

HISPANIC ASSOCIATION OF COLLEGES AND UNIVERSITIES



**HACU PUBLIC POLICY PRIORITIES FOR THE
2010 REAUTHORIZATION OF THE ELEMENTARY
AND SECONDARY EDUCATION ACT OF 1965 (ESEA)**

MAY 6, 2010



Executive Summary

HACU PUBLIC POLICY PRIORITIES FOR THE 2007 REAUTHORIZATION OF ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (ESEA)

Background

The HACU Legislative Agenda for the 2010 Reauthorization of the Elementary and Secondary Education Act of 1965 during the 111th Congress builds on HACU's experience since its inception in December of 1986 as **the Champion of Hispanic Success in Higher Education**. HACU's first major legislative victory was the inclusion of Hispanic-Serving Institutions (HSIs) with the amendments of the Higher Education Act (HEA) in 1992 under Title III, sections 316 and 360 (a) (1) (B) (i) that authorized \$45 million "for fiscal year 1993 and such sums as may be necessary for each of the 4 succeeding fiscal years." Today Title V of the Higher Education Act provides over \$117 million each year to HSIs. In addition, HSIs receive targeted funding from the Departments of Housing and Urban Development and Agriculture.

HACU's member HSIs, Associate members and Partner institutions collectively educate two thirds of the nearly 2 million Hispanic higher education students. These 400 institutions enroll an estimated total 4.9 million students, more than one quarter of the 17 million U.S. higher education students. The educational impact of HSIs extends from pre-collegiate to lifelong education initiatives that impact the entire Hispanic community. In spite of the vast reach of these institutions, HSIs remain dramatically under-funded compared to other colleges and universities even though they serve the most undereducated and underserved racial/ethnic population in America.

ESEA Amendment Recommendations

The HACU Public Policy Priorities for the 2010 Elementary and Secondary Education Act Reauthorization represent an effort to leverage the resources for HSIs to address the critical pipeline issues that prevent so many Hispanic students from achieving educational success. A copy of the policy agenda for ESEA is available on HACU's Web site: www.hacu.net.

The HACU legislative agenda includes thirteen amendments to the ESEA reauthorization to allow HSIs to assist Hispanic Serving School Districts (HSSD) and other PK-12 institutions accomplish academic achievement for Hispanic students at all levels of education.

HACU requests that the 111th Congress include the following seventeen amendments in the 2010 ESEA Reauthorization Bill:

TITLE I:

- Authorize a \$20 million competitive grants program for HSIs to increase the number of culturally and linguistically competent early childhood education teachers and teaching assistants prepared to address the educational and developmental needs of Hispanics and ELLs, including the ability to communicate effectively with their parents. Allowable use of funds may permit HSIs to develop new courses to train teachers and teaching assistants to address the needs of ELLs.
- Authorize a \$5 million competitive grants program for HSIs to develop family literacy programs to provide services to parents and children from the surrounding communities in order to break the cycle of illiteracy.
- Authorize a \$5 million competitive grants program for HSIs to create educational summer programs for Hispanic children with a weeklong athletic, music or dance camp for children who are in financial need with the goal of development for improved high school performance and increased college admissions.
- Authorize a \$3 million competitive grants program for HSIs to create mentorship programs to provide role models and motivate Hispanic students to stay in school.
- Authorize a \$15 million competitive grant program for HSIs to provide professional development and expertise to teachers in HSSDs to expand the number of AP courses in STEM areas and promote awareness of higher education options for high school students in the varied STEM areas.
- Authorize a \$20 million competitive grant program to support HSI/HSSD consortia to replicate the HACU-NASA pre-collegiate STEM program for middle and high school students. The program will prepare Hispanic students for admission to HSIs and other colleges and universities and eventual careers in STEM.

TITLE II:

- Authorize a competitive grant program of \$50 million “and such sums as may be necessary” on an annual basis for HSIs to expand teacher education programs to train elementary, middle, and high school teachers to become culturally and linguistically prepared to address the needs of Hispanic students and ELLs.
- Authorize a competitive grant program of \$50 million “and such sums as may be necessary” on an annual basis for HSIs to develop culturally and linguistically prepared master teachers in core areas including STEM to teach at HSSDs.
- Authorize a competitive grant program \$20 million for HSIs to provide scholarships to Hispanic and other minority teachers who attend an HSI, receive a teaching certificate, and commit to teaching at an HSSD for no less than five years.
- Authorize a loan forgiveness program of \$10 million for students who attend an HSI, receive a teaching certificate and teach in an HSSD for no less than 5 years.
- Authorize a competitive grants program of \$5 million for HSIs for bilingual education programs to hire bilingual teachers and to encourage children that do not speak Spanish to learn Spanish at a young age and to encourage children that only speak Spanish to learn English.

