



WHITE HOUSE INITIATIVE ON
EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

A Summary of Activities, Accomplishments and Hispanic Education Attainment: 2001–08

Prepared by:

White House Initiative on Educational Excellence for Hispanic Americans
2008

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U.S. Department of Education

Margaret Spellings
Secretary

White House Initiative on Educational Excellence for Hispanic Americans

Adam Chavarria
Executive Director

September 2008

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THE WHITE HOUSE
WASHINGTON

July 31, 2008

I send greetings to those gathered for the 2008 Summit on the White House Initiative on Educational Excellence for Hispanic Americans.

The education of every child in America must always be a top priority, regardless of family background or where that child lives. In 2001, I signed Executive Order 13230, establishing the Advisory Commission on Educational Excellence for Hispanic Americans, to improve educational attainment of Hispanic Americans. Based on the Commission's recommendations, local, State, and Federal officials have collaborated with private organizations, communities, and corporate leaders to help inform Hispanic families about the options and opportunities available under the No Child Left Behind Act. Through research, education fairs, and open communication, the Initiative's partnerships have helped make a difference for Hispanic students and their families. We have made significant progress in closing the achievement gap, and Hispanic students have posted all-time highs in a number of categories.

I applaud all those attending this important Summit for your commitment to our Nation's youth. You are playing a key role in making sure America continues to be a hopeful place for all. I also appreciate the Department of Education for its vital role in this Initiative.

Laura and I send our best wishes for a successful Summit.

A handwritten signature in black ink, appearing to read "George W. Bush". The signature is stylized and fluid, with a long horizontal stroke at the end.



THE SECRETARY OF EDUCATION
Washington, DC 20202

July 2, 2008

Six years ago, the *No Child Left Behind Act (NCLB)* changed education in this nation. This law, passed with bipartisan support, highlighted the idea that every child can learn and every school must be accountable for helping students achieve.

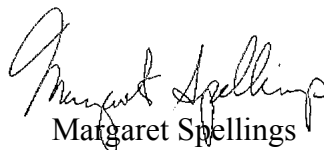
The law's core principles now guide our conversation on education. These include: annual assessments; disaggregating data to make sure we focus on all students, including poor students, minorities, and those with disabilities; timely information and options for parents; highly qualified teachers; and better use of resources. These principles will enable us to achieve the goal of all students performing on grade level or above by 2014.

The Nation's Report Card, or NAEP, continues to show that *NCLB* is working. Student achievement is rising while the achievement gap is beginning to close. For example, the percentage of eighth-grade Hispanic students with fundamental reading skills rose from 56 percent in 2005 to 58 percent in 2007. Since 2003, the achievement gap in eighth-grade math between white and Hispanic and white and African-American students narrowed by three points while all three groups made significant gains.

The success of *NCLB* relies on support from many corners, including from businesses of all sizes, community leaders and civic organizations, and we continue to see their positive impact on the Hispanic community. They disseminate critical education information to families, encourage greater parental involvement, and help Hispanic children reach their potential and achieve dreams. Many of these organizations have partnered with the White House Initiative on Educational Excellence for Hispanic Americans, and some of their important work is described in this report.

We have seen great academic progress among Hispanics and students of all backgrounds in the past six years, but challenges remain. Now that data is showing us we need to improve, we must work together to strengthen *NCLB* and keep the movement going forward.

I look forward to continued cooperation to equip every student with a quality education and leave behind a legacy of which we can all be proud.


Margaret Spellings

Acknowledgments

The White House Initiative on Educational Excellence for Hispanic Americans acknowledges Secretary Margaret Spellings for her leadership in advancing the activities and accomplishments outlined in this report. In addition, this office appreciates the assistance, guidance and cooperation provided by Anne Dudro, chief of staff, Office of Elementary and Secondary Education; Norma S. Garza, executive director, National Board of Education Sciences, Institute of Education Sciences; Romanita Matta-Barrera, former deputy director, White House Initiative, and director of Hispanic outreach, Office of Communications and Outreach (OCO); Diana Perez, former deputy director, White House Initiative, and chief of staff, Office of Planning, Evaluation and Policy Development (OPEPD); Linda Bugg, program analyst, OCO; Faye Lone, education specialist, Office of Indian Education; and Susan Thompson-Hoffman and Susan Aud, OPEPD, in support of this office's efforts to provide a timely and detailed report.

The White House Initiative also recognizes the following individuals—past staff, fellows, interns and those specially assigned to this office:

Staff

Leslie Sanchez,
former executive director

David Almacy
Desiree Avila
Virgie R. Barnes
Webber Barton
Lyndsay Cruz
Blanca Esparza
Brent Gilmore
Mary Ann Gomez
Catherine Horsman
Marjon Kamrani
Monica Kibler
Syddia Lee-Chee
Denise Rodriguez-
Lopez
Erica Romero
Sophia Stampley
Richard Toscano

Special Assignments

Carmen Cantor
Steve Finch
Theresa Grant

Fellows

Jason P. Casellas
Julissa Cruz
Crystal Martinez
Sulema Medrano
Krystal S. Reyes
Annette Rodriguez
Heidy Servin-Baez
Eduardo Tobias
Martin Torres
Edgar Zazueta

Interns

Cecilia Rios Aguilar
Gladys Alvarez
Gabriel Arana
Elizabeth Ehly
Heather Epler
Rosa Jimenez
Sarah Koenig
Hillary Maxwell
Terez McCall
Monique Mendoza
Ruben Mora
Benjamín Muñoz
Katherine Oldham
Keith Ornelas
Patricio Prieto
Jaqueline Rivera
Erin Ross
Ana Sierra
Megan Strandell

Foreword

This report represents the culmination of the activities conducted by the White House Initiative on Educational Excellence for Hispanic Americans (White House Initiative) over the span of seven years, as of this writing. It also encompasses the work of the President's Advisory Commission on Educational Excellence for Hispanic Americans (the commission), as well as its recommendations and their implementation.

Since its establishment by President George W. Bush in 2001, the commission undertook the task of prescribing ways to close the academic achievement gap that had persisted for decades between Hispanic American students and their non-Hispanic peers. The initial phase of its work examined the state of knowledge about Hispanic education attainment, including the latest research about early childhood development, early reading and the demographic shifts of the Hispanic population in the U.S. The commission also examined the available data on Hispanic education attainment in unprecedented ways (e.g., disaggregating data on education attainment so as to examine the differences in education attainment between foreign-born and native-born Hispanic students as well as the differences in the education attainment of various Hispanic subgroups). In the process, it dispelled any notion that the education status of all Hispanic students fits into a single pattern.

President Bush's blueprint for education reform—the *No Child Left Behind Act of 2001 (NCLB)*—guided the commission's most enduring work in crafting its recommendations. Several of the recommendations that followed were structured around fulfilling the promise of this landmark legislation. Together, the recommendations and *NCLB* addressed education reform improvements for areas ranging from early childhood to postsecondary education and the methods by which the education attainment of Hispanic Americans could be enhanced. The responsibility for translating these recommendations into practice fell squarely on the shoulders of the staff of the White House Initiative on Educational Excellence for Hispanic Americans. This report highlights several of the activities the White House Initiative implemented to fulfill those recommendations.

Among the many activities performed by the office was the launch of a program in 2003 intended to assess and address the need for practical information about education options and opportunities for Hispanic Americans. This program confirmed that although there is a wealth of existing education information, a knowledge gap existed among Latino parents and families with regard to the information available to them that would help them make informed decisions about their children's education. As a result, the White House Initiative implemented a national network of public-private organizations through which information and resources would be disseminated. In addition to this national network, other channels of communication were employed by the White House Initiative to facilitate the flow of education information to Hispanic parents, families and communities. In doing so, a key commission recommendation was implemented: raising national awareness among key stakeholder groups to increase the education attainment of Hispanic students.

Other activities pertained to emphasizing academic preparation—particularly in the core subjects of mathematics and science—as a way to improve the enrollment of, persistence in and graduation of more Hispanic students from postsecondary institutions. A science, technology, education and mathematics (STEM) education initiative for Hispanics emerged as an important outgrowth

of those efforts. After an initial meeting, a working group comprising representatives of Hispanic STEM associations, Hispanic-serving institutions, Hispanic-serving school districts, and corporations began to collaborate on ways to expand awareness, exposure to and enrollment of more Hispanic students in the STEM fields. This collaboration has since expanded into plans to convene events and forums that address efforts that improve Hispanic STEM education. Coordination of federal agency reporting and research in meeting the education needs of Hispanic Americans in general, and English Language Learners (ELLs) in particular, comprised additional activities that reflected the recommendations of the commission.

The activities and the various collaborative efforts described in this report were implemented to support President Bush's vision for education reform and the commission's recommendations for closing the academic achievement gap for Hispanic students.

While Hispanic education attainment is improving and achievement gaps are narrowing, more work remains to be done, particularly regarding the need to strengthen the academic preparation of Hispanic students to ensure that substantially more are graduating from high school and enrolling in and graduating from postsecondary institutions. President Bush and Secretary Margaret Spellings have ensured that the education reforms that will complete the remaining work are in place. It is, then, incumbent on us all—parents, families, businesses, education institutions, and faith-based and community leaders—to do our part to help close the academic achievement gap once and for all.



Adam Chavarria
Executive Director

Executive Summary

President George W. Bush signed Executive Order 13230 on Oct. 12, 2001, creating the President's Advisory Commission on Educational Excellence for Hispanic Americans, which was charged with examining the underlying causes for the low educational attainment of Hispanic Americans and recommending ways to close the academic achievement gap.

When the president signed this executive order, the *No Child Left Behind Act (NCLB)* had not yet been enacted into law. Prior to its enactment by Congress in 2002, the education initiative was referred to as the president's blueprint for education reform, and it held the promise of finally transforming the state of Hispanic education. The blueprint became the centerpiece on which Executive Order 13230 was crafted and the roadmap that guided the commission's work over the next 18 months.

The commission's charge concluded when it issued its final report in March 2003.¹ The commission's final report and the specific recommendations it contained provided a comprehensive set of proposals that governed the activities of the office of the White House Initiative on Educational Excellence for Hispanic Americans (White House Initiative).

The commission's recommendations covered the range of education reform, from early childhood development to postsecondary education, and the institutions and stakeholders impacting their outcomes. This report provides a chronological summary of the activities the White House Initiative conducted to implement the commission's recommendations. Because education reform was chief among the commission's recommendations, the report devotes a specific section to highlighting the substantive improvement that Hispanic students have made since the passage of *NCLB*.

Partners in Hispanic Education

The first activity the White House Initiative sought to implement in 2003 was Partners in Hispanic Education, a collaboration of several national public and private organizations whose purpose was to raise awareness about the options and opportunities available to Hispanic families and their children under *No Child Left Behind* and other supportive education programs. Through the combined efforts and support of these national organizations, the White House Initiative held education fairs, or *ferias educativas*, in seven cities across the country. While this activity demonstrated the economies that can be attained by partnering with public and private organizations, it also revealed the lack of knowledge and awareness that most Hispanic parents and families had about the landmark legislation designed to provide them with education choices and options for their children.

¹ President George H. W. Bush issued the first executive order creating a presidential advisory commission on Hispanic education on Sept. 24, 1990. In the executive order that followed, President William Clinton also created a similar commission on Feb. 22, 1994. In both instances, the commissions served through the end of each respective administration.

The Partnership for Hispanic Family Learning

To overcome this knowledge gap in the Hispanic community, U.S. Secretary of Education Margaret Spellings helped launch a more comprehensive effort in 2005 to reach more Hispanic parents and families with a wider range of education information in English and Spanish. The effort, Partnership for Hispanic Family Learning, significantly expanded the public-private partnership to encompass more than 400 organizations—small, medium and large—and utilized the network of organizations to disseminate hundreds of thousands of education publications. The *Tool Kit for Hispanic Families*, a product of the U.S. Department of Education, was the most widely distributed publication. In addition, three regional conferences were held in connection with the partnership in New Mexico, California and Georgia to address a range of education topics from early childhood development and academic preparation to the options and opportunities available under *NCLB*.

Hispanic Science, Technology, Engineering and Mathematics (STEM) Education

While implementing the Partners in Hispanic Education and the Partnership for Hispanic Family Learning, academic preparation—particularly in the core subjects of math and science—evolved as an important outgrowth of education reform. This new emphasis was strengthened by the president's announcement of the American Competitiveness Initiative (ACI) and subsequent legislation designed to improve America's competitiveness in science, technology, engineering and mathematics (STEM). The important role that Hispanic-Serving Institutions (HSIs) perform in developing Hispanic talent in the STEM fields became the subject of a comprehensive conference that the White House Initiative convened in April 2007 at the University of Texas at El Paso. This conference was enhanced by the participation of other long-standing Hispanic STEM associations, Hispanic-serving school districts, the College Board, and the National Math-Science Initiative, among others. Since then, the White House Initiative has advanced Hispanic STEM education as a rallying theme among these entities at briefings, meetings and events. Integrating the findings outlined in the final report of the National Mathematics Advisory Panel will serve to further inform the work of this group, particularly when it comes to disseminating the information to Hispanic parents and families.

The Role of the Federal Government in Hispanic Education Attainment

Two of the commission's recommendations that pertained to the federal government's role in helping inform stakeholders, practitioners and communities concerned with the education attainment of Hispanic Americans were: 1) federal research; and 2) federal reporting of education outcomes.

Regarding the first recommendation, some federal research has been conducted on the early literacy and language development of children, from birth to age 5, to produce high-quality, research-based information to support early childhood education and care of English Language Learners (ELLs). The White House Initiative is supporting a federal interagency effort to expand the base of scientific research and knowledge about early childhood education for ELLs to better inform parents, practitioners and schools about the education needs of language minority children.

With regard to the federal reporting of Hispanic education outcomes, some promising work is underway. The initial findings from a two-page form administered by the White House Initiative to 26 federal agencies in 2002 produced mixed results. A handful of federal agencies have since worked on developing a Web-based federal reporting tool to streamline the information-gathering and reporting process. The tool is designed to collect comprehensive data on federal education programs and services to Hispanic-serving education organizations and then report it in a transparent way to Hispanic constituents and the general public. The data that is gathered will be made available over the Internet and will include such information as grants awarded, measurable outcomes of programs and services, and the number of Hispanic children, students, families and communities served.²

Stakeholders and Assets in the Community

In the six years since *NCLB* was enacted, the president's announcement of the ACI and the subsequent legislation passed by Congress to strengthen American competitiveness (the *America COMPETES Act*), much of the final implementation of their academic components and provisions still rests with schools and school districts, parents and families, educators and administrators, community and faith-based leaders, HSIs, and with public and private organizations. In many ways and in increasing numbers, the presence of these entities in Hispanic communities throughout the country represents an infrastructure of experience and resourcefulness. During the activities that the White House Initiative conducted, it encountered many organizations among its range of partners serving the education needs of children, families and communities. They were engaged, committed and deeply connected to the people they served. Together, they form important assets from which they each can draw for support and experience to maximize shared goals and efforts.

Examples of some of those efforts included the White House Initiative's support of the first-ever national conference on Hispanic education held in September 2007 by the White House Office of Faith-Based and Community Initiatives, at which more than 800 individuals representing more than 500 faith-based and community organizations attended. In early 2008, the leaders of the nation's largest Hispanic STEM associations convened in their first joint board meeting to map out plans to improve Hispanic education attainment in the STEM disciplines. Hispanic parents and families are, of course, the most valuable asset when it comes to the academic preparation of their children, beginning at the earliest ages.

Channels of Communication

From the outset, it was apparent to the White House Initiative that to fulfill a strategic recommendation of the commission and the promise of *NCLB* and other education reform initiatives, Hispanic parents and families had to be equipped with the information and knowledge they needed to

² In November 2007, the U.S. Department of Education launched the Doing What Works Web site, available at <http://dww.ed.gov/> (accessed July 1, 2008), to provide teachers, administrators and other educators with recommendations on effective teaching practices and examples of possible ways to implement those practices to help promote excellence in American education and improve student achievement. The first topic covered by the site featured information, research and practices geared toward English Language Learners. The site now provides resources on early childhood education and mathematics and science.

become strong advocates for their children's education. Whether it meant having an understanding of the free tutorial services available for their children, the option to transfer their child to a better-performing school, or the courses their child should take to strengthen his or her academic preparation and success, the White House Initiative created channels of communication to ensure families received the information they needed to exercise these choices. These channels of communication included the distribution of more than 600,000 publications, in English and Spanish. Foremost among these publications was the *Tool Kit for Hispanic Families*.

Other channels of communication included: the White House Initiative's Web site, with its wealth of education information for parents and families, students, educators, schools and school districts, and the general public; a weekly e-newsletter to partner organizations and stakeholder groups; and events designed to raise awareness about all the elements of education reform and the increasing improvement in Hispanic education attainment.

Education Reform and Hispanic Education Attainment

The ultimate purpose for the president's creation of the commission, the activities that the White House Initiative undertook, and education reform itself, were all designed to support the improvement of the education attainment of Hispanic students and close the academic achievement gap. According to the latest National Assessment of Educational Progress (NAEP) reports and the College Board, it appears that such efforts are paying off in the form of increased proficiency scores in reading and math and in the passing scores in Advanced Placement (AP) subjects. These results are a testament to the need to reinforce early childhood development, parent and family involvement, academic preparation, accountability, and highly qualified teachers—all elements of *NCLB*. The progress encountered to date must be expanded from the states in which it is occurring and brought to the nation as a whole. Education reform also must be strengthened, particularly in light of the substantial growth in the enrollment of Hispanic students in our nation's schools. The U.S. Department of Education has instituted strong policy initiatives designed to help states build on this progress and to target efforts in schools most in need of improvement. Integral to sustaining this progress is the increasing involvement of Hispanic parents and families as active partners in helping close the academic achievement gap.

Taken together, the activities the White House Initiative undertook, and its accomplishments, are encouraging signs about the prospects for improving the education attainment of Hispanic students and closing the academic achievement gap.

Introduction

On Oct. 12, 2001, President George W. Bush signed Executive Order 13230, creating the President's Advisory Commission on Educational Excellence for Hispanic Americans. In the same executive order, the president designated the White House Initiative on Educational Excellence for Hispanic Americans (White House Initiative) as the office that would provide staff support and assistance to the commission in its charge to examine the underlying causes of the existing education achievement gap between Hispanic American students and their peers.

Over a period of 18 months, the commission heard from hundreds of parents, students, educators, community and business leaders, and education experts at commission meetings and bilingual town halls held throughout the country. This work resulted in an interim report that was submitted to President Bush on Sept. 30, 2002. *The Road to a College Diploma: The Complex Reality of Raising Educational Achievement for Hispanics in the United States* contained the commission's initial findings on the state of Hispanic education in the U.S. and outlined the education issues that required the nation's attention to close the achievement gap.

On March 31, 2003, the commission submitted its final report to the President, *From Risk to Opportunity: Fulfilling the Educational Needs of Hispanic Americans in the 21st Century*, which contained six recommendations for increasing the education achievement of Hispanics. These recommendations encompassed the entire education continuum, from early childhood education through postsecondary degree attainment, to recommendations to improve federal accountability, coordination and research.

Recommendation: Set new and high expectations across America for Hispanic American children by: helping parents navigate the education system; creating partnerships that can provide expanded options for children; and implementing a nationwide public awareness and motivation campaign aimed at increasing education attainment and achieving the goal of a college education.

Recommendation: Fully implement and enforce the provisions of the *No Child Left Behind Act*.

Recommendation: Reinforce a high-quality teaching profession by more fully preparing all teachers to address the diverse needs of their students, including Hispanics, those with disabilities and those with limited English proficiency, by attracting more Hispanics to the teaching profession, and by providing incentives and compensation for successful performance as evidenced by improved student achievement.

Recommendation: Initiate a new coherent and comprehensive research agenda on the education development of Hispanic Americans across the education spectrum, from preschool through postsecondary levels.

Recommendation: Ensure full access for Hispanic American students to enter college and demand greater accountability in higher education for Hispanic graduation rates.

Recommendation: Increase the accountability and coordination of programs within the federal government to better serve Hispanic American children and their families.

The fulfillment of these recommendations would, according to the commission, serve to accelerate the pace of education reform across all sectors and lead to the increased education attainment of Hispanic students. This report highlights the key components that comprised a comprehensive effort undertaken by the White House Initiative to engage each sector and the stakeholders that would need to be a part of helping to close the achievement gap for Hispanic students. It begins with the premise that Hispanic parents and families are not passive agents in this process; instead, as the ultimate consumers of education outcomes, they were integral to the efforts the White House Initiative undertook to transform education outcomes for Hispanic students. Thus, the partnership, outreach and communications activities described in this report were implemented in that context.

To help the reader navigate this report, it should be noted that the commission's recommendations are discussed in the sections to which they correspond. In addition, the recommendations have been set in text boxes to differentiate them from the rest of the text in which they appear.

