



Latino students are the fastest-growing segment of the public school population and make up nearly one in five public school students. 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, which is evidenced even before children enter kindergarten, has led to an alarmingly high dropout rate and low levels of enrollment in higher education programs.

One in every five children under 18 is of Hispanic origin. Only 58% of Latino students are graduating high school in four years. The appallingly low rate at which American high schools graduate minority students could be reversed by increasing the accountability of states and school districts to adhere to standards that promote positive outcomes, including graduation and college. If U.S. high schools and colleges raise the graduation rates of Hispanic, African American, and Native American students to the levels of white students by 2020, the potential increase in personal income would add more than \$310 billion to the U.S. economy.

In 2007, only 4 percent of eighth-grade ELL students scored at or above “proficient” on the reading portion of the National Assessment of Educational Progress, compared to 31 percent of non-ELL students. We must ensure that strengthened curriculum and appropriate assessments, not segregation of students, lead the way to increasing the achievement of ELL students.

LULAC urges your support of the following bills and initiatives:

Fund Education Programs Proven to Work for Latino Students

▪ **200 Upward Bound programs at risk**

- ✓ Nearly 200 Upward Bound programs, 5 operated by LULAC, will lose funding in the middle of the 2011-2012 program year if additional funding is not included for this purpose in the FY 2012 appropriation for TRIO. ***Therefore, it is crucial that Congress include at least an additional \$57 million in discretionary funds otherwise the total number of Upward Bound projects will be far lower in FY 2012.*** Without such monies, the funding baseline for Upward Bound only includes enough money to fund 778 Upward Bound programs in the FY 2012 competition. (There are currently 964 programs.)
- ✓ Recent data collected by the Department of Education showed that 77.3% of Upward Bound students enrolled in college immediately following their high school graduation. Furthermore, a re-analysis of data collected in a study by the Department of Education demonstrated that Upward Bound students were:
 - 50% more likely to attain a bachelor’s degree,
 - 19% more likely to attain any postsecondary degree or credential and
 - 22% more likely to apply for student financial aid.

▪ **LULAC Funding Requests for FY2012**

- ✓ Head Start **\$10.9 billion**
- ✓ Title III of the ESEA: Language Acquisition State Grants **\$850 million**



LULAC EDUCATION ADVOCACY SHEET

- ✓ Title I, Part C, ESEA: Migrant Education Program **\$475 million**
- ✓ Adult Basic Literacy Education Grants (Title II of the Workforce Investment Act) **\$750 million**

Reauthorize the Elementary & Secondary Education Act (ESEA)

- **Hold states, districts, and schools accountable for achieving the goal of college and career readiness.**
 - ✓ Under NCLB, there is little accountability for high school graduation rates. ESEA reauthorization should require states, districts, and schools to calculate graduation rates consistently, disaggregate graduation rates by subgroup, and raise graduation rates over time. A reauthorized ESEA should also support states and groups of states in developing comprehensive assessment systems that show what students truly understand, provide data that informs school leaders about teachers' effectiveness at improving student learning and suggests professional development strategies, and includes a mix of measures that help ensure that students meet core learning goals and not simply low-level content and skills that are measured using multiple-choice exams.
- **Require states in which at least 25% percent of all ELL students share one language to offer native language assessments.**
 - ✓ Currently, ESEA requires states to offer assessments in the language and form most likely to yield accurate data "to the extent practicable." This current language is unclear, and as a result, there have been few states have developed or provided academic assessments that are appropriate for ELL students, causing the data on which accountability is primarily based to be flawed. This recommendation sets a clear threshold for states to ensure that appropriate assessments are made available to ELLs.
- **Strengthen federal investment in secondary schools, including a formula-based funding stream to turn around low-performing secondary schools as proposed by the Graduation Promise Act.**
 - ✓ Under NCLB, only 10 percent of the Title I funds that trigger interventions for low-performing schools make it to high school students. As a result, there is little to no funding to help local educators turn around the lowest-performing middle and high schools.
- **Provide incentives to district's to develop career ladder programs targeted at developing the skills and qualifications of bilingual and English as a Second Language (ESL) educators.**
 - ✓ The establishment of a career ladder can help prepare more teachers in effective instruction practices, including strategies in instructing ELLs, by building on the expertise of more experienced teachers. Concurrently, a career ladder can further elevate the teaching profession by allowing teachers to grow in their field as they assume more responsibility in supporting the professional development of other teachers.