- Authorize a competitive grant program of \$25 million to increase the number of Hispanic faculty at HSIs conducting research to promote effective teaching strategies for Hispanics, ELL, and other minority students to develop innovative school improvement models to increase high school graduation and college participation rates for Hispanics and other minority students attending HSSDs.
- Authorize a competitive grant program of \$20 million for HSIs to enhance and expand counseling programs to train culturally and linguistically prepared counselors to address the needs of Hispanics and English Language Learners in K-12 education and expose students to college opportunities and career options.
- Authorize a competitive grant program of \$10 million for HSIs to enhance teacher education programs in STEM areas to increase the number of STEM teachers committed to teaching at HSSDs.
- Authorize a competitive grant program of \$20 million for HSIs located in border states and in states with high Hispanic populations to retrain certified teachers from Mexico and other Latin American countries for work in U.S. schools in California, Arizona, Texas, Louisiana, New York, Illinois, Florida and other areas to address the shortage of highly qualified U.S. teachers.
- Authorize \$20 million to HSIs to establish Educational Leadership Institutes to train principals, superintendents, and other high level school officials with cultural competency for the growing number of HSSDs.
- Authorize a competitive grant program of \$20 million for HSIs to train school principals with instructional leadership skills and cultural competency for the growing numbers of HSSDs.

CONCLUSION

The *HACU Public Policy Priorities for the 2010 Reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965* includes seventeen Hispanic education recommendations for amendments representing HACU's best thoughts and suggestions for the reauthorization of the Elementary and Secondary Education Act. The HACU policy document provides information on the status and condition of K-12 Hispanic education and specific programmatic suggestions for modifying and enhancing the ESEA to provide greater educational access, opportunity and achievement for Hispanics and other non-Hispanics who attend the nation's elementary, middle and secondary schools.

The total authorization level of support for HSI targeted programs initiatives is \$318 million for each year of the authorization period of the Elementary and Secondary Education Act.

HACU's maintains high expectations that Congress will recognize the importance and relevance of these recommendations to our nation's economy and national security and include them into the final legislation sent to the President for signature during the 111th Congress.



HACU PUBLIC POLICY PRIORITIES FOR THE 2010 REAUTHORIZATION OF THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) OF 1965

BACKGROUND TO THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)

The Elementary and Secondary Education Act (ESEA) was created as a component of the “Great Society” initiatives signed into law by President Lyndon Johnson on April 11, 1965. Since the establishment of the ESEA, Congress has provided federal support to the nation’s elementary and secondary education system to assist in the education of students from economically disadvantaged communities and backgrounds at all grade levels (PK-12).

The Act is an extensive statute which funds primary and secondary education. As mandated in the Act, funds are authorized for educators’ professional development, instructional materials, and resources to support educational programs and to promote parental involvement. The Act was originally authorized through 1970; however, the government has reauthorized the Act every five years since its enactment. In 1994, the name of the Act was changed to “Improving America’s Schools Act of 1994.” In 2002, the Act was renamed the “No Child Left Behind Act.” The Act is expected to be reauthorized as the “Elementary and Secondary Education Act” during the 111th Congress.

THE NATION’S HISPANIC POPULATION

Preparing Hispanic Students for a Knowledge-Based Economy. As our nation continues to move towards a knowledge-based economy and competes in a global economy, the significant growth of the Hispanic population in the past two decades should be viewed as an invaluable opportunity to strengthen the nation’s workforce, economy and national security. Given the latest Census projections for Hispanics, it is imperative that federal and state policy makers become more responsive to these demographic trends. In particular, elected officials and educational leaders should work to increase the number of Hispanic high school graduates equipped with the education and skills necessary to acquire a postsecondary education and fully participate in the 21st Century economy.

According to the U.S. Department of Labor, by 2014, twenty-four (80 percent) of the fastest growing occupations will require an academic degree or a vocational award. Hispanic students must be prepared to work in these sectors of the economy. For instance, employment in professional and business services will grow by 27.8 percent and add more than 4.5 million new jobs by 2014. Employment in professional, scientific, and technical services will grow by 28.4 percent and add 1.9 million new jobs by 2014. Employment in computer systems design and related services will grow by 39.5 percent and add almost one-fourth of all new jobs in professional, scientific, and technical services. Among all occupations in the economy, computer, healthcare, and education occupations are expected to grow the fastest over the next decade. Above all, Hispanics must be prepared to enter managerial and other high skilled occupations that generate higher wages and provide economic stability and better quality of life.