**White House Initiative Activities,
Accomplishments and Hispanic
Education Attainment:
2001–08**

Partners in Hispanic Education

Recommendation: The commission strongly supports full implementation and full enforcement of the *No Child Left Behind Act*.

The commission's recommendations became the basis for the White House Initiative undertaking a public-private partnership in July 2003. This yearlong effort teamed the White House Initiative with leading national Hispanic organizations, corporate leaders and national private entities to further public understanding of *NCLB*, thereby empowering the Hispanic American community—through the education tools and resources afforded them under the law—to become stronger advocates for their children's education.

2003 Public-Private Partnership Organizations

- Association for the Advancement of Mexican Americans (AAMA)
- Cuban American National Council (CNC)
- El Valor
- Girl Scouts of the USA
- Hispanic Association of Colleges and Universities (HACU)
- Hispanic College Fund (HCF)
- Hispanic Council for Reform and Educational Options (Hispanic CREO)
- Hispanic Information and Telecommunications Network (HITN-TV)
- Hispanic Youth Foundation (HYF)
- MANA—A National Latina Organization (MANA)
- Mexican Institute of Greater Houston
- National Association of Hispanic Publications (NAHP)
- National Council for Community and Education Partnerships (NCCEP)
- National Society of Hispanic MBAs (NSHMBA)
- State Farm Insurance
- Texas Higher Education Coordinating Board (THECB)
- U.S. Army
- United States Hispanic Chamber of Commerce Foundation (USHCC)
-

To accomplish this task, the partners hosted a series of education fairs, or *ferias educativas*, in seven cities across the country. These cities were selected taking into account several factors: percentage of schools identified as in need of improvement under *NCLB*; percentage of Hispanic student enrollment; change in Hispanic population from 1990–2000; percentage of Hispanic students who were English Language Learners; percentage of schools with free and reduced-price lunch programs (as a determinant of the percentage of students who are from low-income families); and, determination of which partner organizations had a local presence.

Partnership Events

In each city, partners took on the role of “lead partners” and, in concert with local community leaders, coordinated the planning and implementation of the education fairs. Each fair involved a series of events, including town hall meetings and education conferences for parents, students, educators and business and community leaders—the latter of which included seminars on student financial aid and scholarship support.

Town Halls

A bilingual town hall meeting was held in each city in conjunction with the education conference to allow the partners to hear directly from community members about local education needs and to serve as a forum for educating the community about NCLB. Participants in the events included public officials, prominent Hispanic role models and leaders, local businesses, community and education leaders, and Hispanic parents and students.

Education Conferences

A one- or two-day education conference was held in selected cities to educate community members about *NCLB*, provide education tools to parents, and raise awareness about local and national programs available to help Hispanic students in the area. The conferences consisted of concurrent strands, each directed toward the different stakeholders, such as students, parents, educators, school administrators and community and business leaders. In conjunction with these conferences, financial aid seminars were held to familiarize Hispanic students and their parents with the process for securing financial aid resources for college.

Through the use of Web-based technology (webcasts), the Association for the Advancement of Mexican Americans broadcast selected portions of three education conferences to several other communities. Audiences at these locations received educational materials and were able to interact live with panelists, presenters and participants at the event site. The initial event in San Diego, Calif., was transmitted to Chula Vista, Calif., and Phoenix, Ariz. From the Bronx, N.Y., audiences in San Antonio and Houston, Texas, and Miami, Fla., participated in the program. The most extensive broadcast was transmitted from Albuquerque, N.M., to audiences in Houston, Miami, Las Vegas, Nev., and Chula Vista, Calif.

Outreach Efforts

A local steering committee was formed in each city to ensure that these partnership events were informative and adapted to meet the education needs of each community. Through the local steering committee, the community was not only actively engaged in the planning of events but served as a conduit to the community for providing updates, facilitating the dissemination of information about local education opportunities, and organizing follow-up conferences and events for local partners, based on identified needs. The White House Initiative developed a newsletter to keep partners and local planning committee members informed about subsequent partnership activities.

In addition to a media-communications committee created at each event site, the National Association of Hispanic Publications disseminated event information to a wide variety of Spanish-

language and bilingual publications and periodicals. Thus, the educational events garnered local, and in some cases, national media attention.

During the course of the year, more than 3,500 students, parents, educators, education administrators and community and business leaders attended the seven events. More than 100,000 bilingual publications from the U.S. Department of Education (ED) and the White House Initiative, as well as other partner publications, were distributed. At the conclusion of the yearlong program, a culminating event was held at the White House in July 2004 to recognize the efforts of local and national partners.

San Diego, Calif.

Date: Nov. 22, 2003

Location: San Diego State University

Partner(s): MANA, State Farm Insurance and Girl Scouts of the USA

Miami, Fla.

Date: Dec. 5–6, 2003

Location: Miami Dade College

Partner(s): NCCEP and HACU

The Bronx, N.Y.

Date: Feb. 6–7, 2004

Location: Hostos Community College

Partner(s): USHCC and NCCEP

Tucson, Ariz.

Date: March 5–6, 2004

Location: University of Arizona

Partner(s): USHCC

Albuquerque, N.M.

Date: March 19–20, 2004

Location: University of New Mexico

Partner(s): NCCEP

El Paso, Texas, and Las Cruces, N.M.

Date: April 24, 2004

Location: University of Texas at El Paso

Partner(s): MANA, State Farm Insurance and Girl Scouts of the USA

Detroit, Mich.

Date: Sept. 23, 2004

Location: Detroit Public Schools Welcome Center

Partner(s): MANA, State Farm Insurance, Ford Motor Company Fund, NAHP, Detroit Public Schools, WTVS Detroit Public Television and Girl Scouts of the USA

The program, Partners in Hispanic Education, fortified the White House Initiative's belief in the necessity of coordinating efforts, fortifying relationships and making optimal use of the resources that stakeholders possess to effectively reach Hispanic families with school-age children.

The Partners in Hispanic Education also illustrated the promise that *NCLB* held for closing the academic achievement gap for the nation's Hispanic children. However, the White House Initiative also observed that there was a substantial knowledge gap that existed in the Hispanic community about the options and opportunities that education reform afforded families and their children. This meant that any approach going forward had to raise awareness and place the wealth of existing education information into the hands of Hispanic parents and families.

The Partnership for Hispanic Family Learning

Building on the lessons learned from the Partners in Hispanic Education, the White House Initiative convened a working group in 2004 to develop a new course of action. This called for the formation of a broader public-private partnership that drew on the attributes and traditional values of the Hispanic family—and, by definition, the extended family—as a way to positively influence the education outcomes of Hispanics in the U.S. and maximize the use of the numerous options and opportunities afforded by *NCLB* and other education programs.

The working group concluded that there existed a need to combine various interests and efforts into one comprehensive approach that drew on two fundamental premises: 1) the family should be a focus through which education outcomes are improved; and, 2) public-private partnerships should be the vehicles through which families are reached.

To that end, in June 2005, the White House Initiative and ED convened a conference in Washington, D.C., titled “Pathways to Hispanic Family Learning.” The conference, attended by more than 200 national Hispanic leaders, highlighted private and public efforts to meet the education needs of Hispanic children and youths.

Panel sessions featured a variety of results-driven education outreach efforts that various stakeholders such as community, nonprofit and faith-based organizations, corporations, federal agencies and others were conducting. Officiating at the event were U.S. Secretary of Education Margaret Spellings and U.S. Treasurer Anna Escobedo Cabral.

Partnership

This conference set the stage for the White House Initiative’s Partnership for Hispanic Family Learning, a national network of public and private organizations that would provide Hispanic families with the knowledge and tools needed to help them prepare their children for academic success. The Partnership for Hispanic Family Learning was launched in late 2005.

Recommendation: Set new and high expectations across America for Hispanic American children by: helping parents navigate the education system, creating partnerships that can provide expanded options for children and implementing a nationwide public awareness and motivation campaign aimed at increasing education attainment and achieving the goal of a college education.

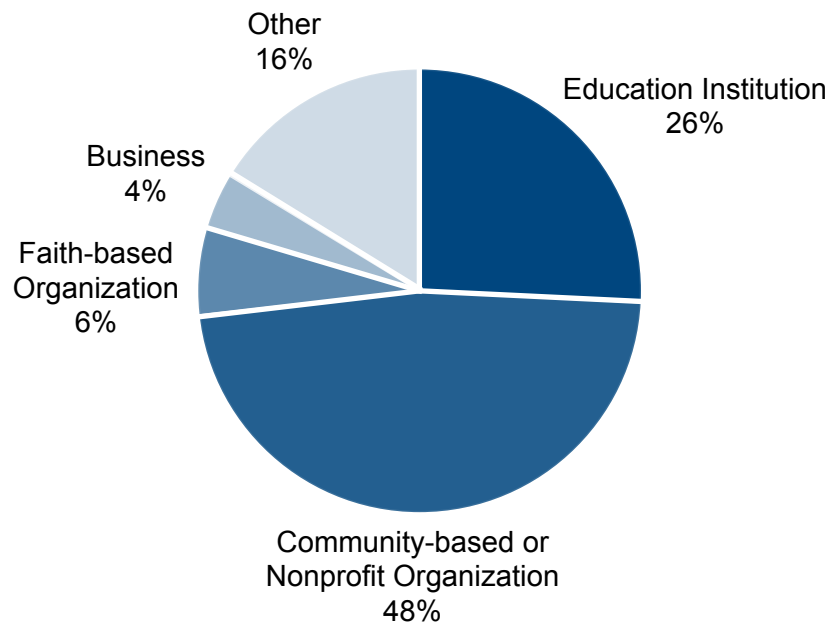
There are over 9 million Hispanic households in the U.S., of which nearly 6 million have school-age children (U.S. Census Bureau 2003). However, a substantial number of these families are

unaware of the options and opportunities that education reform such as *No Child Left Behind* offers them. The Partnership for Hispanic Family Learning sought to disseminate a wealth of new and existing education information to Hispanic parents and families in communities across the country. The White House Initiative believes that this information, when placed in the hands of parents, would become a powerful tool that would enable them to make informed decisions about their children’s education. In the process, they could become powerful allies in helping close the achievement gap for Hispanic students.

However, the White House Initiative alone could not reach all of the nation’s Hispanic families and children. Thus, the office set out to enlist a range of public and private organizations to join the partnership network. The partnership, comprised of organization representatives from the business, community, faith-based, education and government sectors, focused on: early childhood development and early reading; parent and family involvement; academic preparation and high school graduation; college enrollment, affordability and completion; adult literacy; and workplace literacy.

To date, more than 400 organizations—small, medium and large—located in 35 states, plus the District of Columbia and Puerto Rico, are part of the Partnership for Hispanic Family Learning.

Figure 1. Percentage distribution of White House Initiative partner organizations, by type of organization: 2001–08



Source: Data from the White House Initiative’s Hispanic Family Learning partners-to-date database, 2001–08.

Regional Conferences

Through its network of partners and other organizations, the White House Initiative convened regional conferences throughout the country. These conferences were one of the main avenues through which the office distributed information and resources, such as publications—including the *Tool Kit for Hispanic Families*, a comprehensive resource produced specifically for Hispanic parents and families—education statistics, *NCLB* updates, grants and other funding opportunities, and promising practices among partner organizations.

The first regional event, held in May 2006 in Albuquerque, N.M., was cohosted by Youth Development, Inc., a community-based youth service system offering a continuum of care designed to help vulnerable and at-risk children, youths and families. The second regional conference, held in Santa Ana, Calif., in September 2006, was cohosted by the Orange County Department of Education, the Santa Ana Unified School District, the Orange County United Way, and Los Kitos Entertainment, LLC. More than 300 copies of the new *Tool Kit for Hispanic Families* were first distributed at this regional conference. The third regional conference was held in Suwanee and Norcross, Ga., in May 2007 and was cohosted by the Latin American Association, which helps Latino families through direct programs and integrated community partnerships that focus on youth academic achievement, education and prevention, and services to families with urgent needs. More than 600 participants from the hosting and surrounding states attended these regional conferences, representing schools, parents and community, business, nonprofit and faith-based leaders. More than 7,000 White House Initiative and ED publications were distributed at these events, and hundreds more were requested as a result of these conferences.

These events focused on the ways in which various stakeholders are working to meet the education needs of Hispanic families and covered topics ranging from early childhood development to postsecondary education, with particular attention to the relationship of topics to *No Child Left Behind*. They also served to highlight: the importance of engaging partnerships; the value of assessing a community's education needs, assets and resources; and the how-to of identifying federal grants and private resources.

During the regional conferences, it became evident that academic preparation, particularly in the core subjects of mathematics and science, had emerged as an important focus of the partnership. As part of that expanded effort, the White House Initiative sought to engage important stakeholders in the science, technology, engineering, and mathematics (STEM) fields, including Hispanic-Serving Institutions (HSIs), key federal agencies, K–12 public schools, the technology industry, and Hispanic science and engineering associations, to support and promote Hispanic educational attainment in math and science.

Hispanic Science, Technology, Engineering and Mathematics (STEM) Education

Background

In late 2005, the White House Initiative began to devise plans to convene federal agencies and Hispanic-Serving Institutions (HSIs) in meetings to specifically address ways in which HSIs³ could support education reform through teacher preparation and development, the formation of K-16 partnerships, and an increase in Hispanic graduates in mathematics and science. The first federal-HSI meeting was held in April 2006 and focused on international education programs.

The real impetus, however, for improving education for Hispanics in the STEM fields was derived from the American Competitiveness Initiative (ACI) that President George W. Bush announced in his State of the Union in January 2006.

The ACI is a comprehensive strategy designed to: 1) increase federal investment in critical research; 2) ensure that the United States continues to lead the world in opportunity and innovation; and 3) provide American children with a strong foundation in mathematics and science.

The American economy is preeminent, but we cannot afford to be complacent. ... To keep America competitive, one commitment is necessary above all: We must continue to lead the world in human talent and creativity. Our greatest advantage in the world has always been our educated, hardworking, ambitious people—and we're going to keep that edge. We need to encourage children to take more math and science, and to make sure those courses are rigorous enough to compete with other nations. ... If we ensure that America's children succeed in life, they will ensure that America succeeds in the world.

—**President George W. Bush**

State of the Union

Jan. 31, 2006

³ A Hispanic-Serving Institution (HSI), as defined by the *Higher Education Act of 1965*, as amended, is an institution of higher education that at the end of the award year immediately preceding the date of the application has at least 25 percent Hispanic full-time equivalent (FTE) undergraduate student enrollment and provides assurances that not less than 50 percent of the institution's Hispanic students are low-income individuals.

National Mathematics Advisory Panel

Several of the key academic elements called for in the ACI have since come to fruition. On April 18, 2006, President Bush established the National Mathematics Advisory Panel (Math Panel) to advise him and Secretary Spellings on the best use of scientifically based research on the teaching and learning of mathematics. The Math Panel's experts in mathematics, cognitive science and education reviewed the current literature and identified important research findings as well as gaps in our current knowledge. The panel conducted a comprehensive assessment of existing math research and established principles for effective instruction. In addition, the Math Panel held several meetings across the country and released two reports in 2007—*Preliminary Report: National Mathematics Advisory Panel* and the *Final Report on the National Survey of Algebra Teachers for the National Math Panel*—and a final report, *Foundations for Success: The Final Report of the National Mathematics Advisory Panel*, in March 2008. The panel also issued its *Reports of the Task Groups and Subcommittees* in one volume in May 2008.

The National Math Panel's final report contains 45 findings and recommendations on numerous topics including instructional practices, materials, professional development and assessments. Major areas covered by the report include: core principles of math instruction; the importance of student effort; knowledgeable teachers; effective instruction; effective assessment; and research. Highlights from the report are listed in Appendix E.

ACI Scholarship Programs

Another important component of ACI was its inclusion of two grant programs established to provide financial support for low-income students.

Academic Competitiveness Grants

The Academic Competitiveness Grants (ACG) Program provides increased funding for low-income students who successfully complete a rigorous academic curriculum in high school. Grants in the amount of up to \$750 are awarded to first-year Pell-eligible undergraduate students and up to \$1,300 to second-year, full-time college students who maintain a cumulative grade point average (GPA) of 3.0.

Recommendation: Ensure full access for Hispanic American students to enter college and demand greater accountability in higher education for Hispanic graduation rates.

National SMART Grants

Funding from the National Science and Mathematics Access to Retain Talent (SMART) Grant Program, also known as National Smart Grants, is available during the third and fourth years of undergraduate study to full-time Pell-eligible students who are majoring in: the physical, life or

computer sciences; mathematics; technology; engineering; or in critical foreign languages. The grant provides up to \$4,000 to college juniors and seniors who maintain a cumulative GPA of 3.0.

As of July 28, 2008, approximately \$300.9 million in ACG and approximately \$198.6 million in National SMART Grant funds were disbursed to 409,000 and 68,000 students, respectively, for academic year 2007–08 (U.S. Department of Education 2008).

These grant programs encourage students to take more challenging courses in high school and to pursue majors leading to future employment in fields that are in high demand in the global economy, such as science, mathematics, technology, engineering and critical foreign languages.

Moreover, parents, families and educators must ensure that Hispanic students undertake the necessary academic preparation to become eligible to take advantage of scholarship opportunities such as these.

The *America COMPETES Act*

In August 2007, President Bush signed into law the *America Creating Opportunities to Meaningfully Promote Excellence in Technology, Education and Science Act* (or the *America COMPETES Act*). Passed with strong bipartisan support, this law reflects the goals of the president's American Competitiveness Initiative and authorized the president's proposed Math Now Program to provide teachers with research-based tools and professional development to improve mathematics instruction and elementary and middle school students' achievement in mathematics, particularly in algebra. (As of this writing, Congress had not yet funded this program.)

In addition, the *America COMPETES Act* authorized the president's proposed Advanced Placement and International Baccalaureate (AP and IB) Program. The program, if funded, would expand low-income students' access to AP and IB course work by training thousands more high school teachers to lead AP and IB courses in mathematics, science and critical foreign languages in high-need schools. It targets low-income school districts, authorizes incentives and training to teachers to become highly qualified instructors of AP and IB mathematics and science courses, and subsidizes testing fees for low-income students.

... [T]his administration is committed to making sure our students develop the skills they need to compete and thrive. ... Ours is a heavy responsibility. We must ensure that our education system remains top-notch, and that every student who seeks that education has the opportunity to acquire it.

—**Secretary Margaret Spellings**

U.S. University Presidents Summit on International Education

Jan. 5, 2006

Higher Education and Hispanic-Serving Institutions

Institutions of higher education, and Hispanic-Serving Institutions (HSIs) in particular, have an important role to play in maximizing the enormous opportunities inherent in the ACI and the *America COMPETES Act*. They can help advance America's competitiveness, provided they have the necessary capacity and infrastructure to respond at the levels required.

In September 2005, Secretary Spellings created the Commission on the Future of Higher Education to develop a strategy for postsecondary education that would meet the needs of America's diverse population and address the economic and workforce needs of the country's future. The following year, in spring 2006, the commission released the report *A Test of Leadership: Charting the Future of U.S. Higher Education*, that highlighted four areas of higher education in need of restructuring and strengthening—access, cost and affordability, financial aid, and accountability—to make U.S. colleges and universities more transparent, accessible and competitive in today's rapidly changing global market.

Moreover, HSIs have a vested interest in ensuring that their students have received the academic preparation necessary for degree completion and, in the process, draw from these same graduates to staff their institutions' mathematics, science and engineering departments and programs.

Recommendation: Ensure full access for Hispanic American students to enter college and demand greater accountability in higher education for Hispanic graduation rates.

Conference on the American Competitiveness Initiative: Challenges and Opportunities for Hispanic-Serving Institutions

With the goal of helping HSIs attain needed capacity and infrastructure, the White House Initiative convened a conference in April 2007 at the University of Texas at El Paso titled “The American Competitiveness Initiative: Challenges and Opportunities for Hispanic-Serving Institutions.” The purpose of the conference was to raise awareness about the key components of the ACI and to create a framework within which recommendations and strategies could be developed to respond to the ACI challenge, particularly by HSIs.

