



EDUCATION NEWS

LA VOZ DE LA COMUNIDAD

A PUBLICATION OF THE LEAGUE OF UNITED LATIN AMERICAN CITIZENS

APRIL 2010

Inaugural Issue

Welcome to the inaugural issue of LULAC Education News, a brief newsletter dedicated to bringing you news and information specific to LULAC's work on educational advocacy! We hope to send you LULAC Education News each month, with the goal that you are more fully informed and engaged with the issues around which LULAC is currently working and can in turn serve as advocates at the state and local levels. On many issues, LULAC works in concert with its partners in the Campaign for High School Equity (CHSE), a coalition of national organizations representing communities of color that advance policies and practices to strengthen high schools and ensure that they have the capacity and motivation to prepare every student for graduation, college, work, and life. In addition to LULAC, the Campaign partners include: National Urban League, National Council of La Raza, National Association for the Advancement of Colored People, Leadership Conference on Civil Rights Education Fund, Mexican American Legal Defense and Educational Fund, National Association of Latino Elected and Appointed Officials Educational Fund, Alliance for Excellent Education, National Indian Education Association, and Southeast Asia Resource Action Center.

This issue of the newsletter contains the following: insight into the President's budget for fiscal year 2011; a summary of CHSE's work around **Common Core Standards**; and an overview of the work that your colleagues in states that have been awarded **grants to foster parent advocacy** are engaged in.



The President's FY11 Budget for Education

On February 1, 2010, the federal Department of Education (DOE) announced the release of the President's budget for education, for the 2011 fiscal year. The DOE has structured the budget to frame re-authorization of ESEA with the broad goals to:

- Raise the bar for standards by pressuring states to adopt clearer and more challenging standards
 - Improve assessment and accountability
 - Improve teacher preparation
- Among other things, the budget includes:
- A total of \$49.7 billion for the DOE's discretionary programs (programs that are contingent upon Congressional approval)
 - A total of \$173 billion in loans, grants, tax credits, and work-study programs
 - A \$3 billion increase in competitive funding for the Elementary & Secondary Education Act (ESEA, currently *No Child Left Behind*)
 - A \$50 million increase for English Language

Learner Programs, for a total of \$800 million

- A \$96.57 million increase for Hispanic Serving Institutions, and other Minority Serving institutions

To put these numbers in perspective, this is an overall \$3.5 billion increase over fiscal year 2010. Still, the Budget proposal includes the consolidation of 38 ESEA programs into 11 competitive funding streams, and the elimination of 6 others. Because of the proposed consolidations and focus on competitive grants, many programs for Latino students have remained at previous funding levels, while some have seen decreases. One such program that has been melded into this conglomerate is Even Start, an early childhood literacy program that the Hispanic Education Coalition (HEC) recommended be funded in the amount of \$100 million. Truncating this program, and the others indicated in the following table, disproportionately and adversely affects Latino students who stood to benefit from it.

Continued on following page.

PROGRAM (in millions unless otherwise noted)	FISCAL YEAR (FY) 2010 BUDGET PROPOSAL (in millions unless otherwise noted)	PRESIDENT S FY 2011 (in millions unless otherwise noted)	FY 2011 HEC REQUEST
William F. Goodling Even Start Family Literacy Programs	\$66.45	\$0	\$100
Head Start	\$7.2 Billion	\$8.2 billion	\$10.9 billion
Title III of the ESEA: Language Acquisition State Grants	\$750	\$800	\$850
Title I, Part C, ESEA: Migrant Education Program	\$394.77	\$394.77	\$475
Federal TRIO Programs	\$853	\$853	\$937
Special Programs for Migrant Students (HEA IV-A-5): High School Equivalency Program (HEP) and College Assistance Migrant Program (CAMP)	\$36.7	\$36.7	\$50
Hispanic-Serving Institutions	Title V, Part A of the HEA: undergraduate support \$123.3 Title V, Part B of the HEA: graduate support \$10.5	Title V, Part A of the HEA: undergraduate support \$123.3 Title V, Part B of the HEA: graduate support \$10.5	Title V, Part A of the HEA: undergraduate support \$175 Title V, Part B of the HEA: graduate support \$100
Adult Basic Literacy Education Grants (Title II of the Workforce Investment Act)	\$628.2 ¹	\$612	\$750
Gaining Early Awareness and Readiness for Undergraduate Programs	\$323.2	\$323.2	\$400
Development of STEM and Articulation programs (371-b-2-B.)Programs			\$100

¹ "The request is \$15.9 million below the 2010 level, but actually reflects an increase of \$30 million in program support because the 2010 level included a one-time increase of \$45.9 million to compensate certain States for errors in calculating formula grant awards between fiscal years 2003 and 2008. The forthcoming reauthorization of the Adult Education and Family Literacy Act (AEFLA), Title II of WIA, provides the Department with the opportunity to better align the Adult Education program with Federal job training programs and the postsecondary education system. The Department is preparing legislative options for reauthorization involving innovative programs that include technology, career pathways models, and high school completion models with multiple pathways."