The nation's workforce will continue to become increasingly more diverse. From 1980 to 2020 the baby boomer generation is expected to decline and the minority population is projected to double from 18% to 37%. During this period, Hispanics are projected to almost triple from 6% to 17% of the nation's workforce. In fact, the Bureau of Labor Statistics points out that Hispanics make up one out of every three new workers in the United States, and by 2025 this proportion will be one of every two new workers joining the workforce. Undoubtedly, Hispanics are essential to the future of the American workforce.

There is a great need for the federal government to begin targeting educational and workforce development resources to Hispanic-Serving Institutions (HSIs), which currently number over 270, and to other institutions of higher education to prepare Hispanics and other minority groups for professional and semi-professional occupations experiencing rapid growth in our nation's "new" economy.

Hispanics are the Largest Minority in Our Nation's Public Schools. Hispanics represent the largest and fastest-growing ethnic minority in U.S. public schools. Nearly one in five K-12 students in the United States is Hispanic. For the 2007 school year, the U.S. Department of Education reports that 21% of all public school children are of Hispanic background, up from 6% in 1972. This percentage will continue to grow due to continued immigration of youthful Hispanics to the U.S. and a lower median age for Hispanics compared to other minority and majority populations. The U.S. Census projects the 2050 median age for Hispanics at 31 and for non-Hispanic Whites at 40 years of age. The Census also projects that by 2050, of all persons less than 18 years of age, the traditional age group enrolled in PK-12 education, 33% will be Hispanic, 40% will be non-Hispanic whites, and 20% will be African Americans.

Overall, the Census Bureau projects continued growth of the Hispanic population. As a result of the retirement of the baby boomers beginning in 2010 and continuing through 2030, there will be an increasing demand for labor. Hispanics will fill that demand. Hispanics, numbering 45.8 million in 2005, are projected to reach 102.6 million by 2050.

ISSUES AND RECOMMENDATIONS BY TITLE:

TITLE I

IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

HISPANIC CHILDREN AND EARLY CHILDHOOD EDUCATION.

Hispanic Children Face Barriers in Accessing Early Childhood Education Programs. V. Sawhill, Senior Fellow for Economic Studies at The Brookings Institution, points out: "The keys to academic success for disadvantaged children may not be smaller class sizes, better prepared teachers, tougher standards, more accountability or greater choice – laudable as those goals may be. They may instead hinge on a single factor: preschool." Numerous other studies have shown that children who have access to enriched early childhood kindergarten education are more likely to succeed in K-12 education and beyond. Steven Barnett at Rutgers University in collaboration with a team of researchers at the University of Wisconsin concludes "that early interventions, especially with disadvantaged children, have produced a variety of positive results that include higher school achievement, less retention in grade, a reduced need for special education at a later

age, and less crime.” In addition, Barnett points out that “the most effective programs create savings to the government of \$13,000 to \$19,000 per child above the cost of the pre-school programs themselves.”

Other researchers, L. Karoly, M. Kilburn, J. Cannon, J. Bigelow and R. Christina of the Rand Corporation, examined various studies on early childhood education and concluded that “investments in high quality early childhood programs do promote healthy physical, mental, social and emotional development in the numerous ways . . . among children at risk, improving their subsequent life outcomes during school age and beyond.” In addition, “well-designed early childhood interventions have been found to generate short and long-term benefits to participating children and families in multiple domains of well-being. The return to society ranges from \$1.26 to \$17.07 for each dollar spent.” Finally, the Perry Preschool program based in Ypsilanti, Michigan, in the 1960’s verified this assertion by reporting that “at age twenty-seven, participants in the [Perry] program were found to have levels of educational attainment 0.9 years greater than non-participants.”

The U.S. Department of Education reports that between 1999 and 2005 low-income children were 13 percent less represented in center-based programs than children of more affluent communities. A large segment of Hispanic preschoolers are also low-income. Karoly, et. al, reports in the Fall 2005 issue of Rand Review that only 39.8% of Hispanics preschool children attend early childhood education programs in comparison to 59% of White and 63.7% of Black children. Even in instances where Hispanic children attend pre-school at center-based education programs, there are not enough teachers and teacher aides with Spanish fluency and cultural understanding.