ACI-HSI Conference Planning Committee

Michael Acosta, University of Texas at El Paso
Beatrice Bernfield, U.S. Department of Homeland Security
Rosenda Chavez, U.S.-Mexico Foundation for Science
Senora Coggs, U.S. Department of Commerce, Office of Civil Rights
Hector DeLeon, U.S. Department of Homeland Security
Tyrrell Flawn, U.S. Department of Education, National Mathematics
Advisory Panel
Maria Goldberg, U.S. Department of Agriculture
Diana Gomez, Society of Hispanic Professional Engineers
Gilberto Guerrero, U.S. Department of Agriculture
Joseph M. Guzman, U.S. Department of Defense
Alain E. Hunter, U.S. Department of Defense
Desiree Linson, U.S. Department of Homeland Security
Alberto Lopez, University of Texas at El Paso
Astrid Martinez, U.S. Department of Agriculture
Joseph V. Martinez, U.S. Department of Energy
Milagros (Millie) Mateu, National Aeronautics and Space Administration
Jacqueline Robinson, National Security Agency
Victor A. Santiago, National Science Foundation
Rafaela Schwan, Society of Hispanic Professional Engineers
Ken Zeff, U.S. Department of Education
Susan Heller Zeisler, U.S. Department of Commerce, National Institute of
Standards and Technology

More than 200 participants attended the conference, a majority of whom were presidents, deans and senior faculty, and administrators from more than 60 HSIs in 14 states, plus Puerto Rico and the District of Columbia. There were also representatives from federal agencies, including the National Science Foundation, the U.S. Department of Energy’s Office of Science, the U.S. Department of Commerce’s National Institute for Standards and Technology, the U.S. Environmental Protection Agency, the U.S. Department of Agriculture, and ED, among others. Several of these federal agencies shared information about the opportunities available to HSIs to help them develop the capacity to provide a world-class education, strengthen their research and contribute to the nation’s competitiveness.

Several high-tech corporate representatives were also present, as were representatives of Hispanic mathematics and science organizations and associations. Finally, representatives from schools and school districts and national education experts also contributed significantly to the depth of the conference.

... We are living in critical times, and many people fail to see the technological crisis that is unfolding before our very eyes With [the White House Initiative's] help, we will be able to disseminate key information about EPA research opportunities ... an impossible task for us to achieve, until now.

— **Maria E. Pimentel**

Hispanic Employment Program Manager
U.S. Environmental Protection Agency

Speakers and panelists provided substantive and informative presentations about the nation's need for talent and innovative research in the STEM fields and how HSIs could help meet that need. The speakers touched on the academic components of the ACI aimed at increasing research and development, strengthening education and encouraging entrepreneurship. The conference sessions addressed topics ranging from academic preparation, retention and graduation of more Hispanic students in the STEM fields to technology commercialization and the research needs of the private sector.

Although I have thanked you informally for the excellent job you all have done, I am writing ... to express my deep gratitude for bringing this forum to life. The issues addressed ... are critical for our nation's future. It was a useful and illuminating experience I hope that we will see more of these types of conferences in the future.

— **Christos Valiotis**

Assistant Professor of Physics and Title V-HSI Program Director
Antelope Valley College

One of the panel sessions addressed an important goal of the ACI: to have 100,000 additional teachers qualified to teach AP and IB mathematics, science and critical foreign languages by 2015. To accomplish this goal, the ACI proposes a two-step approach to provide professional development opportunities for current teachers and attract new teachers to the classroom. The panel session also addressed the critical need for highly qualified teachers at every grade level and discussed teacher-development programs and innovative schools of education. This goal is

consistent with the President’s Advisory Commission’s recommendation to reinforce a high-quality teaching profession.

Recommendation: Reinforce a high-quality teaching profession by more fully preparing all teachers to address the diverse needs of their students, including Hispanics, those with disabilities and those with limited English proficiency, by attracting more Hispanics to the teaching profession, and by providing incentives and compensation for successful performance as evidenced by improved student achievement.

Many attendees also emphasized that HSIs should establish or strengthen partnerships with K–12 schools, the business community, Hispanic science and technology associations, and even other institutions of higher education to help develop their capacity and infrastructure to meet the challenges and opportunities inherent in ACI. Many attendees and speakers contended that there is an urgency to work across sectors, from Pre-K through postsecondary institutions, to fully address the critical need for talent and research.

I am writing to congratulate you on a very successful conference
The full impact of your constructive efforts are impossible to capture in a few words, but it is very clear that you are planting essential seeds of collaboration and support, within and between Hispanic-serving universities and related community organizations. This is an important and lasting contribution that I am honored to have been a part of.

— **Joseph M. Guzman**

Deputy Assistant Secretary for Strategic Diversity Integration
Office of the Assistant Secretary of the Air Force

Conference Outcome: WHI-ACI Working Group

An important outcome of the ACI-HSI conference was the emergence of a diverse working group of stakeholders, including representatives from the corporate sector, HSIs, K–12 schools, Hispanic STEM associations, and nonprofit organizations that expressed the need to further engage in constructive dialogue to build on the momentum generated by the conference.

Further, as a result of the information shared during the ACI-HSI conference, many of these same stakeholders—Ray Mellado, HENAAC; Diana Gomez, Society of Professional Hispanic Engineers (SHPE); Michael Acosta, Society of Mexican American Engineers and Scientists (MAES) and the University of Texas at El Paso (UTEP); Aaron Velazco, Society for Advancement of Chicanos and Native Americans in Science (SACNAS); and John Santos, Manuel Arts High School,

Los Angeles—were encouraged to participate in the Competitive Crisis Council's (CCC)⁴ summit "California Is at Great Risk: Securing Our Competitiveness in a Global Market," held at California State Polytechnic University (Cal Poly Pomona) in September 2007. Special sessions and speakers addressed the critical issues affecting the STEM community and the importance of producing scalable and measurable results, producing positive education outcomes. A variety of workshops, aimed at elementary, middle and high school principals and teachers, addressed the issues of increasing parental involvement and establishing and finding funding for STEM programs.

The White House Initiative's ACI-HSI conference marked the beginning of a dialogue and served as the catalyst that spurred further discussions and efforts which are to ensure that each stakeholder is doing its part to improve Hispanic students' education attainment and to keep America competitive and prosperous for generations to come.

WHI-ACI Working Group: Looking Ahead

Since the conference at UTEP, this group of stakeholders has proceeded on various levels to continue a dialogue about ways to work together along shared goals. The Hispanic STEM associations, in particular, have since held a joint board meeting to map out plans to undertake joint efforts to expand STEM opportunities in the Hispanic community, the federal government, and the private sector. These and others are expanding their understanding and awareness of key national STEM efforts such as the National Math Science Initiative—a nonprofit organization dedicated to expanding programs that have a proven impact on math and science—and forums convened on this topic in Washington, D.C. The group is also seeking to strengthen relationships with K–12 public schools and institutions of higher education to create seamless transitions for Hispanic students seeking to pursue STEM disciplines. The White House Initiative anticipates that this group of stakeholders will grow and assume an expanding role in helping fill the nation's need for talent in the STEM fields.

⁴ The Competitive Crisis Council (CCC) is a coalition of corporations, educators and Hispanic engineering organizations dedicated to building a pipeline of qualified technical talent in the U.S.

The Role of the Federal Government in Hispanic Education Attainment

Federal agencies have played and stand to play prominent roles in supporting the White House Initiative's effort to meet the education needs of Hispanic Americans, particularly given the impetus created by both the ACI and the *America COMPETES Act*. Two other important areas in which the federal government can perform an important role in helping inform stakeholders, practitioners, and communities concerned with the education attainment of Hispanic Americans are: 1) federal research; and 2) federal reporting of education outcomes.

Early Childhood Education of English Language Learners

The first activity, federal research, relates to the White House Initiative's participation in and support of a federal interagency collaboration on, and coordination of, programs and services for children from birth to age 5. That collaboration seeks to provide high-quality, research-based information that can enhance the early childhood education of English Language Learners (ELLs) and help them enter school ready to succeed.

Recommendation: Initiate a new coherent and comprehensive research agenda on the educational development of Hispanic Americans across the educational spectrum from preschool through postsecondary levels.

ELLs represent more than 5 million students in K–12 public schools. Of this 5 million, approximately 80 percent, or 4 million, are Hispanic, and more than 2 million of the total ELL population is enrolled in prekindergarten through the third grade (National Clearinghouse for English Language Acquisition 2005). Within this group, approximately 460 languages are represented, with Spanish accounting for 80 percent of the non-English languages (Kindler 2002). Much of the increase in the number of students who speak Spanish is fueled by the rapid growth of the Hispanic population with a significant number of ELLs within this population and age group.

Because of this growth, Spanish-speaking children and their families are increasingly becoming a considerable portion of the population that is served by federal and state-level initiatives and early childhood programming efforts. Given this demographic shift, it is vital that stakeholders, including the federal government, are engaged in using and promoting research and programs that address the needs of young children and their families within this particular population.

Early literacy and language development for young ELLs is critical because these skills are predictive of future reading and academic success. Studies have shown that ELLs in kindergarten are at risk of lagging behind their English-only peers. Unfortunately, the gap only appears to increase during later school years as the academic language used in instruction becomes more challenging (Coppola 2005).

The Early Reading First Program is part of the president's Good Start, Grow Smart Initiative. As a component of *NCLB*, it helps address this challenge and transform existing early education programs into centers of excellence that provide high-quality, early education to young children, especially those from low-income families. The critical importance of the overall purpose of this program, "to prepare young children to enter kindergarten with the necessary language, cognitive and early reading skills to prevent reading difficulties and ensure school success,"⁵ cannot be overstated.

Early Childhood Education–ELL Federal Interagency Workgroup

To help ensure that these program objectives are met, the White House Initiative has participated in an Early Childhood Education–English Language Learners federal interagency workgroup to support and identify efforts that can provide high-quality, research-based information to enhance the early care of ELLs. Members of this interagency workgroup include: the U.S. Department of Health and Human Services' Head Start office, Child Care Bureau, National Institute for Child Health and Human Development, and the Office of Planning, Research and Evaluation at the Administration for Children and Families; and the U.S. Department of Education's offices of Elementary and Secondary Education, English Language Acquisition, Special Education Programs, and the Institute of Education Sciences.

The main focus of this interagency workgroup has included: 1) analyzing the current status of federal programs and technical assistance for ELL children, teachers of ELLs and families of ELLs; 2) analyzing the status of federal and private research on ELL children; and 3) engaging in partnerships to support ELL children and their families and the communities who serve them.

The White House Initiative has been able to support some of the interagency workgroup's efforts through its partnership network by engaging in events and activities that support increased access to high-quality, culturally and linguistically appropriate books and literacy-related materials for ELL children, their families and their communities. This participation has involved: the inclusion of an early childhood development presentation by a senior ED official at all of the White House Initiative's regional conferences; collaboration in family literacy events with a high participation of Hispanic families, including the inaugural event of the Santa Fe Literacy Station Project done in conjunction with First Book and MANA; and yearly participation in the Chicago Family Book Festival, among other events and activities. The White House Initiative also promoted and hosted conference calls with its network of partners and organizations with a focus on increased access to quality, bilingual literature and programs that promote literacy among the Hispanic community, especially among low-income families.

As of this writing, the federal interagency workgroup, with support from the National Institute for Literacy, had begun to commission a search of existing literacy research on early childhood education and ELLs. This search would include several significant studies on this subject have been conducted by the National Center on Education Statistics within the Institute of Education Sciences, encompassing the National Household Education Surveys Program (NHES) and the Early Childhood Longitudinal Studies (ECLS).

⁵ Program description for Early Reading First, Office of Elementary and Secondary Education, U.S. Department of Education, accessible at <http://www.ed.gov/programs/earlyreading/index.html> (accessed Aug. 5,2008).

As research has demonstrated, in their first five years, children develop the critical physical, emotional and cognitive skills they will need for the rest of their lives. Therefore, it is important that we continue to assess and build on current research regarding how to improve literacy outcomes for young (0 to 5 years of age), low-income ELLs.

Federal Web-based Reporting

For the second activity, reporting of federal efforts to meet the education needs of Hispanic Americans, the White House Initiative sought to develop a Web-based federal reporting system that makes more transparent and accessible information on federal programs and activities for Hispanic Americans. Such information can include data on the outcomes of programs intended to meet the education needs of Hispanic Americans, including whether the programs or services reached the targeted audiences (i.e., children, youths, adults or parents and families), and information on the results from such programs or services.

As established by the Executive Order 13230, one of the President's Advisory Commission roles was to determine how federal departments and agencies are addressing the education needs of Hispanic Americans. A critical part of that role was to develop a monitoring system that measures and holds agencies accountable for coordinating federal efforts to ensure the participation of Hispanic Americans in federal education programs. The commission's recommendation was made as a result of the White House Initiative's initial experience in gathering information from federal agencies that produced mixed results. These results were largely based on the reliance of a paper form for reporting and the absence of measurable outcomes and uniformity across agencies.

Recommendation: Increase the accountability and coordination of programs within the federal government to better serve Hispanic American children and their families.

The Web-based federal reporting tool was designed to overcome this obstacle. Some federal agencies, particularly the U.S. Department of Health and Human Services' Office of Minority Health, which developed and housed the prototype, and the U.S. Department of Veterans Affairs, had begun to explore ways to streamline the procedures that governed the development and processing of their respective reports to all of the White House Initiative offices.⁶ They worked closely with the White House Initiative on Asian Americans and Pacific Islanders to develop an early prototype of a Web-based federal reporting tool. The White House Initiative on Educational Excellence for Hispanic Americans joined these efforts and enlisted other federal agencies, including ED, to support the Web-based federal reporting tool's development.

Because all of the White House Initiative offices share reporting requirements, as provided by their respective executive orders, the White House Initiative felt that a shared online reporting

⁶ The White House Initiative offices include: the White House Initiative on Educational Excellence for Hispanic Americans, the White House Initiative on Asian Americans and Pacific Islanders, the White House Initiative on Historically Black Colleges and Universities, the White House Faith-Based and Community Initiatives, and the White House Initiative on Tribal Colleges and Universities.

system would maximize the usefulness of information the agencies reported while also streamlining the reporting process for agencies themselves. For the White House Initiative on Educational Excellence for Hispanic Americans, the purpose of the tool was to fulfill one of the six recommendations outlined in the President's Advisory Commission's final report.

Moreover, the prototype received preliminary support by several agencies because it could be used as both a planning tool and a tool that measured performance. It would also introduce transparency to the way that federal programs, services, and grants are allocated among the constituents of all the White House Initiatives. For this office, in particular, it would demonstrate how departments and agencies across the federal government are responding to the educational needs of Hispanic Americans.

Federal Information and Reporting Management System (FIRMS)

The Office of Minority Health, in consultation with all of the White House Initiative offices, has been making steady progress with this Web-based system. To date, the design and programming of the Federal Information and Reporting Management System (FIRMS) is approximately 80 percent complete. The steps remaining to complete FIRMS include: 1) modifications to ensure compliance with new federal data and information requirements; 2) direction from all of the White House Initiative offices on implementation requirements; 3) completion of data importation; 4) completion of a data gap analysis; and 5) completion of final system design modifications.

As an E-Government Initiative,⁷ the FIRMS is consistent with the President's Management Agenda. When completed, it will also feature the capacity to report results, particularly as it relates to measuring improvement in the education outcomes for Hispanic students.

⁷ In his February 2002 budget submission to Congress, President Bush outlined a management agenda for making government more focused on citizens and results, which includes expanding electronic government, or E-Government. E-Government uses improved Internet-based technology to make it easy for citizens and businesses to interact with the government, save taxpayer dollars and streamline citizen-to-government communications.

Stakeholders and Assets in the Hispanic Community

Whether it is through *NCLB*, federal research and reporting or the initiatives called for by the American Competitiveness Initiative or enacted in the *America COMPETES Act*, the federal government is doing its part to improve the education attainment of Hispanic children and youths. However, the federal government cannot do it alone. Other stakeholders, particularly in the Hispanic community, must help meet the challenge.

At first glance, the growth of the Hispanic population in the U.S. over the past decade, combined with its youthful profile and low levels of education attainment (U.S. Census Bureau 2003), present a challenge to the most optimistic forecasts about the prospects of drawing future scientists, mathematicians and engineers from the Hispanic community. However, the White House Initiative believes that Hispanic Americans are poised to respond to this challenge by helping to prepare and supply an important source of the nation's need for talent, particularly in the STEM fields.

Throughout the White House Initiative's activities surrounding the Partners in Hispanic Education, the Partnership for Hispanic Family Learning network, and particularly STEM education, the office encountered and enlisted a range of stakeholders⁸ from among its partner organizations that were doing their part to improve Hispanic education outcomes. In many respects, the work that these stakeholders are conducting and the experience they possess represent assets from which we can draw to help close the achievement gap for Hispanic Americans. The following are only a few of the many organizations—from early childhood to postsecondary education—that are working to improve education for Hispanic Americans.

Early Childhood Development

El Valor is an early childhood, multicultural, multipurpose organization that reaches thousands of families in the Chicago area through a series of programs and services. Focusing on families and children with disabilities, its early intervention strategies are designed to strengthen families with a child from birth to age 3 with a developmental disability. The organization does this by encouraging parents to become their child's primary teacher and therapist. Through its Head Start classes, offered in both half-day and full-day sessions, El Valor helps children between the ages of 3 and 5 develop critical skills that are needed for a lifetime of learning. In addition, El Valor provides bilingual training and support to day care providers to prepare them for licensing in Cook County and coordinates a network of licensed home care providers who care for children from birth to age 5.

⁸ The organizations cited in this section are not intended to be exhaustive or exclusive of any other organizations addressing a range of education activities. Moreover, the mention of or reference to any and all organizations and entities in this report does not constitute an endorsement of any kind by the U.S. Government, including but not limited to the U.S. Department of Education, the White House Initiative on Educational Excellence for Hispanic Americans, and any employees, affiliates, agents or representatives of the same. The U.S. Government, including but not limited to the U.S. Department of Education and the White House Initiative on Educational Excellence for Hispanic Americans, does not endorse any organization or entity referenced or mentioned in this report.

Virtual Pre-K is a teacher-created resource for parents and educators that connects the classroom, home and community in English and Spanish. It offers a variety of resources to its constituents, including: creative, standards-based lessons aligned with Illinois state goals and Head Start Learning Domains; hands-on activities for parents and children to try at home and other valuable resources. Virtual Pre-K has been adopted by the Chicago Public Schools System and is being implemented in early childhood programs across the country through partnerships in Texas, California and Nevada.

Hispanic Faith-based Community

The Hispanic faith-based community represents a significant segment of the Hispanic population that has been engaged in addressing the most critical issues of our time: education and immigration reform, housing, employment, family values, and social justice. The White House Initiative sought to work with the faith-based community to reach out to parents and families where they live, work and learn, with the information and resources they need to help their children achieve educational excellence. Several national and regional Hispanic faith-based organizations have responded with their extensive networks to reach and disseminate valuable information to their members. Among these are the National Coalition of Latino Clergy and Christian Leaders (CONLAMIC) in Washington, D.C., the National Hispanic Christian Leadership Conference in Sacramento, Calif., and Esperanza USA in Philadelphia, Pa., three of the largest Latino evangelical organizations in the country. Several others are providing a range of direct education services to parents, families and children, including Reading and Beyond (formerly Fresno Covenant Foundation) in Fresno, Calif., and Acción Social Comunitaria in St. Louis, Mo.

Some have taken an active role in helping low-income Hispanic youths afford a quality education in private or faith-based schools. Don Bosco Cristo Rey High School in Takoma Park, Md., for example, is the newest school in the Archdiocese of Washington, D.C. It is part of the innovative Cristo Rey Network, comprising 19 schools across the U.S. that effectively serve economically disadvantaged youths by combining meaningful work experiences—which fund students' education costs—with a college preparatory program. The Cristo Rey Network has a record of keeping predominantly minority and low-income students successfully engaged in school through high school graduation and preparing them for college and the workforce.

Encouraged by these efforts, the White House Initiative collaborated with the White House Faith-Based and Community Initiatives office and ED's Center for Faith-Based and Community Initiatives to convene the first-ever Conference on Youth and Education in the Hispanic Community in September 2007. Up to 800 individuals representing more than 500 faith-based and community organizations nationwide attended this event in Washington, D.C. Featured speakers included Secretary Margaret Spellings as well as other representatives from: the U.S. departments of Housing and Urban Development, Justice and Education; CONLAMIC; Hispanic CREO; Esperanza USA; and Urban Strategies.

Hispanic-Serving Institutions

Hispanic-Serving Institutions are also doing their part to use federal support to improve Hispanic achievement in mathematics and science. For example, Cal Poly Pomona has several programs that recruit and retain students and faculty in STEM fields. In 2006, the National Science Founda-

tion awarded the university a multimillion dollar grant that helped launch a program to create recruitment, retention and professional development programs that help faculty in STEM disciplines advance to leadership positions. Its College of Engineering has the distinction of graduating the largest number of underrepresented engineers and computer scientists in the state. Cal Poly Pomona is also actively involved in preparing future science and mathematics teachers for the region's diverse K–12 classrooms.

Other HSIs, such as Florida International University, the University of Texas at El Paso and the University of Texas Pan American, are doing their part to graduate more Hispanic students in the STEM fields. Others are raising expectations and improving the academic achievement of Hispanic students in elementary and secondary education. The University of Texas Pan American, in particular, conducts an annual conference, Hispanic Engineering, Science and Technology (HESTEC) Week, at which the importance of mathematics and science literacy is emphasized to thousands of students, ranging from Pre-K to the college level.