The DOE estimates that these changes will result in a savings of \$122 million; however, as the Latino student population continues to grow and as more and more Hispanics enter the workforce, it is critical that investments in these areas are made. The achievement gap between Latino students and their peers remains wide, and the gap is even more

pronounced for English language learners (ELLs). This gap has led to an alarmingly high dropout rate and low levels of enrollment in higher education programs. Only 58% of Latino students graduate high school in four years. In an effort to keep pace with Latino growth, and to ensure their achievement, the HEC recommended that the Administration's

budget include an increase in Language Acquisition State Grants, under Title III of the ESEA. No increase was made; rather, it seems it will be up to educational agencies to compete for grants, leaving ELLs' fates unsure.

For more information, visit:
<http://www2.ed.gov/about/overview/budget/budget11/summary/index.html>

Common Core Standards

Written by:

Amaris Kinne, LULAC Education Policy Fellow

Under the 2002 federal No Child Left Behind (NCLB) law, every state and school receiving federal funding was required to develop and implement rigorous standards for each core academic area. Given the constitutional assignment of responsibility for education to the states, it should not be a surprise that within the country, 50 sets of curriculum standards for K-12 education have been developed. As the era of No Child Left Behind (NCLB) turns the corner with a new Administration, one of the legislation's most clear impacts has been to shine a light on the disparity among states and districts regarding expectations and academic standards for students. In an effort to address this inequality, state leadership has come together to design and advance a set of Core Common Standards (CCS). Led by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO), the Common Core Standards initiative has garnered national attention by being recognized by the U.S. Secretary of Education, Arne Duncan, who encouraged states applying for Race to the Top funds to sign on to an agreement to adopt the CCS. To date, forty-eight states and the District of Columbia have agreed to participate in the development of CCS.

The Common Core State Standards Initiative has released a draft of the remainder of its grade-level content standards, comments on the draft must be submitted by April 2, 2010. (Please visit to view & comment on the draft standards: <http://www.corestandards.org>) The purpose of the initiative is to provide states with research-based, expert-screened content standards that the implementers deem to be essential for students' post-secondary success. The impetus for this set of common standards is to eliminate some of the faults of states' current standards, which include: too many, too vague, and too confusing. Additionally, states' existing standards are widely criticized for shortchanging students by setting expectations low and

by not reflecting the requisite skills for college and careers. Finally, as the country focuses on economic improvement and the degree to which we are competitive with the rest of the world, the CCS high-light the concern that our students do not match up in rank with similar countries.¹

What are the Standards?

These sets of standards (for college and career readiness, as well as K-12) define the knowledge and skills students should have to succeed in entry-level, credit-bearing, academic college courses and in workforce training programs.



They will be:

- Aligned with college and work expectations
- Include rigorous content and application of knowledge through high-order skills
- Build upon strengths and lessons of current state standards
- Internationally benchmarked, so that all students are prepared to succeed in our global economy and society
- Evidence and/or research based

Why Are the CCS important?