Hispanic Children Need Culturally and Linguistically Prepared Teachers and Staff. A significant number of Hispanic students come from families where neither parent is fluent in English, and where neighbors and peers also lack strong English language skills. According to the U.S. Census Bureau, 19.7% of Hispanic youth between the ages of 5 and 17 years of age speak another language at home and have difficulty speaking English, compared to 1.3% of White youth and 1.2% of Black youth. Therefore, many Hispanic children begin kindergarten lacking the language skills necessary to speak with teachers who often have limited cultural competency and a limited knowledge of the language in which the students have fluency. The U.S. Department of Education also reports that in 2005 “the majority of school-age children who spoke a language other than English at home spoke Spanish.”

According to the Census Bureau, as of 2004, Hispanics have a higher concentration of preschoolers among their population (11%) than any other race or ethnic group. This trend is expected to continue both because Hispanics are the largest immigrant group in the U.S. and because 10.6 percent of the Hispanic population is less than 5 years of age, the highest of all immigrant groups.

Without pre-school or an early childhood education experience, many of these children begin kindergarten already academically behind their peers. As a result, their educational progress lags their peers through elementary, middle and high school. Hispanics require early childhood programs with teachers and teacher aides with cultural and language competencies, learning materials and programs to assist them in acquiring the skills essential for successfully completing kindergarten and early elementary programs.

Finally, Hispanic-Serving Institutions (HSIs), both 2-year and 4-year colleges, are geographically located in areas where large numbers of Hispanics live and where one or more of the 2100 Hispanic Serving School Districts (HSSDs) are located. HSSDs, which have 25% or more Hispanics students, continue to grow as immigration from Latin American countries increases to meet the labor demands of an expanding economy and aging majority population. Hispanic-Serving Institutions have the faculty with cultural competency and curricular expertise to design and offer programs to train teachers and teaching assistants for these programs.

Recommendations:

Create an Early Childhood Education Grant Program for HSIs.

- **Authorize a \$20 million competitive grants program for HSIs to increase the number of culturally and linguistically competent early childhood education teachers and teaching assistants prepared to address the educational and developmental needs of Hispanics and ELLs, including the ability to communicate effectively with their parents. Allowable use of funds may permit HSIs to develop new courses to train teachers and teaching assistants to address the needs of ELLs.**
- **Authorize a \$5 million competitive grants program for HSIs to develop family literacy programs to provide services to parents and children from the surrounding communities in order to break the cycle of illiteracy.**
- **Authorize a \$5 million competitive grants program for HSIs to create educational summer programs for Hispanic children with a weeklong athletic, music or dance camp for children who are in financial need with the goal of development for improved high school performance and increased college admissions.**
- **Authorize a \$3 million competitive grants program for HSIs to create mentorship program to provide role models and motivate Hispanic students to stay in school.**

TRAINING STEM WORKERS FOR A NATIONAL AND INTERNATIONAL ECONOMY

Hispanic Students Must Be Exposed to and Trained in STEM Fields. The shortage of professionals and experts in the science, technology, engineering, and mathematics (STEM) fields is a national crisis directly related to the decreasing interest of students pursuing careers in these areas. This shortage, which experts expect to continue for the immediate future, has resulted in the international recruitment of experts in these specialized areas.

Hispanics represent the fastest growing population group today and demographers project that this population will account for more than 60 percent of the school-age population growth in the next decade. Unless Hispanic youth can be prepared to develop interest and expertise in STEM fields and other areas of national concern at both the middle and high school levels, the nation will become increasingly dependent on STEM experts from countries such as China and India. The United States is in danger of losing its preeminence in innovation in the sciences, mathematics, engineering and advanced technologies.

Some Promising Practices. This reality motivated NASA to collaborate with HACU to implement a special annual summer program called *Proyecto Access* from 1996 until 2001. With an annual grant of \$1 million HACU assisted more than 3,000 minority middle and high school

students to develop an interest and competence in STEM disciplines. Changing priorities within NASA resulted in the discontinuation of the program with HACU.

New federal resources can be targeted to the expansion of this program beyond its original base of a few universities to a national cohort of HSIs located in Hispanic population centers and in close proximity to HSSDs. Such a program not only makes STEM classes available but motivates those students who are ready for advanced academic challenges in STEM areas.