Hispanic-serving Schools and School Districts

Institutions of higher education, however, cannot isolate themselves from the education taking place in schools and school districts, often located in the same communities as the institutions. Seamless ways must be developed to ensure that the education that begins in elementary and secondary classrooms is sustained through the undergraduate and postgraduate levels and throughout a student's lifetime.

Innovative efforts are underway in high schools and school districts throughout the country that are producing positive results. John Santos, founder of and lead teacher at the Imaging Sciences and Technology Academy (ISTA), Manual Arts High School, Los Angeles, helped to establish the nation's first "2+4+C" College Early Entry Program at California State University. He is also the cofounder of the nationally recognized Viva Technology Program, designed to help K–12 students in urban and rural communities consider careers in the STEM fields. More importantly, students who have matriculated from ISTA to a four-year institution over the last seven years have a 100 percent retention rate.⁹ That is, these students are either still enrolled in college or have persisted through to graduation.

Another high performer, Hidalgo Independent School District (Hidalgo ISD) located in South Texas, is a pre-K through 20 pipeline success story. In the education vernacular, it might be described as a "high-need"¹⁰ school district (i.e., one with low-income, high minority enrollment and a significant proportion of English Language Learners). Hidalgo ISD has a 100 percent Hispanic student enrollment, with 91 percent of its students categorized as "economically disadvantaged," and 55 percent as ELL (Texas Education Agency 2006). However, Hidalgo ISD is defying all expectations about what the students in a "high-need" school district can achieve. With regard to the district's adequate yearly progress (AYP) scores, in academic year 2006–07, 82 percent and 74

⁹ Data taken from the College Retention Rate section on the Imaging Sciences and Technology Academy (ISTA) Web site, available at <http://istaacademy.org/graduationrate.htm> (accessed Feb. 6, 2008).

¹⁰ A high-need school or district, as defined by the *No Child Left Behind Act of 2001*, is a public elementary school, public secondary school, or public charter school in which at least 50 percent of the students enrolled in the school are from low-income families or that has a large percentage of students who qualify for assistance under the *Individuals with Disabilities Education Act*.

percent of Hidalgo ISD students scored “proficient” in English and mathematics, respectively, on state exams (Texas Education Agency 2007a). Hidalgo ISD is not only meeting state and federal standards, it is exceeding them.

For example, in academic year 2005–06, the Texas Education Agency acknowledged the school district for: Commended Performance in Social Studies; the Texas Success Initiative of its Higher Education Readiness Component in Math; Advanced Course-Dual Enrollment Completion; Attendance Rate; and Recommended High School Program (Texas Education Agency 2006). Then in academic year 2006–07, Hidalgo High School had an 85 percent high school graduation rate (Texas Education Agency 2007b). Furthermore, beginning in academic year 2007–08, Hidalgo ISD instituted a rigorous curriculum that provides the first cohort of sophomores with an opportunity to enroll and earn up to 60 college credit hours in AP and college-level courses by the time they graduate from high school (Hidalgo Independent School District 2008). To a large extent, many of Hidalgo ISD’s accomplishments are likely attributable to the superintendent and the school board president’s leadership in bringing about education reform.

Districts like Hidalgo ISD, Ysleta ISD and Aldine ISD in Texas, Pueblo School District in Colorado or Calexico Unified School District in California represent an increasing number of Hispanic-serving school districts that are leading efforts that are resulting in the narrowing of the academic achievement gap between Hispanic students and their non-Hispanic peers.

STEM Organizations and Associations for Hispanics

Other stakeholders are bridging K-12 schools and school districts with institutions of higher education and industry. They represent another important resource in the community that is helping to inspire, prepare and enroll more Hispanic youths in institutions of higher education, particularly in the STEM fields.

HENAAC¹¹ is an organization that seeks to promote the achievements of Hispanic Americans in science, technology, engineering and mathematics. It also serves to motivate and educate more students to pursue careers in these fields. In the process, it hopes to increase the role the Hispanic community plays in maintaining America’s status as the world’s technology leader.

One of its programs, Viva Technology, which was cited earlier, is designed to engage inner-city and rural K-12 students, teachers and parents in the applications of technology to stimulate interest and academic achievement in mathematics, science and engineering, thereby laying the foundation for students to select and succeed in college and university degree programs leading to careers in these fields.

The White House Initiative was encouraged by the breadth and depth of work that Hispanic STEM associations are conducting to develop Hispanic talent in math and science. For example, the Society of Hispanic Professional Engineers (SHPE) has been conducting such work since its found-

¹¹ HENAAC was established in 1989 as a means of identifying, honoring and documenting the contributions of outstanding Hispanic American science, engineering, technology and mathematics professionals. The HENAAC acronym stood for the Hispanic Engineer National Achievement Awards Conference. In 1996, HENAAC became a 501(c) 3 educational programs nonprofit organization, a new classification that allowed HENAAC to develop additional education programs beyond the conference. In 2005, the HENAAC board of directors voted to drop the use of the acronym and changed the official name and tag line to “HENAAC—Promoting Careers in Science, Technology, Engineering and Math.”

ing in 1974. This is best reflected in its vision: “SHPE is the leading social-technical organization whose primary function is to enhance and achieve the potential of Hispanics in engineering, math and science.”⁵ More recently, SHPE has expanded its work to develop educational enrichment and academic outreach initiatives for Latinos, from the middle school and pre-college levels to the PhD levels.

The Society of Mexican American Engineers and Scientists (MAES), was founded in 1974 to promote excellence in engineering, science and mathematics while cultivating the value of cultural diversity among Latino youths. It has student and professional chapters in various cities throughout the U. S. In conducting its outreach activities, MAES members work directly with Hispanic youths in middle and high schools to promote student success, exposing them to technical career opportunities and preparing them to study in the field. It has student chapters in colleges and high schools across the country.

The mission of the Society for Advancement of Chicanos and Native Americans in Science (SACNAS) is to encourage Chicano-Latino and Native American students to pursue graduate education and obtain the advanced degrees necessary for science research, leadership and teaching careers at all levels. For over 30 years, SACNAS has provided national leadership in: improving and expanding opportunities for minorities in the scientific workforce and academia; mentoring college students within science, mathematics and engineering; and supporting quality pre-college science education.

These same groups—SHPE, MAES and SACNAS—have been in discussions with the California State University System to form a partnership that leads to increased enrollment of Latino students in the STEM disciplines. They are also engaged in national discussions with several federal agencies to place Hispanic STEM professionals in career positions. In January 2008, these three organizations held a joint board meeting at which they mapped out plans to focus their combined efforts in increasing the supply of Hispanic talent in the STEM fields.

The Corporate and Private Sectors

Due to the corporate sector’s interest in seeking skilled human resources and expanding its research and development to remain competitive and bring new products to market, corporations, particularly in the high-tech sector, represent important stakeholders. Many are partnering with the Hispanic STEM associations cited above and are funding innovative programs designed to prepare youths to take and train educators to lead advanced placement courses, especially in mathematics and science. The National Math and Science Initiative and the College Board represent efforts to work with states and education-focused organizations that are providing low-income schools and school districts with the rigorous course work that Hispanic students need to enroll and persist in, and ultimately graduate from, colleges and universities across the country.

Parent and Family Involvement

As children’s first teachers, parents and families also have a critical role to play in helping to shape

5. Society of Hispanic Professional Engineers (SHPE) vision available under “About SHPE” and “Commitment” located at <http://oneshpe.shpe.org/wps/portal/national> (last accessed Feb. 6, 2008).

the next generation of college graduates and skilled workers. Families represent a significant resource in the Hispanic community and have for generations. Although families take an active role in caring for one another and providing financial and emotional support to members, many families do not always know how to navigate the education system. By working with a network of stakeholders, the White House Initiative has sought to provide these families with the knowledge, information and resources they need to become strong advocates for their children's education.

Organizations such as the Parent Institute for a Quality Education (PIQE) and the Hispanic Council for Reform and Education Options (Hispanic CREO) are training and engaging Hispanic parents to be active partners in their children's education. Founded in 1987 in San Diego, PIQE is now a statewide organization that brings families, schools, community and businesses together as partners in the education of every child. Over 375,000 parents have graduated from PIQE's nine-week parent involvement training classes that are based in 1,500 elementary, middle and high schools in districts throughout the state of California.¹³

Hispanic CREO was founded in 2001 to address the crisis in Latino education by empowering Latino families with parental choice in education. By creating coalitions with parents, schools, faith-based organizations, advocates and like-minded groups, Hispanic CREO has been able to educate, inform and mobilize Latino parents on the issues surrounding school choice. The organization, based in Washington, D.C., operates in Colorado, Arizona, Florida, New Jersey and Texas.

Other examples of parental involvement efforts with which the White House Initiative worked include ENgaging LATino Communities for Education (ENLACE) New Mexico, Albuquerque, N.M.; the National Center for Family Literacy, Louisville, Ky.; and Families in Schools, Los Angeles Unified School District.

Existing Assets in the U.S.

These are just some of the community's assets—stakeholders with the experience, commitment and vested interest to improve education outcomes for Hispanic children and youths. They comprise early childhood development programs, the Hispanic faith-based community, Hispanic serving institutions of higher education, K-12 public schools, Hispanic STEM associations, the private sector, and the enduring values and strengths inherent in the Hispanic family. These are all important assets from which the nation can draw to improve Hispanic academic achievement. And, because no one entity can do it alone, many of these stakeholders understand that they must collaborate to maximize their efforts.

By working together, these organizations can help children start school ready to read and ready to learn from the moment they enter their first classroom. They can reach parents, families, and children among the congregations they seek to help and support. They can help prepare, retain, and graduate more Hispanic students from institutions of higher education. They can help prepare more qualified teachers, especially in mathematics and science. They can form more partnerships with public schools and community colleges. They can build more alliances with the business community and Hispanic STEM organizations and associations. They can also combine

¹³ Data taken from the Parent Institute for a Quality Education (PIQE) Web site, available at <http://www.piqe.org/> (accessed Feb. 6, 2008).

their efforts to work closely with key federal agencies to advance the nation's supply of human talent and innovative research.

They can do all this—not just because it is good for the Hispanic community, but because these efforts will go far in ensuring the prosperity of the nation for generations to come.

Channels of Communication

One of the underpinnings of improving education outcomes for Hispanic students is raising awareness among parents, families and communities about education options and opportunities. Raising expectations begins with having an understanding that Hispanic children can indeed perform at the highest academic levels, provided we know how to help them get there. From the very outset, the White House Initiative employed several channels of communication to reach Hispanic students, families, educators and organizations that sought to improve academic achievement.

Recommendation: Set new and high expectations across America for Hispanic American children by: helping parents navigate the educational system, creating partnerships that can provide expanded options for children, and implementing a nationwide public awareness and motivation campaign aimed at increasing educational attainment and achieving the goal of a college education.

YesICan.Gov

In July 2002, the White House Initiative launched its Web site, <http://www.yesican.gov>, and its Spanish-language counterpart, <http://www.yosipuedo.gov>, to provide community leaders, educators and Hispanic parents with quality education resources.

Developed in collaboration with strategic partners, the site contained more than 400 pages of information that covered topics such as: financial aid; college preparation; English Language Learners; early reading and language development; homework tips for parents; *No Child Left Behind*; and more.

As the work of the White House Initiative evolved and the demand for more Hispanic education-related information increased, the White House Initiative reorganized its existing Web site in early 2007 to provide visitors with even more resources.

Electronic Messaging to Partners

In 2005, shortly after the launch of the Partnership for Hispanic Family Learning, the White House Initiative increased its communication to constituents by electronically disseminating biweekly news clips to more than 300 partner organizations. The news clips relayed the most up-to-date information on issues affecting the Hispanic community in the United States.

In mid-2007, the format for news clips was changed to a more comprehensive weekly electronic newsletter. In addition to news clips, the newsletter now contains special announcements, a weekly message from the executive director, and information about: bilingual education publica-

tions; scholarships, grants and other funding opportunities; internship and fellowship opportunities; and new partners.¹⁴

Conferences, Speaking Engagements and Other Outreach

Other avenues through which the White House Initiative reached out to Hispanic parents, families and communities included speaking engagements and exhibits at regional and national Hispanic and education forums, roundtable discussions and conferences.

White House Initiative staff have been presenters, keynote speakers and panelists at more than 150 events across the country since 2001, delivering messages to attendees on a range of education issues including NCLB, academic preparation, and the importance of parental and family involvement, among others.

Moreover, staff attended and exhibited at more than 50 conferences annually, ensuring a federal education presence at the events and forging partnerships with key Hispanic-Serving Institutions, organizations and advocacy groups. Many of these conferences had an attendance in the thousands, which included not only members of the organization hosting the event, but also parents, educators, administrators and the general public. Several outstanding events experienced attendance in record numbers, such as the annual HESTEC Week, organized by the University of Texas Pan American (UTPA) in McAllen, Texas, which typically attracts thousands of UTPA students, families and community members. In fact, UTPA's 2007 HESTEC Week received more than 85,000 attendees in a six-hour period.¹⁵ During that time, the White House Initiative staff disseminated approximately 16,000 publications and other education resources.

The White House Initiative's outreach efforts to the Hispanic community in the U.S. since 2001 have included school visits and tours to universities and public and private elementary and high schools in Alaska, Arizona, California, Nevada, New Mexico and Texas, among other states. These tours were intended to heighten public awareness of the White House Initiative and its work in education reform for Hispanic students.

¹⁴ A financial aid resource that has been highlighted in the weekly e-newsletter is Student Aid on the Web (Ayuda Estudiantil en la Web), managed by Federal Student Aid—a one-stop online resource from the U.S. Department of Education on preparing for and funding education beyond high school. The site is available at <http://studentaid.ed.gov/PORTALS-WebApp/students/english/index.jsp> (accessed July 23, 2008).

¹⁵ 2007 HESTEC Week data from "About Us," "HESTEC Facts" and "HESTEC Demographics," located on the HESTEC Week Web site, available at <http://www.hestec.org/about.cfm> (accessed Feb. 6, 2008).

Media Exposure Resulting From Public Awareness Efforts

Since its inception, the White House Initiative has employed a variety of methods to promote education awareness among Hispanic Americans. Among the methods used was the broadcasting of 30-second public service announcements on early childhood cognitive development and learning via local and national Spanish- and English-language radio and television stations and networks. Other methods included the broadcasting of interviews with White House Initiative senior officers and news briefs on White House Initiative-sponsored events. This media exposure has served to increase awareness among the public—particularly the office’s target audience of 6 million Hispanic households with school-age children—of the volume and variety of education-related information available, thereby enabling Hispanic parents, families and communities to make quality decisions regarding their children’s academic success.

Publications

During the course of its work, the White House Initiative has sought ways to place useful, practical education information—particularly in the form of publications—in the hands of Hispanic parents and families throughout the country. Through the assistance of the Department’s publications distribution center ED Pubs, this information has reached communities and schools directly and free of charge. The White House Initiative leveraged this distribution method by expanding the avenues through which publications were distributed, often through organizations that serve Hispanic families and communities. Moreover, the White House Initiative made available a range of bilingual education publications produced by the White House Initiative and ED that could be useful and practical for Hispanic parents and families.

In addition to the *Tool Kit for Hispanic Families*, the following represent the most popular publications distributed by the White House Initiative at events nationwide.

Que se abran las puertas: Opciones de tecnología y comunicación para los niños con pérdida auditiva

Opening Doors: Technology and Communication Options for Children With Hearing Loss

Que Ningún Niño Se quede Atrás: Lo que los padres necesitan saber

No Child Left Behind: What Parents Need to Know

La libreta de calificaciones del país: guía de la NAEP para los padres de familia

The Nation's Report Card: Parent's Guide

La libre elección de escuela para el éxito escolar

School Choice for Student Success

Cómo presentar una reclamación por discriminación ante la oficina para derechos civiles

How to File a Discrimination Complaint With the Office for Civil Rights

Preparación para la educación postsecundaria para los estudiantes con discapacidades: Conozca sus derechos y responsabilidades

Students With Disabilities: Preparing for Postsecondary Education: Know Your Rights and Responsibilities

Guía de recursos para las familias hispanas

A Guide to the Tool Kit for Hispanic Families

Buen comienzo, buen futuro

Healthy Start, Grow Smart

Cómo ayudar a su hijo con las matemáticas

Helping Your Child Learn Mathematics

Cómo ayudar a su hijo a aprender ciencias

Helping Your Child Learn Science

Cómo ayudar a su hijo a ser un buen lector

Helping Your Child Become a Reader

Cómo ayudar a su hijo con la tarea escolar

Helping Your Child With Homework

Cómo ayudar a su hijo durante la edad preescolar

Helping Your Preschool Child

Cómo ayudar a su hijo a tener éxito en la escuela

Helping Your Child Succeed in School

Cómo ayudar a su hijo durante los primeros años de adolescencia

Helping Your Child Through Early Adolescence

Cómo ayudar a su hijo a ser un ciudadano responsable

Helping Your Child Become a Responsible Citizen

La selección de una escuela para su hijo

Choosing a School for Your Child

Preguntas que hacen los padres sobre las escuelas

Questions Parents Ask About Schools

Consejos para los padres sobre cómo mantener a los hijos libres de la droga

Tips for Parents on Keeping Children Drug-Free

Consejos para los tutores en lectura

Tips for Reading Tutors

Consejos prácticos para los padres sobre la lectura

Reading Tips for Parents

Que Ningún Niño Se quede Atrás: Una guía para los padres

No Child Left Behind: A Parents Guide

Servicios educativos suplementarios: referencia rápida para padres

Supplemental Services: Quick Reference for Parents

Guía del maestro: consejos para los padres sobre la tarea escolar

A Teacher's Guide to Homework Tips

Una guía para leer

A Guide to Reading

Una guía para los padres: ¿cómo puedo reconocer un buen programa de lectura para la primera enseñanza?

Guide for Parents: How Do I Know a Good Early Reading Program When I See One?

Fundamentos sobre los préstamos directos: guía para padres

Direct Loan Basics for Parents

Guía para estudiantes

Student Guide

Solicitud gratuita de Ayuda Federal para Estudiantes

Free Application for Federal Student Aid

Cómo pagar tu educación

Funding Your Education

During the five-year period, 2003–07, the White House Initiative coordinated the distribution of more than 600,000 publications at a variety of events, meetings, and functions and to a range of public and private organizations. More specifically, these publications were distributed to more than 500 entities, including a wide range of schools and school districts, community, nonprofit and faith-based organizations, businesses, and institutions of higher education, among others.

The overall trend of the distribution of materials between 2003 and 2007 is one of reaching an increasing audience. This increase corresponded to activities and events of the White House Initiative. By far, more publications were distributed in connection with the Partnership for Hispanic Family Learning than at any other time or through any other medium.

Tool Kit for Hispanic Families and A Guide for Reading

Two publications accounted for more than half of the publications that were disseminated through the White House Initiative. The most widely distributed publication was the *Tool Kit for Hispanic Families* and the brochure *A Guide for Reading: How Parents Can Help Their Children Be Ready to Read and Ready to Learn*. The *Guide for Reading* is a product of the White House Initiative, while the *Tool Kit* was produced by the U.S. Department of Education and developed with guidance from more than 1,800 Hispanic parents at Parent Information and Resource Centers nationwide. It is this publication that proved to be especially popular with Hispanic families.

The *Tool Kit for Hispanic Families (Guía de recursos para las familias hispanas)* includes several bilingual publications designed to inform parents of their rights under *NCLB* and assist them in raising academically successful children. These publications are:

- ***Tips for Helping Children Learn to Read***
Consejos para ayudar a los niños a aprender a leer
- ***School Success for Your Child***
Éxito en la escuela para su niño
- ***You and Your Preschool Child***
Usted y su niño en edad preescolar
- ***You and Your Elementary School-Aged Child***
Usted y su hijo en edad de escuela primaria
- ***A Challenging High School Education for All***
Una estimulante educación secundaria para todos
- ***No Child Left Behind: Help for Students and Their Families***
Que Ningún Niño Se quede Atrás: Ayuda para los estudiantes y sus familias

While other program offices at ED also contributed to the wide dissemination of the *Tool Kit*, the White House Initiative made a concerted effort to ensure its promotion and distribution among organizations serving Hispanic children and families in communities across the country. More than three-quarters of all tool kits were distributed to community-based and non-profit organizations, including faith-based (56 percent) organizations and schools and school districts (22.5 percent).¹⁶

After the second reprint of the *Tool Kit*, orders began to outpace the available inventory—so much so, that limits had to be placed on the number requestors could order.¹⁷ The demand and need for educational publications and materials like the Tool Kit illustrate the enormous interest in and demand for information by families who wish to fulfill the aspirations they have for their children’s academic success.

¹⁶ Data from the White House Initiative on Educational Excellence for Hispanic Americans’ publications and partners-to-date databases, 2001–08.

