.

John Phillip Santos of New York
Mr. Santos is a television producer and author completing his first book, which deals with his family's story in Mexico and Texas. Prior to that, he has been the Director of New Program Development at WNET, New York City's Public Television Station. He received, three Emmy nominations for his documentaries at *CBS News*. In 1979, he was the first Mexican American to be named a Rhodes Scholar. He also received a Danforth Fellowship at Yale University and was a Fellow at the Gannett Center for Media Studies.

Samuel Vigil of New Mexico

Mr. Vigil is a member of the New Mexico House of Representatives, where he is Chair of the House Education Committee. He has been both an educator and administrator. His thirty-eight years of experience in elementary, secondary, post-secondary, and higher education provides him with the experience to develop and implement actionable policy. He is a member of several education organizations and currently serves as Chief Executive Officer for the Luna Vocational-Technical Institute, Las Vegas.

Diana Cendoya Wasserman of Florida

Ms. Diana Cendoya Wasserman is a member of the School Board of Broward County in Ft. Lauderdale, Florida, serving as Chair for one year. She has served as a member of Florida's Inner-City Schools Task Force, Commission on Hispanic Affairs, and the Job Training Coordinating Council. In 1991 she was appointed by the Governor to develop pragmatic leadership skills with a global vision for eleven southern states, as a member of Global Leaders for the South.

Rubén Zacarías of California

Dr. Zacarías is the Deputy Superintendent of Schools for the Los Angeles Unified School District. He has served in the Los Angeles system as an Associate Superintendent, Regional Superintendent, elementary school principal, and coordinator of adult basic education. He serves as a member of the Los Angeles City Commission for Children, Youth and their Families and has served on many Advisory Panels, including the National Association of Public Continuing and Adult Education, and of the Western Region of the College Board. He is the highest ranking Hispanic official in the Los Angeles school system.

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