In another attempt to grow a cadre of STEM experts for the nation and to make STEM careers attractive to minority populations, the National Science Foundation (NSF) currently supports 52 Math and Science Partnerships (MSP) around the country that unite some 150 institutions of higher education with more than 550 school districts to assist teachers in developing a higher level of math and science expertise. As stated in the MSP program profile, “the overall goals of these programs are to create school and district-based intellectual leaders in mathematics or the sciences.” Empowering math and science teachers with greater STEM knowledge will ultimately enhance the math and science competency of students. This initiative is expected to facilitate STEM success at the postsecondary level.

Many high schools are also extending efforts to create this expertise by offering advanced placement courses. Students who successfully complete these courses can transfer the academic credit to a postsecondary institution making it possible for students to begin more advanced STEM studies.

These opportunities to excel, however, are not equally distributed among student groups in the U.S. The Digest of Educational Statistics 2006 reports that in 2005 10.5% of all White students were enrolled in AP calculus compared to 5.0% of Hispanic students, more than double the percentage. A similar statistical gap exists in the AP honors biology (17.0% of Whites enrolled compared to 11.8% of Hispanics) and in AP honors physics (5.6% of Whites enrolled, and only 3.4% of Hispanics).

To close this AP gap, resources and STEM competence development for the high schools where Hispanics attend will be required. Limited federal resources like those dispersed by NSF to select high schools may not always reach HSSDs or the teachers with the direct contact with Hispanic students.

Recommendations:

Establish a HSI/HSSD Collaborative to Expand Access to Advanced Placement (AP) Courses in STEM Areas.

- **Authorize a \$15 million competitive grant program for HSIs to provide professional development and expertise to teachers in HSSDs to expand the number of AP courses in STEM areas and promote awareness of higher education options for high school students in the varied STEM areas.**

Establish a National Pre-Collegiate STEM Program for HSIs.

- **Authorize a \$20 million competitive grant program to support HSI/HSSD consortia to replicate the HACU-NASA pre-collegiate STEM program for middle and high**

school students. The program will prepare Hispanic students for admission to HSIs and other colleges and universities and eventual careers in STEM.

TITLE II PREPARING, TRAINING, AND RECRUITING HIGH QUALITY TEACHERS AND PRINCIPALS

HISPANIC CHILDREN AND ELEMENTARY EDUCATION

Hispanic Enrollment in Elementary Schools Continues to Grow. The elementary grades in the United States provide a strong foundation in reading, writing, arithmetic, and an introduction to natural and social sciences, health, arts and crafts, and physical education. According to the Pew Hispanic Center, Hispanic enrollment in the nation's public primary schools increased 53 percent from 1993-1994 to 2002-03, from 3 million to 4.6 million children. Of the 9.1 million Hispanic families who reside in the United States, 63% have children who are less than 18 years of age, according to the U.S. Census Bureau. And 4.5 million more Hispanic children now under the age of five are on their way to the nation's public schools.

Over 6.8 million of 9.8 million Hispanic children in our nation's elementary schools have at least one foreign-born parent and 69% speak a language other than English at home. Clearly many of their families rely on Spanish to communicate with their children and the administrators and teachers in the schools their children attend. Furthermore, many if not most of these parents work long hours, limiting their ability to enroll in English courses and to assist their children in developing English competency.

In many cases, neither parent has the level of education adequate to assist their children in completing school-related academic tasks and or to provide guidance for aligning career aspirations and potential with academic accomplishments. "The Condition of Education for 2007" reports that 20% of Hispanic children aged 5-17 and 25.5% of those aged 5-9 speak English with difficulty (cp. 1.2% of non-Hispanic Whites and 1.3% of African Americans).

Education has been the great equalizer throughout the history of our nation. Hispanic children enrolled in our nation's elementary schools should have access to a high quality education regardless of their English language proficiency, ethnic or cultural background or income status. HSIs can play a key role in training culturally and linguistically prepared teachers and school personnel to ensure that Hispanic students are successful in the elementary grades.

MIDDLE AND HIGH SCHOOL EXPERIENCES FOR HISPANIC YOUTH

Hispanic Youth Have One of the Highest Dropout Rates Nationally. According to the Pew Hispanic Center, Hispanic enrollment in the nation's middle and high schools grew by an additional 1.3 million students from 1993-94 to 2002-03. At the same time, Hispanics continue to have the highest school dropout rate of all groups in the United States except Native Americans. In a society that increasingly demands higher levels of education and skill, Hispanics are at risk of being relegated to a lower social class and to jobs with the lowest earning potential. According to "The Condition of Education 2007," dropouts from high school are more likely to be unemployed and earn less when employed than those who complete high school.