¹⁷ A limited number of copies of the *Tool Kit* may be ordered by calling ED Pubs, the U.S. Department of Education’s publications warehouse at 1-877-4ED-PUBS (en español 1-877-433-7827) or by visiting the ED Pubs Web site, available at <http://www.edpubs.ed.gov> (accessed July 23, 2008).

Education Reform and Hispanic Education Attainment

This report chronicles the accomplishments of the White House Initiative that began with President Bush's blueprint for education reform in 2001. It has covered the White House Initiative's work on: the six recommendations submitted to the president by the President's Advisory Commission on Educational Excellence for Hispanic Americans; the Partnership for Hispanic Family Learning; the extensive outreach activities conducted over a two-term period; the wide dissemination of education information and publications; collaboration with other federal agencies, particularly pertaining to STEM education for Hispanics; and recognition of the assets and resources that a range of stakeholders represent in the Hispanic community.

The Impact of *No Child Left Behind*

Because education reform as embodied in *No Child Left Behind* has been one of President Bush's top domestic priorities, its support and implementation governed much of the White House Initiative's activities covered in this report.

Prior to *NCLB*, discussions about improving education outcomes for Hispanic Americans in the general community typically began with the premise that reducing the Hispanic dropout rate would close the achievement gap. These discussions devoted little attention to the underlying reasons why Hispanic students were dropping out. A host of others viewed the problem in the aggregate without distinguishing between the education needs and experiences of a growing, diverse population—that is, taking into account the diverse education needs of native-born versus foreign-born students, English speakers versus those with limited English proficiency, and the varying education experiences of Hispanic subgroups. Many more simply expressed dismay over the state of Hispanic education and suggested that the only solution was to devote more funding to address the problem.

Until the passage of *NCLB*, the state of Hispanic education had changed very little. It was not surprising then that the chief recommendation of the President's Advisory Commission was one that called for the full implementation and rigorous enforcement of *No Child Left Behind*, which was passed by a strong bipartisan majority in Congress. *NCLB* represented the most significant educational reform in more than 40 years and the greatest opportunity to finally transform the state of Hispanic education in America.

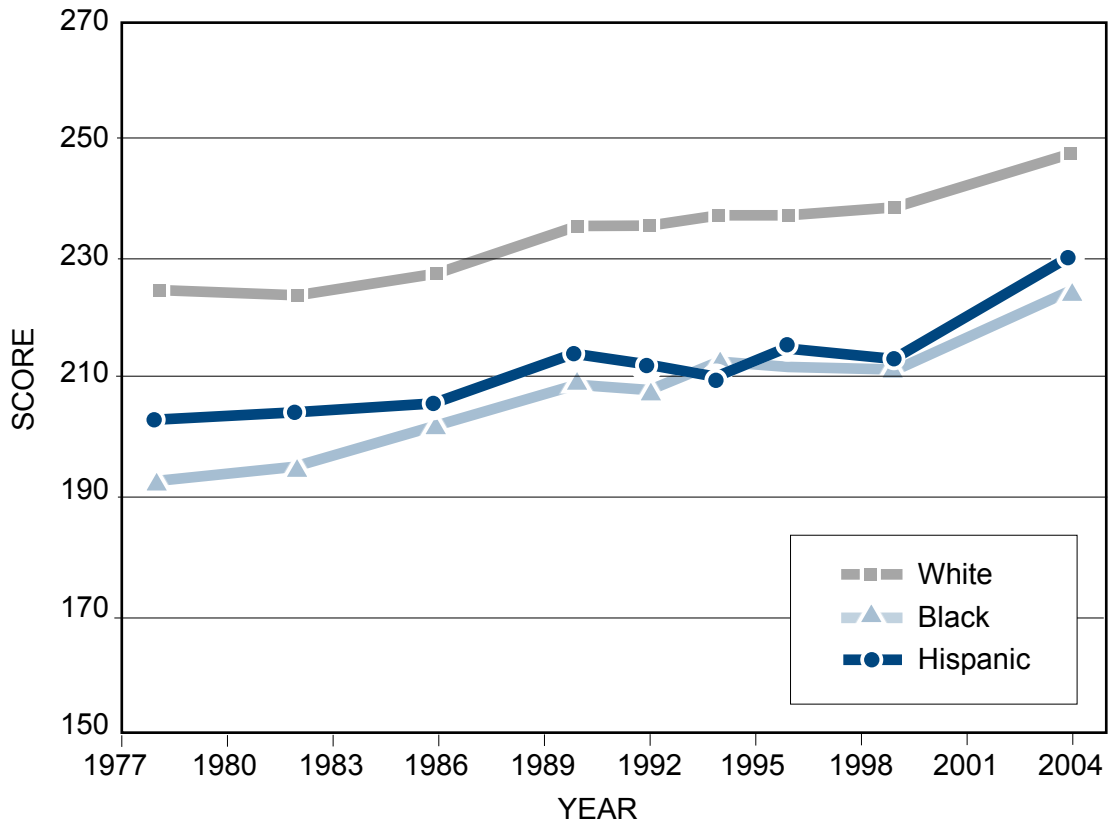
An important element of *NCLB* was the provision calling for the disaggregation of student academic performance data. This provision alone changed the education landscape for thousands of Hispanic children whose academic fates had been lost in the overall averages of school performance.

The transformation began even as dramatic shifts in the enrollment of Hispanic students were taking place in our nation's public schools. In the 2004–05 school year, there were approximately 50 million students enrolled in the U.S. public school system. Hispanic students represented 19 percent of this total, or more than 9 million students—a percentage that increased from 13 percent

in 1994. Over the same period, the enrollment of white students declined both in actual numbers and as a percentage of total enrollment, and the enrollment of black and Asian students grew by less than 1 percent each (U.S. Department of Education 2006). Clearly, Hispanic students were the fastest-growing segment of public school enrollment during that 10-year period, and this growth is likely to continue in the future.

That growth has been accompanied with some promising results for Hispanic education attainment. Since the passage of *NCLB*, disaggregated data on Hispanic and limited English proficient (LEP) students has been available at the school, district and state levels. These data show how these subgroups are performing. While the unique characteristics of each state's assessment system make cross-state comparisons inappropriate, the National Assessment of Educational

Figure 2. National Assessment of Educational Progress (NAEP) trends in mathematics scale scores and score gaps for white, black and Hispanic students age 9: 1978–2004



Source: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 2004 Trends in Academic Progress*.

Progress (NAEP),¹⁸ often referred to as the Nation's Report Card, does permit such comparisons and provides a view of national trends of Hispanic student progress (National Center for Education Statistics 2006).

The latest results of the NAEP long-term trend assessments indicate that Hispanic 9-year-olds are reading and doing mathematics at the highest levels since results on the assessments were first reported for Hispanic students in 1975 (see figures 2 and 3, respectively). In fact, test scores dramatically increased for both assessments between 1999 and 2004. This progress, in part, can be attributed to *NCLB*.

On the other hand, while the results were also positive for 13-year-olds in mathematics, they were not in reading (fig. 3). This is an area where there is clearly more work to be done.

The Importance of Academic Preparation

As with all students, Hispanics need the academic preparation and high expectations that highly qualified teachers can provide to help them meet the demands of a knowledge-based global economy. However, they also face some added constraints. Foremost among these is the language barrier. Approximately 4 million of the 9 million Hispanic students in the U.S. are English language learners.¹⁹

Further, nearly half of all Hispanic students attend school in a district that has more than 50 percent Hispanic student enrollment. These students are enrolled in only about 1,000 of the 15,000 school districts in the U.S. These 1,000 districts are located, for the most part, in 11 states: Arizona, California, Colorado, Florida, Illinois, Massachusetts, New Jersey, New Mexico, New York, Texas and Washington. This means that we can look to these districts in these states to see how a sizable segment of the Hispanic student population is being educated.

But the good news is ... that because of high standards and accountability throughout this country, the achievement gap is closing. ... If we didn't measure, we wouldn't know, we'd be just guessing, and it's not worthwhile to guess when a child's future is at stake. ... [T]he world is too competitive to have a lax system in place. And we don't now, with *No Child Left Behind*.

— **President George W. Bush**

Remarks on *NCLB*, Horace Greeley Elementary School, Chicago

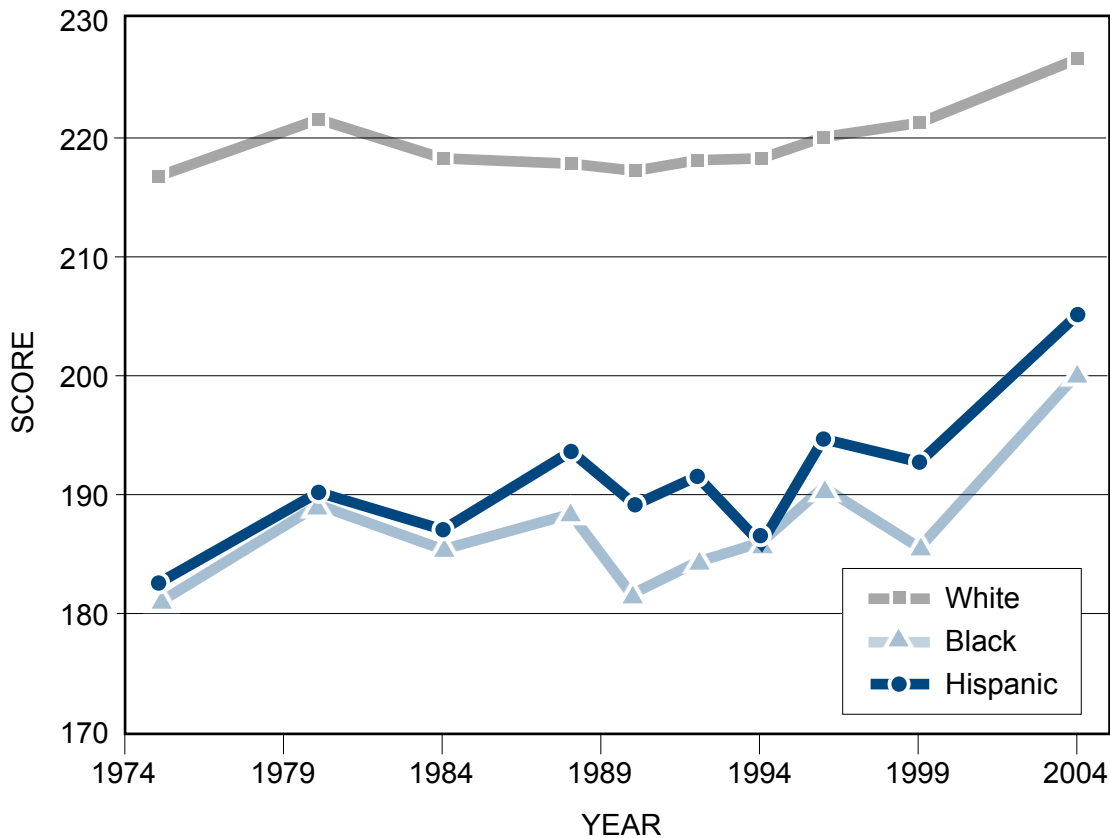
Jan. 7, 2008

¹⁸ The NAEP consists of assessments conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history given to students in every state at various intervals. The NAEP national assessments in mathematics and reading are given to 4th-, 8th- and 12th-graders every two years, while the NAEP long-term trend assessments in mathematics and reading are given to 9-year-olds, 13-year-olds and 17-year-olds every four years.

¹⁹ Data from U.S. Department of Education Consolidated State Performance Reports, 2004–07, available at <http://www.ed.gov/admins/lead/account/consolidated/index.html> (accessed Feb. 6, 2008).

A comparison of state NAEP scores suggests that the states that were pioneers in standards and accountability, such as Massachusetts (fig. 3), Florida (fig. 4) and Texas (fig. 5), produced higher test scores and the most progress in closing the achievement gap. Going forward, the practices in these states will be important factors in determining best practices for improving overall Hispanic academic achievement.

Figure 3. NAEP trends in reading scale scores and score gaps for white, black and Hispanic students age 9: 1975–2004



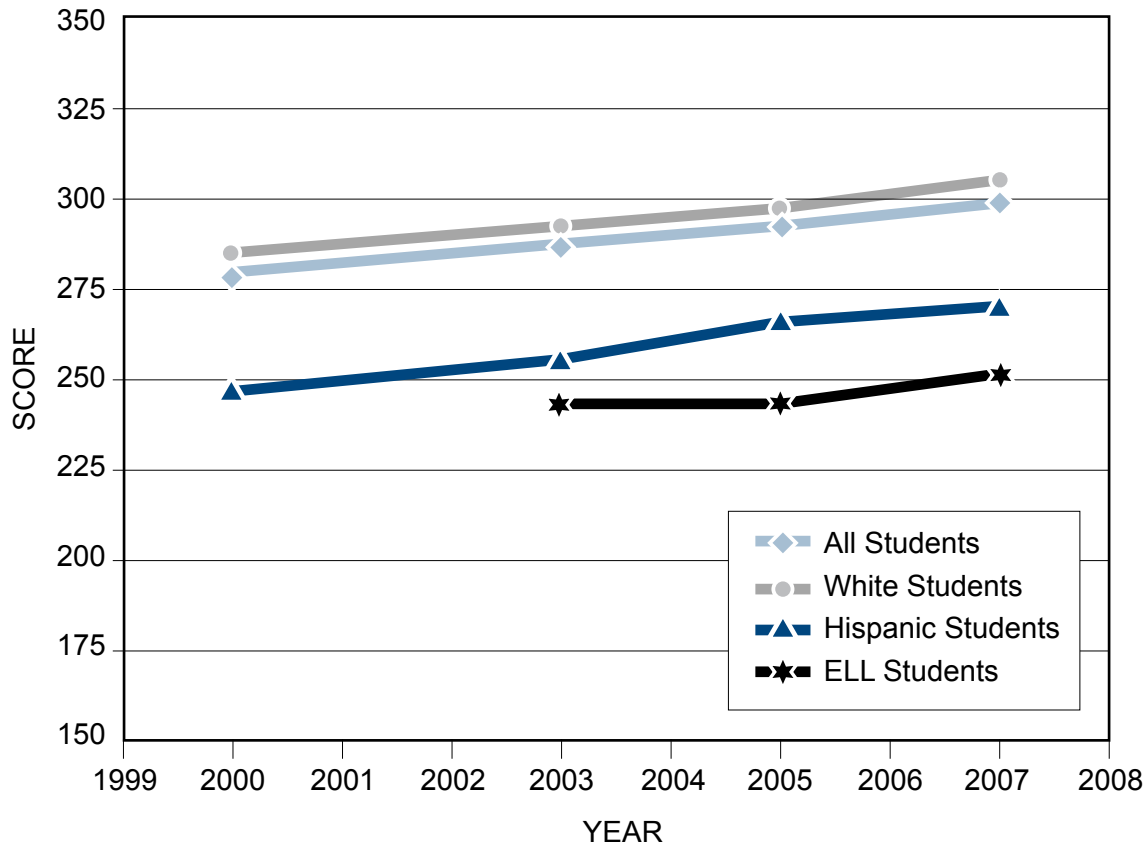
Source: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), *NAEP 2004 Trends in Academic Progress*.

As figures 4–6 illustrate, real progress is being made, particularly in the early grades. However, much more work remains to be done, particularly at the high school level and in the core subject areas of mathematics and science.

High School Dropouts

The high Hispanic high school dropout rate has persisted for far too long. Research, surveys and study after study have shown that Hispanic students fail to complete high school at rates persis-

Figure 4. NAEP trends in mathematics scale scores and score gaps for white, Hispanic and English Language Learners (ELL) eighth-graders attending Massachusetts schools: 2000–07



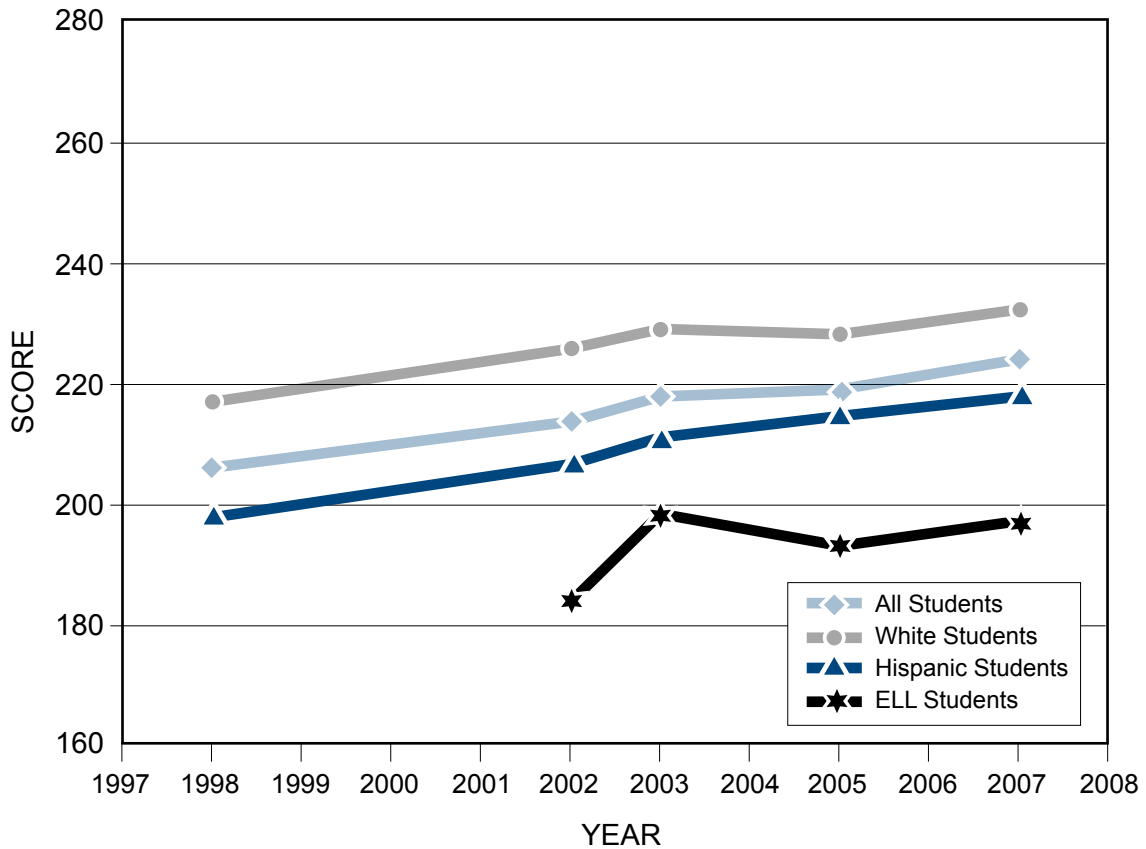
Source: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), NAEP Data Explorer, available at <http://nces.ed.gov/nationsreportcard/nde/> (accessed Aug. 6, 2008).

tently higher than their non-Hispanic peers. Conversely, while the graduation rate was 78 percent for white students and 56 percent for black students in 2002, the graduation rate for Hispanic students was only 52 percent (Green and Winters 2005).

The reasons for this are known: Hispanic students are entering high school reading below grade level; many are not academically prepared in the core subject areas of mathematics and science; and even more have little or no access to highly qualified teachers. In addition, many recent immigrant youths enter U.S. schools at a late age and may have had little or no formal education (or had a formal education of poor quality) in their home countries. Regardless of the circumstances, the consequences for families, communities, and the nation from the lost talent that high school dropouts represent is proving to be too costly, even more so when these dropouts become recruits for gangs, wards of the state, or relegated to the most menial and low-paying jobs.

