Educational Challenges & Opportunities Faced by Latinos in Indiana – Indianapolis as a case study.

Commission on Hispanic/Latino Affairs
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Executive Summary

The goal of this report is to illustrate the challenges and opportunities afforded to Latinos in Indiana. By using national, State, and local information (primarily Indianapolis), this report will discuss various disparities, highlight successful programs, and pray for action. Specifically, the report will request support of various programs that focus on early childhood education such as Full-Day Kindergarten or the Indianapolis K+ initiative. In addition, the report will discuss language difficulties faced by Spanish speakers and will discuss the Language Minority and Migrant programs. Next, the report will look at how the ever increasing gang life is contributing to educational set backs. The final discussion will focus on the ISTEP testing and the new Core 40 requirements.

Latinos struggle for success in education and positive advancement is necessary. In fact, the situation calls for a sense of urgency. If national change does not occur for this population, it is highly probable that Latinos will represent one of the largest and the least educated segments of our population. To compete with other nations in the areas of mathematics, science, and technology, we must provide this segment of our population the proper tools to succeed. The key to success is education and with education comes self-empowerment.

Research shows that Latino students are not graduating from high school nor are they attending institutions of higher learning at a rate which directly correlates with the population growth. Many question the reasons for this

situation. Some claim that family values are to blame. This is unfounded because Latino families want their children to succeed and to be educated. The Latino community is not one to focus on individual needs rather it is quite common for Latinos to focus on the needs of their families. It is a fact that many Latinos living in our State are supporting entire families in other countries. Latinos tend to provided financial support to their immediate family including extended relatives. This drive to help others financially often leaves Latino students with a difficult choice. The older students must balance the desire of personal education with economic decisions.

Many Latino children are products of parents who have not graduated from high school or college. The Latino parents want their children to succeed, but they do not have a reference to provide adequate support and assistance. In Indianapolis, many Latino adults cannot read in English or in Spanish.

In evaluating what can be done to shift the current tide of educational problems, we can turn to programs or structures that provide a new and positive direction. For example: Full-day kindergarten or the Indianapolis K+ program will help build a strong educational foundation. Continued support of language minority and migrant programs will dissipate language problems faced by recent arrivals. Successful community programs such as El Puente provide direct services that foster personal skills that last a lifetime. Gang prevention initiatives will keep our communities safe and allow children to focus on education. Preparing the Latino community for ISTEP testing and the Core 40 program will facilitate graduation.

Introduction: Latino students struggle for success in education.

Poverty and lack of transportation limit Latino participation in kindergarten programs. In Indianapolis, many Latino parents cannot read or write in English and a large majority of recent immigrant parents cannot read or write in Spanish. Hence, children are not able to receive adequate parental support in education. Sadly, many Latino students are beginning their education at the age of seven with limited or no English skills and are retained in the first grade. This label sets the child's academic stage and many will not be able to surpass the negative stigma and, more importantly, the children will have lost the opportunity to learn at the most opportune time. The struggles are not limited to children under the age of seven.

The children in the seventh and eighth grade are falling behind academically and are susceptible to gang life, drugs, and violence. Latino high school students are ranking dangerously below average on the ISTEP test.[1] Latino high school children are economically forced to quit school to find employment in an effort to help raise family income. There is a high drop-out rate and low retention rate for Latino students in our State. The same is true at the college and university level. There are very few Latino students enrolled in graduate or in any advanced learning programs.

[1] Only 19% of Hispanic 10th graders passed the language arts section of the ISTEP in the Indianapolis Public Schools – 2003 Community Assessment (Review of Selected Indicators) by Bob Cross, UW director of research and planning.

City-County Council members are asked to support five initiatives that will have a positive impact on the Latino community. First, Council members are asked to support Full-day kindergarten or to increase funding to the Indianapolis K+ initiative. Second, Council members are encouraged to support Language minority and migrant programs for children and adults. Third, Council members are asked to be proactive in gang resistance education. Fourth, Council members should consider mirroring the El Puente program provided by the Hispanic Education Center in Indianapolis. Finally, Latino families need to be directly involved in ISTEP testing and with the new Core 40 requirements.

Background:

The current increase of the Latino population in the State of Indiana is only indicative of the national phenomena. The Tomás Rivera Policy Institute claims that "[o]ne in nine Americans is now of Latino descent and in some states, like California, Texas and New Mexico, Latinos are now one of every two pupils in first grade."[2] The increase in Latino population was drastic nationally. "By 2000, more than 8.1 million Latinos were enrolled in K-12 schools."[3]

[2] "Closing the Achievement Gaps: Improving Educational Outcomes for Hispanic Children." The Tomás Rivera Policy Institute & the National Hispanic Caucus of State Legislatures – Prepared by The Center for Latino Educational Excellence. 2003. pg. 3.
[3] National Council for La Raza 2004 Report (Education section by Calderón, Miriam) pg. 19.