Public schools in high poverty areas, in spite of their efforts to stem the dropout rates, find themselves losing the battle due in part to scarce resources. They require significant federal investments to strengthen their capacity to offer high quality education to every child without regard to a child's income status or racial or ethnic background. The U.S. Department of Education reports that each year between 1972 and 2005 dropout rates were lowest for Whites and highest for Hispanics between the ages of 16-24. In 2005, 6% of whites and 22.4% of Hispanics within this age group had dropped out of school. Furthermore, for 2005, 36.5% of Hispanics born outside of the United States within this age range of 16-24 were not enrolled in school and had not earned a high school credential. Yet even for those born in the United States, Hispanics are more likely to be high school dropouts than their non-Hispanic counterparts.

Preparing Highly Qualified Hispanic Teachers for Hispanic-Serving School Districts. The greatest in-school factor affecting a child's student performance is access to a highly qualified teacher, according to studies by R. Ferguson at Harvard University and L. Darling-Hammond at Stanford University. For the Hispanic community, increasing the ranks of highly qualified Hispanic teachers who bring cultural and linguistic competencies is of paramount importance, not only to higher education institutions but also to the nation's public schools and the growing Hispanic community in the United States.

According to D. Schoorman at Florida Atlantic University, highly qualified teachers who serve immigrant students should have high expectations of all students and have a rich cross-cultural knowledge of the cultural and ethnic backgrounds of their students. Thousands of Hispanic teachers can bring this linguistic and cultural competency and sensitivity to the classroom to increase the student achievement levels for all students, particularly Hispanic students. It is just as significant to expose non-minority students to positive role models of minority backgrounds.

Yet, in spite of this, according to the U.S. Department of Education, in 2007, while Hispanic students represent 21% of the school age population, only 7% of all teachers in elementary and secondary schools are Hispanics. Non-Hispanic whites represented 55.8% of the school age population but 83.1% of the teachers in the public schools. This shortage of Hispanic teachers can be alleviated by increasing federal funding to the nation's HSIs to expand teacher education programs and increase the representation of Hispanics in the teaching profession.

Recruiting and Retaining Highly Qualified Hispanic Teachers. Many of the 2100 Hispanic-Serving School Districts (HSSDs) located in areas with large Hispanic populations need teachers with both subject matter expertise and cultural competency and sensitivity. Yet, the small pool of Hispanic teachers who make up 7% of all teachers may not be motivated to teach in a Hispanic-Serving School District because of lower salaries and retirement benefits. Hispanic teachers may respond to offers by wealthier or well-financed school districts with better compensation, leaving HSSDs with higher turnover rates. What may motivate more Hispanics and other qualified teachers to seek positions in HSSDs would be to offer incentives such as scholarships or loan forgiveness programs for teachers willing to work in HSSDs for no less than five years.

To address the current scarcity of teachers in areas of national need and the lack of culturally and linguistically preparation to work with students of diverse backgrounds, the U.S. Department of Education must develop new initiatives targeted to teacher training to meet these needs. There are over 270 HSIs (and more emerging every year) located in high density Hispanic areas. This

proximity facilitates collaborations between K-12 schools and teacher education programs to better prepare teachers and other school personnel in communities and geographic regions where Hispanics and other minority populations are concentrated.

The Alliance for Equity in Higher Education, in “Educating the Emerging Majority: The Role of Minority-Serving Colleges and Universities in Confronting America’s Teacher Crisis,” reports that what may indeed make MSIs a unique place for training minority teachers can be related to the institution’s mission to place a special focus on the cultural backgrounds and distinctive needs of their students. MSIs offer a system of support and a sense of community unrivaled by majority institutions. This may explain why majority institution programs only account for 15 percent of students of color pursuing teacher education and why MSIs award almost 50 percent of all teacher education degrees.

These findings demonstrate the importance of making federal investments in Hispanic-Serving Institutions, colleges and universities that have a proven track record in preparing teachers of color with subject matter expertise and a cultural sensitivity to the populations they serve.