However, the White House Initiative has been encouraged with recent developments among a range of organizations that have stepped forward to address the exceedingly high rate of high school dropouts in communities nationwide. America’s Promise Alliance, for one, has marshaled

Figure 5. NAEP trends in reading scale scores and score gaps for white, Hispanic and ELL fourth-graders attending Florida schools: 1998–2007

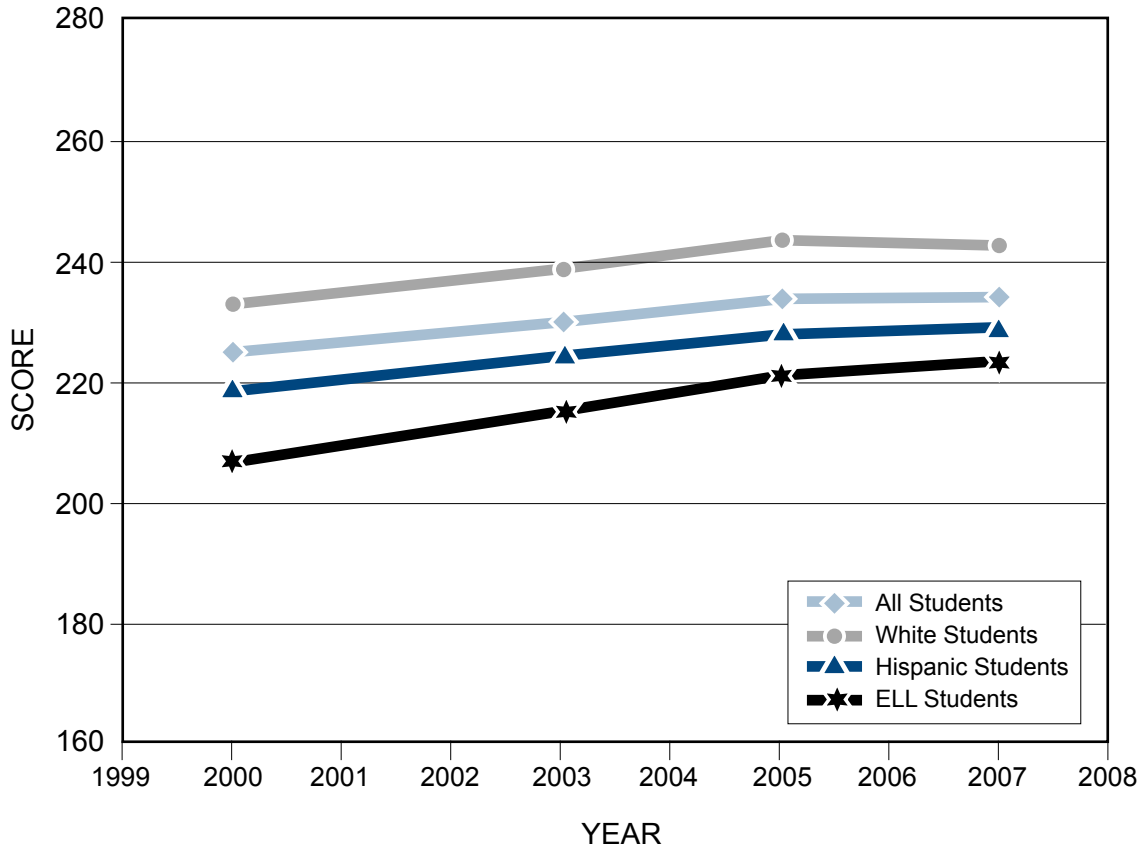


Source: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), NAEP Data Explorer, available at <http://nces.ed.gov/nationsreportcard/nde/> (accessed Aug. 6, 2008).

its partners to implement an ambitious five-year plan to address the high school dropout crisis. As part of this plan, America’s Promise Alliance will sponsor leadership summits over a two-year period in all 50 states and in at least 50 cities by enlisting leaders from all sectors of the community to develop specific plans that strengthen schools and provide youths the “wraparound supports they need.” America’s Promise Alliance’s five-year goal is to improve the lives of 15 million disadvantaged young people. The White House Initiative is committed to working closely with America’s Promise Alliance to support this far-reaching goal.

The Hispanic faith-based community has also undertaken the Hispanic high school dropout issue head on. Hispanic faith-based organizations are mobilizing their networks of churches throughout the country and key stakeholders to tackle the Hispanic high school dropout problem at its source in local communities. As part of this effort, pastors and church leaders will engage and collaborate with city, school and community leaders to develop strategic ways to work with Hispanic youths at risk of dropping out of school. They will employ proven methods that provide Latino students the academic support and rigor needed to graduate from high school and prepare them for the

Figure 6. NAEP trends in mathematics scale scores and score gaps for white, Hispanic and ELL fourth-graders attending Texas schools: 2000–07



Source: U.S. Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), NAEP Data Explorer, available at <http://nces.ed.gov/nationsreportcard/nde/> (accessed Aug. 6, 2008).

workforce or a postsecondary education. Hispanic faith-based leaders and stakeholder partners will advocate for effective after-school programs, caring mentors and alternative schools that will provide students the preparation and motivation they need to succeed academically. The White House Initiative will collaborate with the Hispanic faith-based community to implement the Hispanic high school dropout prevention initiative.

It is anticipated that America’s Promise and Hispanic faith-based leaders will combine their efforts to maximize their effectiveness and reach when it comes to reducing high school dropouts in the Hispanic community. The White House Initiative will also draw on its national network of partners to support these efforts. This Hispanic high school dropout prevention partnership will also enlist the education resources and staff expertise of the U.S. Department of Education to sustain and support this national initiative. Model charter schools, high-performing Hispanic-serving schools and school districts, Parent Information Resource Centers (PIRCs), English- and Spanish-language publications about parental and family options, and financial aid information represent important assets that the Department will supply to support this national effort.

But we cannot stop there, particularly when 90 percent of jobs in the future will require an education beyond high school.²⁰ Even among the Hispanic students who do complete high school, fewer than half pursue a postsecondary education. Of those who do enroll in a college or university, many find themselves taking remedial courses because they did not receive the necessary academic preparation in high school to undertake the rigors of a college education. Clearly then, high school graduation and academic preparation are key to embarking on a successful path to gainful employment or postsecondary degree attainment.

With regard to challenging course work, a recent report by the College Board indicates that Hispanic students are taking AP exams in increasing numbers (College Board 2007). In 2007, the long-standing nationwide gap between Hispanic high school students eligible to take AP exams (14.6 percent) and Hispanic high school students who took AP exams (14 percent) has narrowed dramatically. Florida has again been a standout in this regard. Although Hispanic students comprised 20.7 percent of students eligible to take AP exams, more than 24 percent of Hispanic students took AP exams (College Board 2007). Maintaining this equity is critical to improving secondary education outcomes for Hispanic students.

Therefore, closing the achievement gap and increasing the education attainment of Hispanic students will require:

1. Early childhood cognitive development;
2. Early reading skills;
3. Parental and family involvement;
4. High expectations;
5. Highly qualified teachers and high-quality instruction, especially in mathematics and science;
6. Rigorous academic preparation, especially in the core subject areas of mathematics and science; and
7. Accountability.

All of these are key elements of *NCLB*.

²⁰ The estimate of the percentage of the fastest-growing jobs that will require postsecondary education is from remarks by U.S. Secretary of Labor Elaine L. Chao, on Feb. 22, 2006, at the WIRED Initiative Town Hall Event in Washington, D.C.

But some bright lines must be drawn. Annual assessments are non-negotiable, because what gets measured gets done. This is the heart of accountability. The data must also be reported by student groups—African-Americans, Hispanics, those with special needs—so that those who need the most help aren't hidden behind state[wide] or districtwide averages.

— **Secretary Margaret Spellings**

“Our High Schools Need Help,” *The Washington Post*
April 2, 2005

Helping Schools, Districts and States Meet *NCLB* Standards

Within this framework of education reform, states have been granted expanded flexibility and support to build on the progress of *No Child Left Behind*. These have come in the form of policy initiatives from the U.S. Department of Education.

Growth Models

Growth models allow states to receive credit for improving individual students' performance over time but retain the *NCLB* principles of annual assessment, disaggregation of data, and grade-level proficiency for all students by 2014. To date, 11 states have been approved to implement their models under a pilot program established in November 2005. Based on the promising results of the pilot, ED has opened eligibility to all qualified states.

School Improvement Grants

The U.S. Department of Education awarded a total of \$125 million in School Improvement grants in FY 2008 (U.S. Department of Education 2007). Another \$491 million will be awarded later this year. These grants assist states in taking a greater role in developing and delivering comprehensive leadership and technical assistance to help address problems and reform schools that are not making adequate yearly progress. In addition, the grants will help states and districts fulfill their responsibilities to ensure that all students are reading and doing math on grade level by 2014.

LEP Partnership

The Limited English Proficiency (LEP) Partnership is a U.S. Department of Education initiative designed to improve English language proficiency, reading and mathematics assessments for LEP students. In December 2007, states were invited to undertake an independent and voluntary self-directed review of their state's English-language proficiency standards and assessments. The purpose of engaging states in this process is to enlist their help in developing high-quality assessments tailored to meet the academic needs of LEP students.

Expanding Options and Choices for Parents and Families

President Bush has proposed helping more students take advantage of *NCLB*'s free tutoring by ensuring that school districts notify parents when their children are eligible to receive such services and by requiring those districts to use the full federal funds set aside for tutoring and school choice. Combined with parental involvement activities, providing timely information about these options and choices will empower parents and families to make informed decisions about their children's education.

The Future of *No Child Left Behind*

In early 2008, Secretary Margaret Spellings proposed new regulations to strengthen and clarify *No Child Left Behind (NCLB)* for Title I and Title III schools.²¹ These regulations build on *NCLB*'s positive results and adhere to the law's core principles of testing annually, publishing data and helping schools that fall behind.

Proposed Regulations for Title I

The proposed regulations for Title I focused on improved accountability and transparency, uniform and disaggregated graduation rates, and improved parental notification regarding supplemental education services and public school choice. This information is vital to empower Hispanic parents to make informed decisions about their children's education. It also helps states and districts implement *NCLB* provisions that affect thousands of students nationwide, including the more than 9 million Hispanic students in the public school system.

Assessment, Accountability, and Transparency

The proposed regulations clarified elements of the law requiring school systems to be accountable for results and requiring transparency in their reporting to parents and the public. In particular, the proposed regulations explained that measures of student academic achievement within a subject area may include multiple types of questions (e.g., multiple choice or extended response) and multiple assessments (e.g., reading and writing assessment to measure reading and language arts). They also require states to publish data from the Nation's Report Card alongside data from the states' own test results to provide greater transparency about a state's standards and assessments as they compare to other states nationwide.

²¹ Title I schools are those schools with a high number of students on free or reduced-price lunches. Title III funds are distributed to states based on a formula that takes into account the number of immigrant and LEP students in each state.

Furthermore, a state's accountability system in reporting these academic assessments must ensure inclusion of all subgroups of students, such as Hispanics and English language learners.²²

As a result of the Department's growth model pilot program, the proposed regulations also outlined criteria that states must meet to incorporate individual student progress into a state's definition of Adequate Yearly Progress (AYP) for academic achievement. If a state fails to meet the AYP for a given year, it will be deemed to be "in need of improvement." If the same school fails to meet AYP for two consecutive years, then parents may take advantage of public school choice options (i.e., sending their children to another school within the district) as well as supplemental educational services (SES), such as tutoring.

With regard to accountability, the regulations strengthened the provisions of the law in this area by requiring restructuring interventions to be more rigorous and address the reasons behind the school's performance. For example, in restructuring a school the district may replace the principal under *NCLB* guidelines; however, replacing the principal alone would not be sufficient to constitute proper restructuring.

Finally, in light of the more technical needs of the states, the Department proposed the creation of a National Technical Advisory Council. The council will include experts in the fields of education standards, accountability systems, statistics and psychometrics. These individuals will be charged with advising the Department on highly complex and technical issues to ensure state standards and assessments are of the highest technical quality.

Uniform and Disaggregated Graduation Rates

Under the proposed regulations, not only will states be required to set a graduation rate goal, but by school year 2012–13 states will be required to disaggregate the data by subgroups at the school and district levels. With Hispanics representing about 20 percent of public school enrollment and graduating at a rate of 64.4 percent, a uniform graduate rate among all states is necessary to evaluate progress within the Hispanic community. Thanks to the work of the National Governor's Association (NGA), the pro-

²² To ensure accuracy and avoid distortions when the number of students in a category is insufficient to yield statistically reliable information the law permits states to set a minimum number in defining a student subgroup, called an "N-size." However, there are many students and subgroups of students whose achievement data are excluded from the adequate yearly progress (AYP) in light of large minimum subgroup sizes, the "N-size." The proposed regulations require states to ensure the maximum number of students and subgroups are included in AYP determinations and they must include the number and percent of students and subgroups excluded from school-level accountability determinations in their accountability workbooks.

posed regulations would require that all states use the uniform graduate rate agreed to by the NGA to show how many incoming freshman in a given high school graduate within four years. This formula will more accurately calculate how many students graduate from high school on time and how many drop out.²³ Moreover, this data will be made public so that educators and parents can compare how students of every race, background and income level are performing.

Improved Parental Notification

Several of the proposed regulations in Title I serve to inform parents about the education opportunities for students located within districts classified as “in need of improvement.” When a school fails to meet AYP, the proposed regulations required school districts to notify parents in a clear and timely manner about their public school choice and SES options. Specifically, states will need to make more information available to the public about available tutoring providers, including information on the district’s Web site regarding the number of students who were eligible for and who participated in SES. The Web site also will list approved supplemental educational services providers and their locations.

This information will be clearly distinguishable from other information sent to parents notifying them that their child’s school is in improvement status. States also will be required to develop, implement and publicly report the standards and techniques they use to monitor how districts implement SES requirements. Most importantly, information will be provided to parents about the effectiveness of services with regard to helping students improve. School districts must notify parents of their available options as far in advance as possible and no later than 14 days before the start of school. In this way, parents will have adequate time to exercise their school choice option by sending their children to a better performing school within the district before the school year begins.

Proposed Regulations for Title III

NCLB, for the first time, required states to implement: English language proficiency (ELP) standards aligned with the state academic content and student academic achievement standards in English language arts and

²³ States will be allowed to use an interim calculation on a transitional basis, but every high school in every state will be required to report new graduation rates for accountability purposes no later than 2013. In the meantime, each state will be responsible for setting a graduation rate goal and for disaggregating data by subgroup to report and determine AYP. Beginning in the 2008–09 academic year, in order to make AYP, a school or district would have to meet the graduation goal or demonstrate their continuous and substantial improvement from the prior year

reading and mathematics; ELP assessments aligned to the ELP standards; and meaningful accountability to ensure that the more than 5 million limited English proficient (LEP) students in the nation's public school system acquire the English skills they need to attain high levels of academic achievement and meet the same challenging state academic content and student achievement standards that all children in America are expected to meet.

In keeping with this philosophy, the English language proficiency standards are based on four language domains: speaking, listening, reading and writing. Each state must administer annually to students valid and reliable assessments that provide for the evaluation of LEP students' proficiency levels in all four domains and comprehension in English. In addition, states must set annual measurable achievement objectives (AMAOs)²⁴ to be met by school districts and states.²⁵ States will then determine if the school districts are meeting those targets.

The proposed regulations for Title III provided interpretations regarding the administration of English language proficiency assessments, the implementation of annual measurable achievement objectives, and state and local implementation of Title III accountability.

Assessments for AMAO 1 and 2

States are required to develop AMAOs that include annual increases or a percentage of LEP students making progress in learning English, as well as students attaining English proficiency by the end of each school year. The proposed regulations clarified that in assessing achievement for "progress" AMAO 1 in English, states will be able to base their student performance and accountability target on assessment results derived from either separate student performance levels or scores in each of the language domains; or a composite score of all domains. In addition, a state may determine AMAO 1 targets based on progress in one or more of the language domains.

The regulations explained that given the nature of language acquisition,

²⁴ An annual measurable achievement objective (AMAO) is a performance objective, or target, for English language learners that local education agencies (LEAs) that receive Title III subgrants must meet each year. All LEAs receiving a Title III subgrant are required to meet the two English language proficiency AMAOs and a third academic achievement AMAO based on AYP information. AMAOs are divided into three groups: AMAO 1, LEP students making progress in English proficiency; AMAO 2, LEP students attaining English proficiency; and AMAO 3, the adequate yearly progress for the LEP subgroup.

²⁵ In this section, *school districts* refers to all subgrantees under Title III, which include LEAs, groups of LEAs and consortias.

LEP students may make meaningful progress in learning English without necessarily making progress in each domain. Conversely, a LEP student who is deemed “proficient” in English must have acquired adequate skills in each of the language domains as grade level expectations become more challenging in order to succeed academically when the language of instruction is English.

AMAO 2 is intended to be the completion point where students have achieved the skills in each of the language domains to be considered “proficient” in English. Attaining proficiency in each domain is a critical factor in assessing the curriculum and achieving high levels of academic proficiency. The proposed regulation clarifies that students must reach, and AMAO 2 must reflect, a proficient level of performance in each of the domains.

Accountability for LEP Students: Annual Measurable Achievement Objectives

The proposed regulations would require states to include all LEP students served by programs under Title III in all three AMAO targets, calculations and determinations. The Title III accountability provision (AMAO 1 and 2) applies to the states and subgrantees. The AMAOs are another accountability provision used to measure the progress of LEP students in English (AMAO 1) and attainment of English proficiency (AMAO 2) within a school district. The third AMAO (AMAO 3) is based on whether the LEP subgroup in the state and in its local education agencies (LEAs) under Title I make AYP in English language arts and reading and mathematics. AMAO 3 is calculated at the school, LEA and state levels. In light of the fact that some LEP students were being excluded from AMAO calculations, under the proposed regulations, states would be required to include all LEP students in their AMAO targets, determinations and calculations of whether a district has meet its AMAOs for that year. These regulations will ensure that all LEP students are accounted for by states and school districts regarding language proficiency and academic achievement.

State and Local Implementation

The proposed regulations also address state and local implementation of Title III provisions. For example, some states use certain criteria in addition to the annual ELP assessment to determine whether the subgrantee met AMAO 2 (“proficient”) for purposes of accountability under Title III; however, they then use different criteria to determine whether the student has achieved proficiency and is ready to exit the LEP program under Title I.

The proposed regulations require states to utilize consistent criteria in the

definition of English language proficiency for the purpose of setting AMAO 2 targets and determining that students from the LEP subgroup no longer need services under Title III and are prepared to exit the LEP subgroup under Title I. States must define AMAO 2 criteria consistent with criteria to exit LEP status under Title I AYP. The proposed interpretations permit states to allow to apply minimum subgroup sizes to AMAOs under Title III that are consistent with the minimum size group policies that the state applies to the AYP LEP subgroup and that have Department approval.

If a school district fails to meet AMAOs for two consecutive years, under the proposed regulations, states will be required to have the districts develop an improvement plan. The plan must specifically address the factors that prevented the district from meeting its AMAOs. If the district fails for four consecutive years, the state will be required to take actions including, but not limited to, modifying the curriculum, program and method of instruction of the district, or by replacing educational personnel. Of most importance to parents, the proposed regulations detail the states' responsibility to ensure that districts communicate with parents the results of AMAOs. Specifically, states will be required to notify the parents of LEP students each time a school district does not meet its AMAOs. With this information, parents of LEP students will be better equipped to address issues in their schools and demand accountability.

At the time this publication was written, these proposed regulations were still out in the field for public comment. It was the Department's intention to have the final regulations published by Nov. 1, 2008. These proposed regulations and other policy initiatives will help states to ensure that students in low-performing schools will reach grade-level proficiency by 2014.

It is critical that we reach these targets to ensure our children have the academic preparation they need to meet the demands of an increasingly competitive global economy.

Future Promise

This emphasis on academic preparation, especially today, is well founded, because the world has changed. Immigrants to our nation at the turn of the previous century could enter the industrial-based economy with little or no education. If they had a strong back and a willingness to work they could continue to work in hourly wage jobs for years with limited English skills.

We live in a knowledge-based economy—an economy that requires literacy, knowledge, skills and training to compete for today's jobs. This means we must prepare our children to fill these jobs within one generation.

There is no better time than the present to reinforce the principles of education reform and the promise that *NCLB* holds for closing the academic achievement gap for Hispanic children. As educators, leaders, policymakers, parents, family members and concerned citizens, we must redouble our efforts to ensure that all of our children are reading and doing math at grade level. We, as a nation, cannot afford to expect anything less.

Conclusion

A system that doesn't hold people to account assumes that certain children cannot learn, and that it's acceptable to shuffle them through school. Well, that's not acceptable in America, to shuffle children through school. That's what I have called the soft bigotry of low expectations.

— **President George W. Bush**

Remarks on *NCLB* Reauthorization at the Waldorf=Astoria
Sept. 26, 2007

In the six years since *No Child Left Behind* was passed by Congress, education reform has been a factor in improving education outcomes and closing the achievement gap for Hispanic students—a gap that has persisted for decades. It is also clear that this progress can be attributed in part to *NCLB* and the education reform that is taking place in classrooms across the country. This momentum is drawing energy from the involvement of Hispanic parents, families and communities. And more and more stakeholders are stepping up to do their part to contribute to this success. Now, more than ever before, closing the achievement gap is within the reach of every state, school and school district.

Moreover, our base of knowledge about the state of Hispanic education has increased dramatically in the last few years. We know much more about what has contributed to the low education attainment of Hispanic students in the past. More importantly, we now know what it takes to improve education outcomes for these students. We also possess the tools, information and resources to accelerate the academic achievement of Hispanic Americans. What remains is the willingness to act on this knowledge: to form new collaborations, disseminate information far and wide, engage public and private organizations—small, medium and large—and to enlist parents and families as full partners in these efforts. Instead of waiting on something or someone else, we can and must accept responsibility for doing our part to close the academic achievement gap for Hispanic students. A growing number of stakeholders in the Hispanic community are doing just that, and more are joining these ranks every day. It is in all our interests that we become part of this growing effort.

After all, providing a Hispanic student with a quality education can transform the economic well-being of a family in just one generation. Multiply this a hundred times, and we can transform the health and vitality of an entire community. Expand this across the country and we can help secure the future prosperity of the nation.