Sadly, "[c]ompared to other groups, Hispanic drop-out rates are the highest among the three major ethnic/racial groups and have not declined since 1972."[4] What does that mean? Why does this fact contribute to our educational struggle? We will have a large population that is uneducated and destined to low wage employment generally in dangerous laborious jobs. Latinos already have a high incident of work related deaths and injuries.

Not exclusive to the Latino population found in our state, Indiana's impoverished community is already tormented by gang violence and death. The community is plagued by the unyielding cycle of survival by all means regardless of legality. In this regard, our entire nation is facing the same emergency. Latino children will respond to the ever-increasing pull of drugs, gang life, and teen pregnancy if educational opportunities are not afforded to them. In Los Angeles, gang life segregates communities to the extent that one is limited to areas as small as five blocks. As a result, Latino children are forced to stay within the neighborhood or risk life. In Indianapolis, the gang life is not as prevalent. However, if Indianapolis and other communities fail to deal with this situation, Indiana will not be far removed from the problems faced by California citizens. There is an answer and a response. With education one finds self-empowerment, individuals contributing to our society by positive means, and society as a whole will advance and be competitive in the world market. Many believe and profess that education is the only vehicle in which a community can excel thereby surpassing all expectations. If this statement is true...Where are we today?

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[4] Id. 8.

Early Learning:

The federal Head Start program continues to make positive strides in helping our children. However, funding to the program is limited and not all children are served. Governor Kernan's Full-day Kindergarten program did not pass the 2004 legislative session. However, Indiana Public Schools and other districts are attempting to provide Full-day Kindergarten using other vehicles. The Latino population is in dire need of Full-day education because our children are starting the first grade at seven years of age and they either cannot speak English, or they do not have the basic skills required to pass to the next grade. Parents are not mandated by law to send their children to kindergarten. Furthermore, working parents are not able to drop off their children in the middle of the day to attend. What is happening to our children? They are being held back - "flunking" the first grade thereby tarnishing their educational records with a scarlet mark. Many of these children will not be academically successful in the future since the best learning opportunity conducive with brain development was not utilized.

Indianapolis Public Schools (IPS) district is proactive and is attempting to find private funding to pay for additional kindergarten education. Here, sixteen children are afforded an opportunity to attend a K+ class by raising $16,500 to pay for an after school-teacher. Children in this program typically do not fail the first grade and many show signs of surpassing reading levels of other children.[5]

Elementary Years:

[5] See Appendix 1

Indianapolis Public School #96 exemplifies high standards for the language minority and migrant program. Here, the English as a Second Language (ESL) structure is well supported and making positive inroads in preparing the students for future education. IPS 96 is building a relationship with the Latino parents. The teachers at this school routinely involve Latino parent interaction and are known in the community as being a resource to obtain other information. This school is prepared and dedicated to serving the language needs of the children. Why should school #96 be used as an example to copy? The school has over 500 students most of which are of a Latino background. The problem for other schools is that funding is limited and smaller school districts may not be able to keep up with the current need. Currently, there are over 60 languages spoken by language minority children in our State.

Another issue affecting Latino education is family illiteracy. Sadly, this problem is a true reality in our Latino community. Some parents cannot read English or Spanish. Our children need volunteers to fill this gap and to offer support to our children. The benefits of reading must be stressed and be a basic requirement of our children. This can be accomplished by reading campaigns, programs, and contests.

Middle School:

Indiana's 21st Century Scholar program provides free college education to low-income children. Eligible Latino children are not applying for the program and it is unknown why this is true. We need to educate our community about the long

term benefits so that more Latinos will be afforded the opportunity to attend college. Since the children and their parents must enroll in the program by the eighth grade, Latino children should be required to sign the contract agreement even if the family is not sure if their child will attend college.

In our public schools, race relations are severely strained. IPS should be encouraged and supported to implement more gang resistance programs and cultural sensitivity training. If children learn to appreciate other cultures and traditions, empathy will alleviate the tension. Tied to gang life, Latino children are involved with drugs and an increased rate of teen pregnancy. Again, we need volunteers and parents to work with the schools to help educate our youth about the atrocities unavoidable with negative life choices.