Recommendations:

Diversify the Ranks of the Nation’s Teachers

- **Authorize a competitive grant program of \$50 million “and such sums as may be necessary” on an annual basis for HSIs to expand teacher education programs to train elementary, middle, and high school teachers to become culturally and linguistically prepared to address the needs of Hispanic students and ELLs.**
- **Authorize a competitive grant program of \$50 million “and such sums as may be necessary” on an annual basis for HSIs to develop culturally and linguistically prepared master teachers in core areas including STEM to teach at HSSDs.**
- **Authorize a competitive grant program \$20 million for HSIs to provide scholarships to Hispanic and other minority teachers who attend an HSI, receive a teaching certificate, and commit to teaching at an HSSD for no less than five years.**
- **Authorize a loan forgiveness program of \$10 million for students who attend an HSI, receive a teaching certificate and teach in an HSSD for no less than 5 years.**
- **Authorize a competitive grants program of \$5 million for HSIs for bilingual education programs to hire bilingual teachers and to encourage children that do not speak Spanish to learn Spanish at a young age and to encourage children that only speak Spanish to learn English.**

Increase the Number of Hispanic Faculty at HSIs Researching Effective Teaching and Best Practices Leading to Hispanic Success in K-12 Education

- **Authorize a competitive grant program of \$25 million to increase the number of Hispanic faculty at HSIs conducting research to promote effective teaching strategies for Hispanics, ELL, and other minority students to develop innovative school improvement models to increase high school graduation and college participation rates for Hispanics and other minority students attending HSSDs.**

Prepare School Counselors, Social Workers, and Guidance Counselors to Work in K-12 Education and HSSDs

- **Authorize a competitive grant program of \$20 million for HSIs to enhance and expand counseling programs to train culturally and linguistically prepared counselors to address the needs of Hispanics and ELLs in K-12 education settings and expose students to college opportunities and career options.**

TRAINING A NEW COHORT OF TEACHERS FOR THE TECHNOLOGY WORLD OF TOMORROW

Increasing STEM Teachers in K-12. Increasing access to college and university for minority and other under-represented populations is a positive response to the shortage of STEM-trained workers. Hispanics are a young and growing population at a time when the majority population is not able to fill the workforce demands. These trends speak to the need to prepare Hispanics for the many career areas being vacated by retiring “baby boomers” over the next decades.

Each year, the U.S. increases its dependency on a foreign STEM workforce. Unless efforts are directed at finding and training a new domestic population, the nation will eventually depend primarily on foreign scientists for conducting research formerly carried out by U.S. citizens. Fully aware of this growing dependency, the National Science Foundation Board unanimously adopted a draft action plan on August 9, 2007 to address the critical 21st century needs in the national STEM system. The NSF national action plan will bring together local, state, and federal governments to collaborate on the goal of producing a numerate and scientifically literate society and to increase and improve the current STEM education workforce.

Hispanics and HSIs can be a solution to this impending STEM workforce scarcity. Unfortunately, a disproportionate number of Hispanic students in secondary schools in low-income areas are not well prepared to consider STEM careers. Many less affluent school districts lack the resources for solid college-preparatory laboratory-based science courses and qualified science and math teachers. Addressing the K-12 STEM teacher shortage is a matter of national urgency.

Recommendation:

Prepare Middle and High School STEM Teachers to Teach in Hispanic-Serving School Districts.

- **Authorize a competitive grant program of \$10 million for HSIs to enhance teacher education programs in STEM areas to increase the number of STEM teachers committed to teaching at HSSDs.**

NEIGHBORS SHARING TEACHING AND EDUCATION OPPORTUNITIES

Recruiting Foreign-Trained Teaching Professionals. The United States has difficulty recruiting teachers with competency in the culture and language of the growing numbers of immigrant children enrolling in schools in border states with Mexico. The U.S. Census Bureau projects that the number of immigrants will continue to expand as workforce needs exacerbated by the large retiring cohort of retiring baby boomers over the next two decades, in conjunction with economic pressures from Latin American countries, will encourage further migration to the United States.

Congress has authorized a special visa, H-1B visa, “that allows American companies and universities to seek temporary help from skilled foreigners who have the equivalent of a U.S.

Bachelor's Degree" for positions that are considered by the U.S. Citizenship and Immigrant Services (USCIS) to be a "Specialty Occupation." STEM areas of competence qualify under this category. The demand for H-1B visas is exceedingly high. The USCIS received over 130,000 applications from U.S. corporations for the 2007-2008 year. All indications are that this visa will remain in place until the nation is able to educate and produce more STEM experts.

While the business and industry needs are being met by H-1B visa, the growing need for linguistically and culturally prepared teachers for a growing immigrant population continues. However, it could be partially met by reaching out to neighboring countries to recruit elementary and secondary school teachers for the U.S. For example, teachers from Mexico could help to meet the needs of those school districts in the U.S. with significant numbers of immigrant youth.