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Appendixes

Appendix A:



Federal Register

**Wednesday,
October 17, 2001**

Part III

The President

**Executive Order 13230—President's
Advisory Commission on Educational
Excellence for Hispanic Americans**

**Proclamation 7485—National School
Lunch Week, 2001**

**Proclamation 7486—White Cane Safety
Day, 2001**

Presidential Documents

Title 3—**Executive Order 13230 of October 12, 2001****The President****President's Advisory Commission on Educational Excellence for Hispanic Americans**

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, strengthen the Nation's capacity to provide high-quality education, and increase opportunities for Hispanic Americans to participate in and benefit from Federal education programs, it is hereby ordered as follows:

Section 1. There is 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. Twenty-one of the members shall be appointed by the President. Those members shall be representatives of educational, business, professional, and community organizations who are committed to improving educational attainment within the Hispanic community, as well as other persons deemed appropriate by the President. The President shall designate two of the appointed members to serve as Co-Chairs of the Commission. The other four members of the Commission shall be ex officio members, one each from the Department of Education, the Department of Housing and Urban Development, the Department of the Treasury, and the Small Business Administration. The ex officio members shall be the respective Secretaries of those agencies and the Administrator of the Small Business Administration, or their designees.

Sec. 2. The Commission shall provide advice to the Secretary of Education ("Secretary") and shall issue reports to the President, as described in section 7 below, concerning:

(a) the progress of Hispanic Americans in closing the academic achievement gap and attaining the goals established by the President's "No Child Left Behind" educational blueprint;

(b) the development, monitoring, and coordination of Federal efforts to promote high-quality education for Hispanic Americans;

(c) ways to increase parental, State and local, private sector, and community involvement in improving education; and

(d) ways to maximize the effectiveness of Federal education initiatives within the Hispanic community.

Sec. 3. There is established, in the Department of Education, an office called the White House Initiative on Educational Excellence for Hispanic Americans (Initiative). The Initiative shall be located at, staffed, and supported by the Department of Education, and headed by a Director, who shall be a senior level executive branch official who reports to the Secretary. The Initiative shall provide the necessary staff, resources, and assistance to the Commission and shall assist and advise the Secretary in carrying out his responsibilities under this order. The staff of the Initiative shall gather and disseminate information relating to the educational achievement gap of Hispanic Americans, using a variety of means, including conducting surveys, conferences, field hearings, and meetings, and other appropriate

vehicles designed to encourage the participation of organizations and individuals interested in such issues, including parents, community leaders, academicians, business leaders, teachers, employers, employees and public officials at the local, State, and Federal levels. To the extent permitted by law, executive branch departments and agencies 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.

Sec. 4. Executive branch departments and agencies, to the extent permitted by law and practicable, 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 closing the academic achievement gap and in achieving the goals of the President's "No Child Left Behind" education blueprint. Where adequate data are not available, the Commission shall suggest the means for collecting the data. In accordance with the accountability goals established by the President, executive branch departments and agencies involved in relevant programs shall report to the President through the Initiative by September 30, 2002, on:

(a) efforts to increase participation of Hispanic Americans in Federal education programs and services;

(b) efforts to include Hispanic-serving school districts, Hispanic-serving institutions, and other educational institutions for Hispanic Americans in Federal education programs and services;

(c) levels of participation attained by Hispanic Americans in Federal education programs and services; and

(d) the measurable impact resulting from these efforts and levels of participation. The Department of Education's report also shall describe the overall condition of Hispanic American education and such other aspects of the educational status of Hispanic Americans, as the Secretary considers appropriate.

Sec. 5. Insofar as the Federal Advisory Committee Act, as amended (5 U.S.C. App), may apply to the Commission, any functions of the President under that Act, except that of reporting to the Congress, shall be performed by the Department of Education in accordance with the guidelines that have been issued by the Administrator of General Services.

Sec. 6. (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) To the extent permitted by law, the Department of Education shall provide funding and administrative support for the Commission and the Initiative.

Sec. 7. The Commission shall prepare and submit an interim and final report to the President outlining its findings and recommendations as follows:

(a) The Commission shall submit an Interim Report no later than September 30, 2002. The Interim Report shall describe the Commission's examination of:

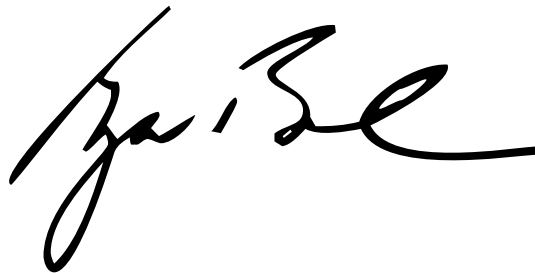
(i) available research and information on the effectiveness of current practices at the local, State, and Federal levels in closing the educational achievement gap for Hispanic Americans and attaining the goals established by the President's "No Child Left Behind" educational blueprint;

(ii) available research and information on the effectiveness of current practices involving Hispanic parents in the education of their children; and

- (iii) the appropriate role of Federal agencies' education programs in helping Hispanic parents successfully prepare their children to graduate from high school and attend post secondary institutions.
- (b) The Commission shall issue a Final Report no later than March 31, 2003. The Final Report shall set forth the Commission's recommendations regarding:
 - (i) a multi-year plan, based on the data collected concerning identification of barriers to and successful models for closing the educational achievement gap for Hispanic Americans, that provides for a coordinated effort among parents, community leaders, business leaders, educators, and public officials at the local, State, and Federal levels to close the educational achievement gap for Hispanic Americans and ensure attainment of the goals established by the President's "No Child Left Behind" educational blueprint.
 - (ii) the development of a monitoring system that measures and holds executive branch departments and agencies accountable for the coordination of Federal efforts among the designated executive departments and agencies to ensure the participation of Hispanic Americans in Federal education programs and promote high-quality education for Hispanic Americans;
 - (iii) the identification of successful methods employed throughout the Nation in increasing parental, State and local, private sector, and community involvement in improving education for Hispanic Americans;
 - (iv) ways to improve on and measure the effectiveness of Federal agencies' education programs in ensuring that Hispanic Americans close the educational achievement gap and attain the goals established by the President's "No Child Left Behind" educational blueprint; and
 - (v) how Federal Government education programs can best be applied to ensure Hispanic parents successfully prepare their children to attend post secondary institutions.

Sec. 8. The Commission shall terminate 30 days after submitting its final report, unless extended by the President.

Sec. 9. Executive Order 12900 of February 22, 1994, as amended, is revoked.



THE WHITE HOUSE,
October 12, 2001.

Appendix B:

President's Advisory Commission on Educational Excellence For Hispanic Americans

Oct. 12, 2001–March 31, 2003

Cochairs

Frank Hanna, Atlanta
Enedelia Schofield, Hillsboro, Ore.

Members

Micaela Alvarez, McAllen, Texas
Christopher J. Barbic, Houston
Fernando (Frank) Caldeiro, League City, Texas
José G. Canchola, Tucson, Az.
Jaime A. Escalante, Roseville, Calif.
Charles P. Garcia, Boca Raton, Fla.
Norma S. Garza, Brownsville, Texas
Alexander Gonzalez, San Marcos, Calif.
Miguel A. Hernandez, Jr., Sea Brook, Texas
Rev. Jose Hoyos, Dale City, Va.
Patricia J. Mazzuca, Philadelphia
Francisco J. Paret, Palo Alto, Calif.
Altagracia (Grace) Ramos, Beavercreek, Ohio
Van D. Romero, Albuquerque, N.M.
Jon Secada, Miami
Ofelia Saenz Vanden Bosch, Wimberly, Texas
Rene Vazquez, San Juan, Puerto Rico
Octavio J. Visiedo, Coral Gables, Fla.

Ex-Officio Members

Administrator Hector Barreto, U.S. Small Business Administration
Secretary Mel Martinez, U.S. Department of Housing and Urban Development
Secretary Rod Paige, U.S. Department of Education
Secretary John W. Snow, U.S. Department of the Treasury

Ex-Officio Designees

Fred C. Armendariz, U.S. Small Business Administration
Anna Maria Farias, U.S. Department of Housing and Urban Development
Maria Hernandez Ferrier, U.S. Department of Education
Treasurer Rosario Marin, U.S. Department of the Treasury

Appendix C:

Partner Organizations of the Partnership for Hispanic Family Learning

A

Academy of Multilingual Immersion Studies—Cincinnati Public Schools, Cincinnati, Ohio
Acción Social Comunitaria, St. Louis, Mo.
Administration for Children and Families, Head Start Bureau, Washington, D.C.
Albuquerque Public Schools, Albuquerque, N.M.
Alcanzando Metas Foundation, Washington, D.C.
Alianzas, Kansas City, Mo.
Alianza Ministerial Hispana Area McAllen, Edinburg, Texas
Alliance for Children and Families, Washington, D.C.
Alliant International University, San Diego, Calif.
Altavista Faith-Based Initiative Corporation, Carrollton, Texas
Alternate Learning & Career Center, Toledo, Ohio
Alverno College, Milwaukee, Wis.
America's Promise Alliance, Washington, D.C.
American Association of Community Colleges, Washington, D.C.
America's Tutors by Talking Page, Newport Beach, Calif.
Anne Arundel County Public Schools, Annapolis, Md.
Antelope Valley College, Lancaster, Calif.
APREMAT/USA, Napa, Calif.
Archdiocese of Washington, Washington, D.C.
Arizona Fathers and Families Coalition, Inc., Phoenix, Ariz.
Arroyo Valley High School, San Bernardino, Calif.
Association of Latino Administrators and Superintendents (ALAS), Lawrence, Mass.
Asyncrib & Associates, Fairfax, Va.
Aurora Public Schools, Aurora, Colo.
AVANCE—Austin, Austin, Texas
AVANCE—San Antonio, San Antonio, Texas
AVANCE—Río Grande Valley, McAllen, Texas
Austin Community College, Austin, Texas

B

Baldwin Park Unified School District, Baldwin Park, Calif.
Baltimore City Public Schools, Baltimore, Md.
BASA—Logros Institute: Center for Latino Achievement & Advancement, Edgewater, N.J.
Bayside High School, Clearwater, Fla.

Beaver Ridge Elementary School, Gwinnett County Public Schools, Norcross, Ga.
Bentiva Education Solutions, Arlington, Texas
Bert Corona Leadership Institute, Washington, D.C.
Better English-Spanish Translations, St. Louis, Mo.
Better Executive Spanish Teaching, Chesterfield, Mo.
Bienestar Family Services, Denver, Colo.
Bilingual Schools Association, Miami, Fla.
Birth to Three and Parenting Now! Eugene, Ore.
Blue Ridge Community College, Flat Rock, N.C.
Boys & Girls Clubs of America, Atlanta, Ga.
Boys & Girls Clubs of Greater Houston, Inc., Houston, Texas
Bridgeport School District, Bridgeport, Wash.
Bronx Community College, Bronx, N.Y.

C

C2 Education, Lilburn, Ga.
Cable in the Classroom, Washington, D.C.
Camino Real Early Childhood Intervention, Lytle, Texas
CampInteractive, Bronx, N.Y.
Carlsbad Literacy Programs, Carlsbad, N.M.
Casa Durango, Lynwood, Calif.
Casa Guanajuato, Moline, Ill.
Catholic Charities, Salina, Kan.
Cathedral CDC Social Services, Perth Amboy, N.J.
Cedar Valley Publishing, Fredonia, Wis.
Celebrate Childhood, Cumming, Ga.
Center for Children & Families, Education Development Center, Newton, Mass.
Center for Civic Education, Calabasas, Calif.
Center for the Education & Study of Diverse Populations (CESDP), Española, N.M.
Center for Excellence in Early Education, Miami, Fla.
Center for Help, Annapolis, Md.
Center for Intercultural Teaching and Learning, Goshen, Ind.
Central State University, Wilberforce, Ohio
Centro Comunitario Nueva Esperanza (New Hope Community Center), Hialeah, Fla.
Centro de la Comunidad Unida, Milwaukee, Wis.
Centro Latino de Salud, Educación y Cultura, Columbia, Mo.
César Chávez Public Charter School for Public Policy, Washington, D.C.

CCA Alliance, Inc., Houston, Texas
CHE—Concerned Hispanic Evangelicals,
Houston, Texas
Chicanos por la Causa, Inc., Phoenix, Ariz.
Chino Valley Unified School District, China, Calif.
The Choice Is Yours, Inc., Camden, N.J.
Christ the King School, Corpus Christi, Texas
Cincinnati State, Cincinnati, Ohio
City and County of Denver, Denver, Colo.
Clara Louise School, Lawrenceville, Ga.
Clear Channel, Rockville, Md.
Coalition for Hispanic Family Services, Brooklyn, N.Y.
College Board, San Jose, Calif.
College Bound Hispanics, Aspen, Colo.
College of Santa Fe, Santa Fe, N.M.
College Summit, Washington, D.C.
Colorado State Library, Office of Community Outreach,
Denver, Colo.
Colorado Statewide Parent Coalition, Westminster,
Colo.
Columbia Explorers Academy, Local School Council,
Chicago, Ill.
Community Action, Inc., of Hays, Caldwell and Blanco
Counties, San Marcos, Texas
Community/Family Counseling Programs, Los
Angeles, Calif.
Community Health Choice, Houston, Texas
Community Resource Project, Inc., Sacramento, Calif.
Conrad Schools of Science, Wilmington, Del.
Coolidge High School, Coolidge, Ariz.
Competitive Crisis Council, South Pasadena, Calif.
Crystal City ISD, Crystal City, Texas
Conn. Parent Plus, Canton, Conn.
Copernicus Project, UC Riverside, Riverside, Calif.
Cuatro Media, Inc. New York, N.Y.
Cuban American National Council, Miami, Fla.
Cup of Living Water, Pennington, N.J.

D

DC ParentSmart, Washington, D.C.
Delmarva Rural Ministries Inc, Dover, Del.
Denver Public Schools, Denver, Colo.
Dialogue on Diversity, Inc., Washington, D.C.
Dorcas Place Adult & Family Learning Center,
Providence, R.I.
Dr. Martin Luther King Jr., Elementary, Santa Ana,
Calif.
Drug-Free Communities Commission,
New London, Wis.

E

East Wake Middle School, Raleigh, N.C.
EDUCalif.MEXUS, Tucson, Ariz.

Educational Broadcasting Corporation, New York, N.Y.
Educational Policy Institute, Virginia Beach, Va.
Edunet24, Erlanger, Ky.
El Centro Inc., Kansas City, Kan.
El Puente CDC dba KidWorks, Santa Ana, Calif.
El Valor, Chicago, Ill.
Elia Enterprises, Las Vegas, Nev.
ELL Educational Services, School District U-46, Elgin, Ill.
Encourage Tomorrow, Fresno, Calif.
E.N.L.A.C.E., Kerrville, Texas
Engaging Latino Communities in Education (ENLACE)
New Mexico, Albuquerque, N.M.
English Works, Layton, Utah
Enrich Task Force, Burlington, N.C.
EOPA/Toledo Head Start, Toledo, Ohio
Escuela de Guadalupe, Denver, Colo.
Esperanza USA, Orlando, Fla.
Eugene School District 4J, Eugene, Ore.
Everest College Online, Tempe, Ariz.

F

1492 Media Inc, San Juan Capistrano, Calif.
FAME Public Charter School, Brentwood, Calif.
Families in Schools, Los Angeles, Calif.
Families Together, Inc., Wichita, Kan.
Families Together of Orange County, Santa Ana, Calif.
Fathers Active in Communities & Education (FACE),
New Braunfels, Texas
Feldstein Family Literacy Program, Malden, Mass.
First Book, Washington, D.C.
First Step Fund, Kansas City, Mo.
Florida Department of Education, Office of Equity and
Access, Tallahassee, Fla.
Florida International University, Office of Diversity &
International Programs, Miami, Fla.
Focus on the Family, Colorado Springs, Colo.
Foreign Language Academy, Kansas City, Mo.
Fox Entertainment Group, Los Angeles, Calif.
Fresno Pacific University, Fresno, Calif.
Frida Kahlo Community Organization, Chicago, Ill.
Fulton County Juvenile Court, Atlanta, Ga.

G

Gary's Kids, Sandy, Utah
GEMAS Consulting, Pomona, Calif.
GEM'S GEMS Books for Kids, El Paso, Texas
Georgia Charter Schools Association, Atlanta, Ga.
The Georgia Project, Dalton, Ga.
Generación Floreciente, Salt Lake City, Utah
Georgia Charter Schools Association, Atlanta, Ga.
Georgia Department of Education, Atlanta, Ga.
Georgia Gwinnett College, Lawrenceville, Ga.

Georgia Foundation of Independent Colleges, Atlanta, Ga.
Georgia Medical Institute, Powder Springs, Ga.
Georgia State Board of Education/Latino Commission, Norcross, Ga.
Georgetown Public Policy Institute, Washington, D.C.
Girl Scout Council of the Nation's Capital, Manassas, Va.
Girl Scouts of the USA, New York, N.Y.
Goes Consulting, Atlanta, Ga.
Governor's Advisory Council on Hispanic Affairs, New Castle, Del.
GreatSchools, San Francisco, Calif.
Grupo Amistad Visión, Soquel, Calif.
Guidance Center, Southgate Center, Mich.

H

Habla el Día/Stanford, Stanford, Calif.
Harvest America Corporation, Garden City, Kan.
HBoard of Ed, New Milford, N.J.
Head Start, Houston, Texas
H.E. Butt Grocery Company, Spring, Texas
Health Net of California, Pasadena, Calif.
Hermandad de Sigma Iota Alpha, Inc., Washington, D.C.
Hidalgo ISD, Hidalgo, Texas
Hispanic & Latin American Research Program, University of Texas at Tyler, Tyler, Texas
Hispanic College Fund, Washington, D.C.
Hispanic Council for Reform and Educational Options (CREO), Washington, D.C.
Hispanic Engineers National Achievement Awards Conference (HENAAC), Los Angeles, Calif.
Hispanic Family Initiative, Houston, Texas
Hispanic Heritage Foundation, Washington, D.C.
Hispanic Housing & Education Corp., Houston, Texas
Hispanic Information & Telecommunications Network, Inc., New York, N.Y.
Hispanic Scholarship Consortium, Austin, Texas
Hispanic Scholarship Fund, San Francisco, Calif.
Hispanic Scholarship Fund Institute, Washington, D.C.
Hispanic Youth Foundation, Fairfax, Va.
Hispanics for Opportunity, Progress & Education (HOPE), Austin, Texas
HITN, Brooklyn, N.Y.
Home Education Livelihood Program, Inc., (HELP) New Mexico, Albuquerque, N.M.
Hope Community Foundation, Vineland, N.J.
Horry County School Districts, Myrtle Beach, S.C.
Hot 92.3—Heritage Begins Within, Los Angeles, Calif.
Houghton-Mifflin Company, Boston, Mass.

I

IAA College, Phoenix, Ariz.
Idaho Commission on Hispanic Affairs, Boise, Idaho
Iglesia de Cristo, Misión Elim, Los Angeles, Calif.
Iglesia Evangélica Hispana UCC, Pawtucket, R.I.
Illinois First Amendment Center, Springfield, Ill.
Indiana State Commission on Hispanic/Latino, Indianapolis, Ind.
Inland Empire Future Leaders, San Bernardino, Calif.
Inner City Struggle, Los Angeles, Calif.
Institute of International Education, New York, N.Y.
Institute for Global Commerce and Government, Tracy, Calif.
Institute for Latino Studies, University of Notre Dame, Notre Dame, Ind.
Interbusiness Institute, Chicago, Ill.
Intercultural Development Research Association (IDRA), San Antonio, Texas
Interstate Migrant Education Council (IMEC), Washington, D.C.
Inter-University Program for Latino Research, Washington, D.C.
Iowa Division of Latino Affairs, Des Moines, Iowa
ISTA, Los Angeles, Calif.

J

JA Worldwide, Colorado Springs, Colo.
Jehovah Jireh Outreach (A Church Beyond the Walls), Manning, S.C.
Junior Achievement, El Paso, Texas
Junior Achievement—Rocky Mountain Inc., Denver, Colo.

K

KIPP LA Prep, Los Angeles, Calif.
Knowledge Alliance, Washington, D.C.

L

La Casa Latina, Sioux City, Iowa
La Causa Inc, Milwaukee, Wis..
Lafayette Parish School System, Lafayette, LA
LA SED, Inc., Detroit, Mich.
Lake City Hispanic House, Lake City, Fla.
Latin American Association, Atlanta, Ga.
Latin American Community Center, Wilmington, Del.
Latin American Youth Center, Washington, D.C.
Latin Business Association (LBA), Los Angeles, Calif.
Latino Art Beat, Chicago, Ill.
Latino Education Institute at Worcester State College, Worcester, Mass.
Latino Educational Issues Roundtable, Fresno, Calif.
Latino Initiatives for the Next Century-TELACU Education Foundation, Chicago, Ill.