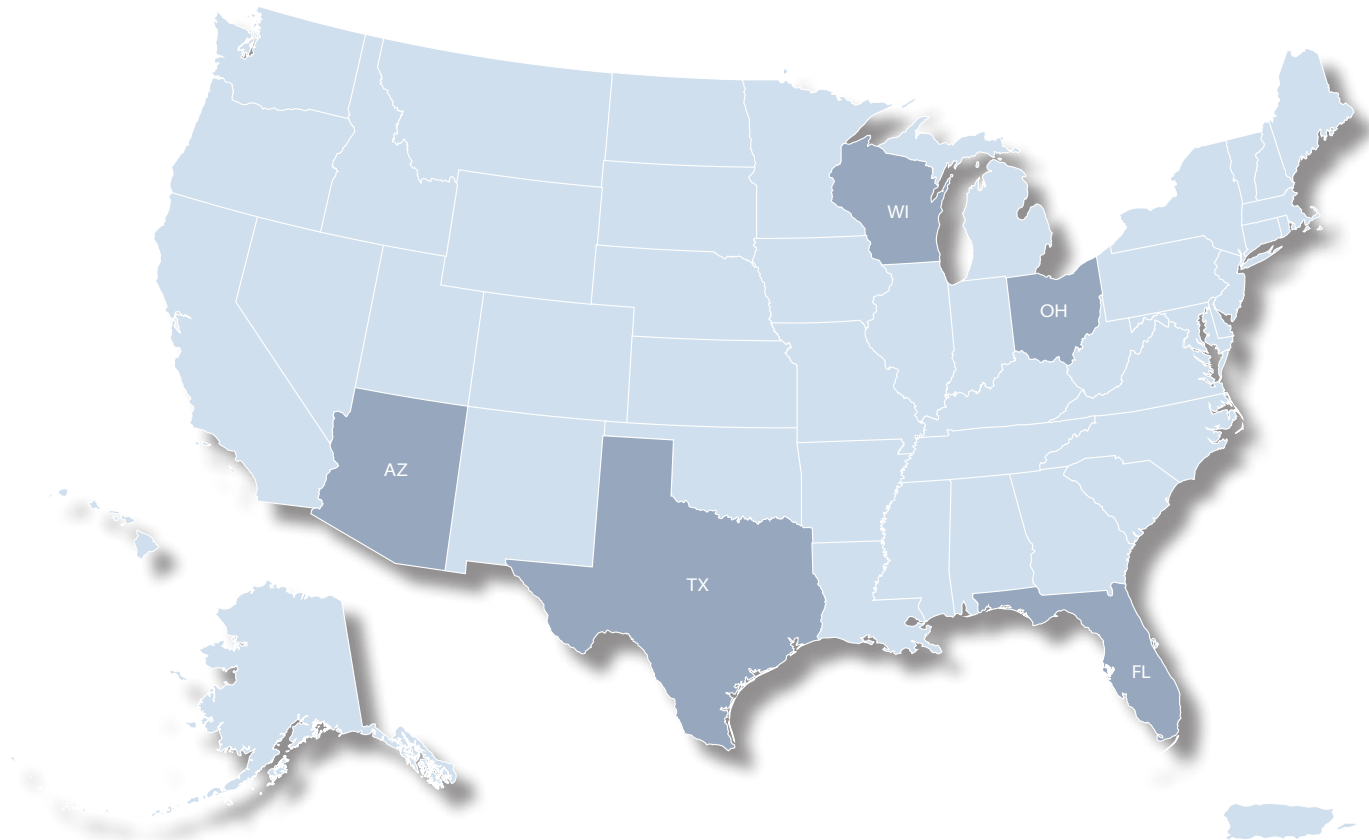
The common core state standards will enable participating states to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development for educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core state standards; and
- Evaluate policy changes needed to help students and educators meet the common core state college and career readiness standards.

LULAC education staff is part of a group of individuals who provide regular feedback to NGA and the CCSSO, in order to ensure that our students' unique needs are accounted for as Common Standards are developed and implemented. For our students of color, who have been historically underserved in many schools, the CCS signal that all students will be held to the same standards. Nonetheless, there are some concerns for students learning English as a second language; these concerns affect many of the Latino population. English language learners (ELLs) enter our schools at all levels of native language-literacy, all ages, all grades, and many different degrees of English proficiency. Furthermore, students whose families migrate among states due to their work currently enter different schools and districts with vastly different standards. The positive thing about the CCS for these students, then, is that—in theory—no matter where they enter school and at what point in their schooling, they will face the same core standards. On the other hand, because these students are learning content and language simultaneously, the standards must be accommodating of the extra instructional supports that necessitates. The standards are expected to be finalized by the end of the year.

¹ W.H. Schmidt, H.C. Wang, and C.C. McKnight, "Curriculum coherence: an examination of US mathematics and science content standards from an international perspective," *Journal of Curriculum Studies*, 37 (5), (2005), 525-559.

Working Locally



LULAC and the Campaign for High School Equity are out in the community! This spring, LULAC National would like to welcome its newest partners in the LULAC and CHSE Parent Involvement Initiative. LULAC has awarded 5 states (Arizona, Florida, Texas, Ohio and Wisconsin) with project support to develop and implement a high school education reform initiative.

The Parent Involvement Initiative complements LULAC's national efforts to ensure that all students, regardless of income, race or ethnicity, have access to a high quality high school that prepares them to succeed in college or a career of their choice.

These five states will be working with their council members, area parents, and community advocates to promote state and



federal policies that will ensure that all Latino students have high quality teachers, effective school leadership, equitable funding and high quality curriculums. LULAC state leaders will be coordinating Town Hall meetings with community members, meeting with state &

federal elected representatives, and organizing numerous other opportunities to engage the Latino community to demand change in American public high schools.

To learn more about LULAC's work on high school education reform, or to become involved with the Parent Involvement Initiative please contact Iris Chavez, LULAC Education Policy Coordinator, at ichavez@lulac.org or 202-833-6130 x13.



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