Recommendation:

Prepare Certified Teachers from Mexico and other Latin American Countries to Teach in the United States

- **Authorize a competitive grant program of \$20 million for HSIs located in border states and in states with high Hispanic populations to retrain certified teachers from Mexico and other Latin American countries for work in U.S. schools in California, Arizona, Texas, Louisiana, New York, Illinois, Florida and other areas to address the shortage of highly qualified U.S. teachers.**

BRINGING HISPANICS INTO THE LEADERSHIP RANKS OF THE NATION'S PUBLIC SCHOOLS

Hispanics are Underrepresented in the Leadership Ranks of Our Public Schools.

According to the "Digest of Educational Statistics 2009," in 2007 only 6.5% of the nation's school principals were of Hispanic heritage while Hispanics represented 21% of the total student body. The Pew Center on Hispanic research reports that by 2020 Hispanics will represent 24% of the 5-19 year old student populations and the percentage is expected to continue to grow due to a young Hispanic median age and continued immigration.

Currently, Hispanic students disproportionately attend one of 2100 Hispanic Serving School Districts (HSSDs) across the country. These school districts enroll 25% or more Hispanic students and tend to be located in high-poverty areas. The majority of the schools in these districts have few Hispanic administrators who can serve as effective leaders to transform schools into innovative, enriched learning environments with rigorous curricula and highly qualified staff. These districts need to have more educational leaders that prepare Hispanic students and others with the myriad skills necessary to compete in a 21st century economy.

Building Strong Educational leaders in the Hispanic Community

School principals and superintendents provide leadership and vision for the nation's public schools. As the Hispanic student population dramatically increases, public schools administrators can function as career development models for training Hispanics for leadership positions in the schools and in communities where Hispanics are becoming a majority population.

According to R. Rossi and S. Daugherty from the American Institutes for Research, "principals who themselves are members of racial-ethnic minority groups may bring special insights and talents to these tasks, and they may serve as role models for staff and for students in distinctive

ways.” In addition, Rossi and Daugherty point out that those minority principals may also serve as role models in low-minority schools.

R. Allen, writing for “Education Update,” notes that administrators from racial, ethnic, and language backgrounds that mirror the school and community population have a ready-made advantage in understanding the behavior of one or more minority groups, usually because of their own experiences. In fact, Allen argues that minority principals are innately attuned to cultural nuances administrators from other backgrounds might misinterpret or miss altogether. This awareness can help build stronger ties to minority students, staff and the wider community.

Developing strong educational leaders in the Hispanic community is critically important to addressing the achievement gap and to establishing strong ties to the community. These leaders can serve as role models to Hispanic teachers and students who may aspire to pursue school administration as a career option. Closing the achievement gap requires creating a pipeline of visionary and effective school administrators in our nation’s public schools. Hispanic school administrators who are culturally and linguistically prepared are better equipped to communicate with the Hispanic community that surrounds the school and can serve as spokespersons to district offices and other schools on the specific educational needs of Hispanic students.

To develop a new cohort of school administrators with strong cultural competency and leadership will require resources to train principals in instructional leadership for the increasing number of Hispanic-Serving School Districts. Hispanic-Serving Institutions in high density Hispanic communities in proximity to HSSDs are poised to train principals and other school leaders to raise the academic achievement levels of all students attending these institutions.

Recommendations:

Develop Educational Leaders for Hispanic-Serving School Districts.

- **Authorize \$20 million to HSIs to establish Educational Leadership Institutes in their campuses to train principals, superintendents, and other high level school officials with cultural competency for the growing number of HSSDs.**
- **Authorize a competitive grant program of \$20 million for HSIs to train school principals with instructional leadership skills and cultural competency for the growing numbers of HSSDs.**

CONCLUSION

The *HACU Public Policy Priorities for the 2010 Reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965* includes seventeen recommendations for amendments that represent HACU’s best thinking on the reauthorization of the Elementary and Secondary Education Act of 1965. The recommendations address the urgent national need to improve educational opportunity for Hispanic Americans, the nation’s youngest, largest, and fastest-growing population, the backbone of the 21st century American workforce.

The total authorization level of support for HSI-targeted programs initiatives is \$318 million for each year of the authorization period of the Elementary and Secondary Education Act. These HSIs, located throughout the United States and already educating over 50% of all Hispanics in

postsecondary education, will continue to grow in number with the U.S. Hispanic population and continue to grow in importance as potential major contributors to the mission of the U.S. Department of Education to support a strong and viable elementary and secondary school system and prepare the leaders and workers for the nation's future.

HACU is confident that Congress will recognize the critical importance of these recommendations to our nation's economy and national security and include them in the final legislation sent to the President for signature during the 111th Congress.

Updated: May 6, 2010