Latino Leadership Alliance of Bucks County, Bristol, Pa.
 Latino Print Network, Carlsbad, Calif.
 Latino Scholastic Achievement Corp., Whittier, Calif.
 Launch Pad—The Center for Hope and Building Dreams, Austin, Texas
 Laurens 55 District High School, Laurens, S.C.
 LAUSD Sunrise Elementary School, Los Angeles, Calif.
 Lawn Manor Primary School, Palos Heights, Ill.
 Learning Dollars Bank, Fairfax, Va.
 Learning Leaders, New York, N.Y.
 The Learning Source for Adults and Families, Lakewood, Colo.
 Lincoln-Martí Schools, Miami, Fla.
 Los Angeles City College, Los Angeles, Calif.
 Los Kitos Entertainment, LLC, Santa Ana, Calif.
 LUPE—La Unión del Pueblo Entero, Fresno, Calif.
 Lyford C.I.S.D., Lyford, Texas

M

Macro International, Springfield, Va.
 McGraw-Hill Companies, McGraw-Hill Education, New York, N.Y.
 MANA de Topeka—A National Latina Organization, Topeka, Kan.
 Manchester School District, Manchester, N.H.
 Mayor's Office for Education and Children, Denver, Colo.
 Metropolitan School District—Lawrence Township, Indianapolis, Ind.
 Mexican American Veterans Association (MAVA), Chicago, Ill.
 Mexican Institute of Greater Houston, Houston, Texas
 Miami-Dade County School Board, Miami, Fla.
 Miami-Dade County Public Schools, Division of Bilingual Education and World Languages, Miami, Fla.
 Midwest Educational Resources Development Fund, Inc., West Des Moines, Iowa
 Mills Management Consulting Company, Pacific Palisades, Calif.
 Ministerios Bethania USA, Carrollton, Texas
 MLA Partner Schools, Los Angeles, Calif.
 Morton College, Cicero, Ill.
 Motherhead, Inc., Raleigh, N.C.
 MTI College of Business and Technology, Houston, Texas
 Multicultural Community Service at the Josephine Butler Parks Center, Washington, D.C.
 Multi-Media Art Youth Academy, Los Angeles, Calif.

N

NASA, Space Life Sciences, Houston, Texas
 National Adult Education Consortium, Washington, D.C.
 National Association of Hispanic Publications Foundation, Washington, D.C.
 National Center for Family Literacy, Louisville, Ky.
 National Center for Latino Child and Family Research, Laytonsville, Md.
 National Coalition for At-Risk Schools, Smyrna, Ga.
 National Coalition for Literacy, Washington, D.C.
 National Council for Community and Education Partnerships (NCCEP), Washington, D.C.
 National GEM, Atlanta, Ga.
 National Hispanic Business Association, Austin, Texas
 National Hispanic Christian Leadership Conference, Chicago, Ill.
 National Hispanic Coalition of Federal Aviation Employees, Washington, D.C.
 National Hispanic Medical Association, Washington, D.C.
 National Institute of Standards and Technology, Gaithersburg, Md.
 National Latino Children's Institute, San Antonio, Texas
 National Migrant and Seasonal Head Start Association, Washington, D.C.
 National PTA, Washington, D.C.
 Navidad en el Barrio, Dallas, Texas
 Neighborhood Centers Inc., The BRIDGE II PIRC, Houston, Texas
 NCSU Department of 4-H Youth Development and Family and Consumer Sciences, Raleigh, N.C.
 Nebraska Mexican American Commission, Lincoln, Neb.
 Nevada Youth Alliance, Las Vegas, Nev.
 North Carolina Center for International Understanding, Raleigh, N.C.
 Northrop High School, Huntertown, Ind.
 Northwest Georgia RESA, Rome, Ga.
 NYACK College, Washington, D.C.

O

Office of Diversity & International Programs, Florida International University, Miami, Fla.
 Office of Special Projects, Student Services & Regional Outreach, University of Houston, Victoria, Texas
 Orange County Department of Education, Costa Mesa, Calif.
 Orange County United Way, Irvine, Calif.
 Organización Latina para una Mejor Educación, Stamford, Conn.

P

Parent Information Resource Center, Lexington, S.C.
 Parent Institute for Quality Education (PIQE), San Diego, Calif.
 Parent to Parent of Miami, Inc., Miami, Fla.
 Parents Step Ahead, Dallas, Texas
 Parker Associates International, Wayne, N.J.
 Park View High School, Sterling, Va.
 Partners in School Innovation, San Francisco, Calif.
 Partnership Academy Charter School, Richfield, Minn.
 Performance Books, LLC, Detroit, Mich.
 Phoenix Academy, Detroit, Mich.
 Pima College Adult Education, Family Literacy Program, Tucson, Ariz.
 Please Touch Museum, Philadelphia, Pa.
 Pre-K Now, Washington, D.C.
 Prepared 4 Life, Houston, Texas
 Prince William County Schools, Manassas, Va.
 Project GRAD USA, Houston, Texas
 Project INSPIRE, California Association for Bilingual Education, Covina, Calif.
 Proyecto Cultural, Lincoln, Neb.
 Proyecto Hispano de Desarrollo Educativo, Santa Ana, Calif.
 Public Agenda, New York, N.Y.
 Public Education Department, Santa Fe, N.M.
 Pueblo City Schools, Pueblo, Colo.
 Puerta al Futuro, Fairleigh Dickinson University, Hackensack, N.J.

Q

Quincy Community College, Quincy, Mass.
 Qwest Communications, Denver, Colo.

R

Red Clay Consolidated School District, Wilmington, Del.
 Red E, Virginia Beach, Va.
 Reading and Beyond, Fresno, Calif.
 Reading Is Fundamental, Washington, D.C.
 Retention Education, LLC, Newport Beach, Calif.
 Rincón High School, Tucson, Ariz.
 Riverside City College, Riverside, Calif.
 Robert A. Pascal Youth & Family Services, Inc., Severna Park, Md.
 Roosevelt Parent Center, Los Angeles, Calif.
 Rotary International—North Philadelphia Chapter, Philadelphia, Pa.
 RRCNA, Worthington, Ohio

S

Sacred Heart School, Washington, D.C.
 St. Anthony School of Milwaukee, Milwaukee, Wis.
 St. Joseph the Worker Catholic Church, Chipley, Fla.

San Antonio College, San Antonio, Texas
 San Miguel Middle School, Washington, D.C.
 Sauk Valley Community College, Dixon, Ill.
 Scholastic Inc., New York, N.Y.
 School District U-46, Elgin, Ill.
 Seattle Public Schools, Seattle, Wash.
 SEDL, Austin, Texas
 Self Reliance Foundation, Washington, D.C.
 SER Corporation, Bonner Springs, Kan.
 SER Metro-Detroit Jobs for Progress, Inc., Detroit, Mich.
 Services for Multicultural Students, Weber State University, Ogden, Utah
 Seven Corners Children's Center, Falls Church, Va.
 Sierra Day FCC, Gloucester, Mass.
 Sigma Lambda Beta, Commerce City, Colo.
 SMG Foundation, Portland, Ore.
 Smithsonian Center for Latino Initiatives, Washington, D.C.
 Society for the Advancement of Chicano/Latinos and Native Americans in Science (SACNAS), Santa Cruz, Calif.
 Socorro Public Schools, Socorro, N.M.
 Southwestern Press Inc., Carlsbad, Calif.
 State Department of Education, Las Vegas, Nev.
 State Farm, Bloomington, Ill.
 Stay Focused Ministries, Bakersfield, Calif.
 Student Social Work, Mesquite, Texas
 SUCCESS4U Consulting, New York, N.Y.
 Sunrise Elementary School, Los Angeles Unified School District, Los Angeles, Calif.

T

TACHE—Texas Association of Chicanos in Higher Education, Austin, Texas
 Tarrant County College, Fort Worth, Texas
 Teachers of English to Speakers of Other Languages (TESOL), Alexandria, Va.
 The Teaching Piñata, Round Rock, Texas
 Team Bank of America, Los Angeles, Calif.
 Tech-Prep, Victoria, Texas
 Telemundo Chicago-NBC, Office of Community Relations, Chicago, Ill.
 Telemundo Washington, D.C., Arlington, Va.
 Texas A&M Research Foundation, Washington, D.C.
 Texas A&M University, Edinburg, Texas
 Texas Migrant Council, Inc., Laredo, Texas
 TIPHER—The Institute for Public Health and Education Research, New Braunfels, Texas
 TODOS: Mathematics for All, Tempe, Ariz.
 Towson University, Towson, Md.
 Training Health Institute, Miami, Fla.
 Tucson GEAR UP Program, Tucson, Ariz.

U

United Community Center/Bruce Guadalupe
Community School, Milwaukee, Wis..
United Methodist Mexican-American Ministries,
Liberal, Kan.
United States Hispanic Chamber of Commerce,
Washington, D.C.
United Way of Tarrant County, Fort Worth, Texas
University of Arizona, Tucson, Ariz.
University of California Merced, Fresno, Calif.
University of California-Riverside, The Copernicus
Project, Riverside, Calif.
University of Central Missouri, Warrensburg, Mo.
University of Houston-Victoria, Victoria, Texas
University of Maryland, College Park, College Park,
Md.
University of North Carolina, Center for International
Understanding, Raleigh, N.C.
University of Oklahoma, Purcell, Okla.
University of Texas at Arlington, Mesquite, Ariz.
University of Texas at El Paso, El Paso, Texas
University of Texas, Pan American, Edinburg, Texas
Univision Radio, San Antonio, Texas
U-R Special, Decatur, Ga.
U.S. Environmental Protection Agency, Research
Triangle Park, N.C.
U.S. Naval Academy, Annapolis, Md.
U.S. Hispanic Youth Entrepreneur Education,
Baltimore, Md.

V

Van Buren Intermediate School District, Lawrence,
Mich.
Victoria College, Victoria, Texas
Virginia Latino Advisory Board, Arlington, Va.
Virtual Pre-K & Kindergarten, Chicago, Ill.

W

Warner Norcross & Judd, Grand Rapids, Mich.
Washington State Migrant Council, Sunnyside, Wash.
Waterloo Latin American Club, Waterloo, Iowa
Weber State University, Ogden, Utah
Welcome Center at McGuffey, Columbus, Ohio
Western Michigan University, Kalamazoo, Mich.
Wichita State University, Wichita, Kan.
Woonsocket Education Department, Woonsocket, R.I.
WRC Media (Weekly Reader), Stamford, Conn.
Wright State University, Dayton, Ohio

Y

Youth Development, Inc., Albuquerque, N.M.
Youth & Family Counseling, Flower Mound, Texas
Youth Venture, Arlington, Va.
YMCA of Greater Houston, Houston, Texas
YWCA, Tulsa, Okla.

X

Xavier College Preparatory, Phoenix, Ariz.

Appendix D:

Title V—Developing Hispanic-Serving Institutions Program

The Title V—Developing Hispanic-Serving Institutions Program provides grants to assist HSIs in expanding education opportunities for and improving the academic attainment of Hispanic students. Title V grants also enable HSIs to expand and enhance their academic offerings, program quality and institutional stability.

To receive Title V funding, institutions must be designated eligible by the Institutional Development and Undergraduate Education Service (IDUES) Division. An HSI is defined as: *an institution of higher education that at the end of the award year immediately preceding the date of the application has at least 25 percent Hispanic full-time equivalent (FTE) undergraduate student enrollment and provides assurances that not less than 50 percent of the institution’s Hispanic students are low-income individuals.*

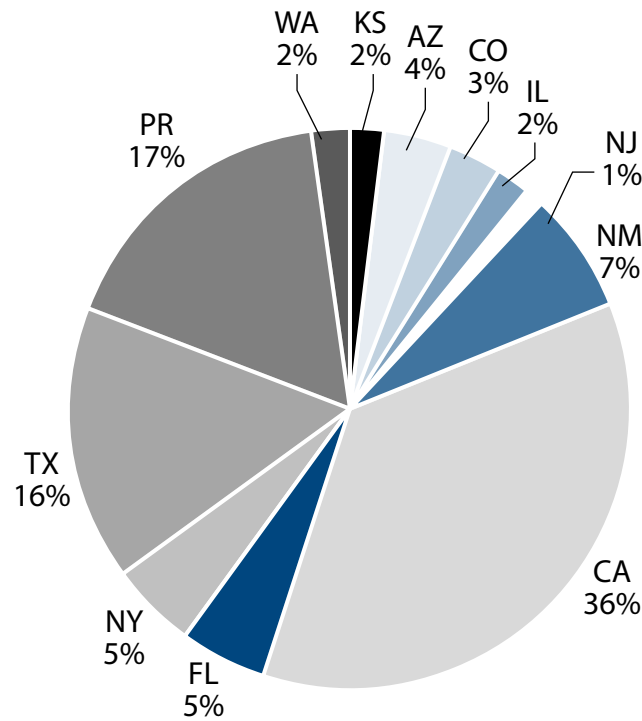
Institutions designated as an HSI may apply for two types of five-year development grants: 1) Individual Development Grant, \$500,000–\$554,000; and 2) Cooperative Development Grant, \$650,000–\$700,000.

The following text boxes illustrate the location, types and funding history of grantees.

Title V Number of Grantees by State: 2003–07	Type and Control of Title V Grantees: 2003–07	Title V Funding History: 1999–2007
Arizona 7	Four-year Public 34	FY 1999: \$28,000,000 39 Awards
California 60	Four-year Private 32	FY 2000: \$42,250,000 39 NCCs,* 69 Awards
Colorado 5	Two-year Public 101	FY 2001: \$68,500,000 108 NCCs, 49 Awards
Florida 9	Two-year Private 1	FY 2002: \$86,000,000 157 NCCs, 34 Awards
Illinois 3	Public Institutions 135	FY 2003: \$92,396,000 191 NCCs, 29 Awards
Kansas 3	Private Institutions 33	FY 2004: \$93,551,000 181 NCCs, 31 Awards
New Jersey 2	Two-year Institutions 102	FY 2005: \$95,873,000 143 NCCs, 46 Awards
New Mexico 11	Four-year Institutions 66	FY 2006: \$94,914,000 139 NCCs, 33 Awards
New York 8	Total 168	FY 2007: \$94,914,000 138 NCCs and 30 Awards
Pennsylvania 1		
Puerto Rico 28		
Texas 27		
Washington 4		

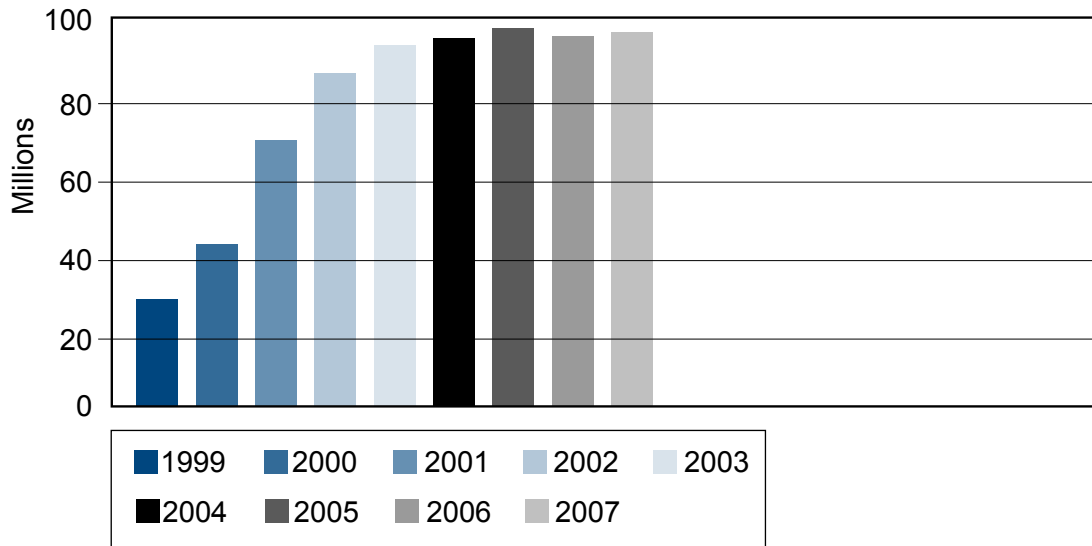
*NCCs=Non-Competitive Continuations.

Figure A-1. Percentage distribution of Hispanic-Serving Institutions by state: 2007



Source: Data from Title V Program and Institutional Development and Undergraduate Education Service (IDUES) Division's databases.

Figure A-2. Title V funding amounts (in millions) for Hispanic-Serving Institutions, by funding year: 1999–2007



Source: Data from Title V Program and Institutional Development and Undergraduate Education Service (IDUES) Division's databases.

Appendix E:

Highlights From *Foundations for Success: The Final Report of the National Mathematics Advisory Panel*

To compete in the 21st-century global economy, knowledge of and proficiency in mathematics is critical. Today's high school graduates need to have solid mathematics skills—whether they are headed for college or the workforce. To help ensure our nation's future competitiveness and economic viability, President George W. Bush created the National Mathematics Advisory Panel (National Math Panel) in April 2006.

The panel was charged with providing recommendations to the president and Secretary Margaret Spellings on the best use of scientifically based research to advance the teaching and learning of mathematics. Expert panelists, including a number of leading mathematicians, cognitive psychologists and educators, reviewed numerous research studies before preparing a final report containing guidance on how to improve mathematics achievement for all students in the United States.

The National Math Panel's final report, issued on March 13, 2008, contains 45 findings and recommendations on numerous topics including instructional practices, materials, professional development, and assessments. Highlights from the report are briefly summarized below. Please visit <http://www.ed.gov/MathPanel> for the executive summary and full report.

Core Principles of Math Instruction

- The areas to be studied in mathematics from prekindergarten through eighth grade should be streamlined and a well-defined set of the most important topics should be emphasized in the early grades. Any approach that revisits topics year after year without bringing them to closure should be avoided.
- Proficiency with whole numbers, fractions, and certain aspects of geometry and measurement are the foundations for algebra. Of these, knowledge of fractions is the most important foundational skill not developed among American students.
- Conceptual understanding, computational and procedural fluency, and problem solving skills are equally important and mutually reinforce each other. Debates regarding the relative importance of each of these components of mathematics are misguided.
- Students should develop immediate recall of arithmetic facts to free the “working memory” for solving more complex problems.
- The benchmarks set forth by the Panel should help to guide classroom curricula, mathematics instruction, textbook development, and state assessments.
- More students should be prepared for and offered an authentic algebra course at Grade 8.
- Algebra should be consistently understood in terms of the “Major Topics of School Algebra,” as defined by the National Math Panel.
- The Major Topics of School Algebra include Symbols and Expressions; linear equations; quadratic equations; functions; algebra of polynomials; and combinatorics and finite probability.

Student Effort Is Important

Much of the public's "resignation" about mathematics education is based on the erroneous idea that success comes from inherent talent or ability in mathematics, not effort. A focus on the importance of effort in mathematics learning will improve outcomes. If children believe that their efforts to learn make them "smarter," they show greater persistence in mathematics learning.

Importance of Knowledgeable Teachers

- Teachers' mathematical knowledge is important for students' achievement. The preparation of elementary and middle school teachers in mathematics should be strengthened. Teachers cannot be expected to teach what they do not know.
- The use of teachers who have specialized in elementary mathematics teaching could be an alternative to increasing all elementary teachers' mathematics content knowledge by focusing the need for expertise on fewer teachers.

Effective Instruction Matters

- Teachers' regular use of formative assessments can improve student learning in mathematics.
- Instructional practice should be informed by high-quality research, when available, and by the best professional judgment and experience of accomplished classroom teachers.
- The belief that children of particular ages cannot learn certain content because they are "too young" or "not ready" has consistently been shown to be false.
- Explicit instruction for students who struggle with math is effective in increasing student learning. Teachers should understand how to provide clear models for solving a problem type using an array of examples, offer opportunities for extensive practice, encourage students to "think aloud," and give specific feedback.
- Mathematically gifted students should be allowed to accelerate their learning.
- Publishers should produce shorter, more focused and mathematically accurate mathematics textbooks. The excessive length of some U.S. mathematics textbooks is not necessary for high achievement.

Effective Assessment

The National assessment of Educational Progress (NAEP) and state assessments in mathematics should be improved in quality and should emphasize the most critical knowledge and skills leading to Algebra.

Importance of Research

The nation must continue to build the capacity for more rigorous research in mathematics education to inform policy and practice more effectively.

For more information, please visit <http://www.ed.gov/mathpanel> (accessed March 31, 2008).

White House Initiative on Educational Excellence for Hispanic Americans Staff

Adam Chavarria
Executive Director

Raquel Cabral Sours
Deputy Director

Glorimar Maldonado Nosal
Marketing-Communications Manager

Stephanie Guillen
Events Manager

Erika Mendes Hutko
Management and Program Analyst Intern