High School:

Latino high school students are not graduating and instead are entering the workforce, where they are forced to accept low wages and very labor intensive positions. Frequently the children staying in school are not passing the ISTEP test. Today, high school requirements are changing and mandates for graduation are strict. The focus is geared to a Core 40 requirement of which students must comply or they will not graduate from high school. The Core 40 requirements are very specific and direct the student's education to better prepare the individual for higher learning.[6] In 2008, all students graduating in Indiana must follow the mandate set by Core 40. The Core 40 requirements are offered in Spanish[7], but

[6] See Appendix 2a
[7] See Appendix 2b

the Core 40 program needs to be presented to Latino parents so that they will understand and help their children during the process.

College:

On the national level, [o]nly one in ten (10.8%) Hispanics ages 25 years and over had received a bachelor's degree or higher."[8] Indiana's Ivy Tech is taking the lead in allowing undocumented youth to pay in-state tuition. Once a student completes a program at the Ivy Tech institution, that student can transfer the credits earned with ease due to the new partnerships formed with Indiana University. This proactive gesture will allow many individuals the opportunity to pursue higher learning. However, there is good news because "During the 1990's (1990-90 to 1999-2000), the number of bachelor's degrees awarded to Hispanics rose by 105 percent, faster than any other racial/ethnic group."[9] We must remember that these statistics are relative, meaning that the increase of 105 percent is derived from a very low base of initial enrollment.

Graduate School:

Latinos are not attending Indiana's graduate school programs consistent with the population demographics. The statistical numbers are very small and nationally only 2% of Latinos earn doctoral degrees. Graduate schools pose great challenges because of the cost/benefit analysis. Latinos usually must decide to

[8] National Council for La Raza 2004 Report (Education section by Calderón, Miriam) pg. 20.
[9] NCES (National Center for Education Statistics) Status and Trends in the Education of Hispanics April 2003 pg. 108.

forego employment to pursue a higher degree and family pressures often discourage Latinos from leaving the workforce.

However, Indiana has taken the lead in the law profession. Chief Justice Shepard paved the way for minority and underprivileged students to obtain law degrees by creating the Indiana Conference for Legal Education Opportunity (CLEO) program. This program and a few others are making positive strides enabling Latino involvement in higher education. CLEO fellows must attend a program prior to law school where the students are introduced to legal classes, legal writing, and the basic structures of law.

Description of the current issue:

While many Hoosiers call for "a sense of urgency in addressing educational needs,"[10] for Latinos the call is an emergency. A nation-wide statistic indicates that thirty-five percent of Latino population is under the age of eighteen.[11] At the same time, the Latino community represents a large percent of the population that has not or will not graduate from High School or obtain a GED. Latinos already are the largest minority group and are projected to grow at greater rates then any other community. If those statistics prove true, the Latino population may very well be the largest and the least educated. Looking nationally, "[t]he Education

[10] Indiana Identify Choices and Supporting Action to Improve Communities: Community Leaders Cite Concerns About Jobs, Education, and Leadership. (Center for Urban Policy and the Environment May 2003) pg. 2.
[11] The Tomas Rivera Policy Institute Research Portfolio (http://www.trpi.org/facts2.html)

Department's 2000 Baby Boom Echo Report shows that Hispanics make up 7.9 million of our school-aged children, and will increase over the next 20 years to 12.7 million."[12] This education crisis is not new in the US and will continue to be a challenge in Indiana. The Latino population is growing and children need our help.

Full-day Kindergarten / K+ initiatives: Governor Kernan's Early Learning Trust was defeated in the 2004 General Assembly resulting in the denial of kindergarten to Indiana children. Children need full-day kindergarten or the K + initiative especially if there is a language barrier or if the parents are not properly equipped to provide educational support to their children. "It is estimated that nationally, as many as 50 percent of children are not fully prepared to succeed when they enter kindergarten."[13] The need for help at this early age is important because "[b]y the time a child arrives for Kindergarten, 90 percent of the brain is developed."[14] Furthermore, "[a]mong 3 to 5 year olds not yet enrolled in kindergarten, White and African-American children are more likely than Latinos to recognize most letters of the alphabet, participate in storybook activities, count up to at least 20, and write or draw rather than scribble."[15]

There were only 1654 Hispanic children participating in the state-wide Indiana Head Start program during the 2002-2003 school year.[16] Due to financial constraints, Indianapolis cannot depend on the Federal Head Start program to

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[12] "The Impact of the Bush Budget on Black and Hispanic Families: Leaving Too Many Behind," Joint Report by the Congressional Black Caucus, The Congressional Hispanic Caucus, House Democratic Leader Nancy Pelosi, and Senate Democratic Leader Tom Daschle. March 27, 2003. pg. 7

[13] www.IN.gov/gov quoting *Early Education Trust* 2003.

[14] www.IN.gov/gov quoting *Zero to Three* 2003.

[15] "Addressing the Needs of Latino Children: A National Survey of State Administrators of Early Childhood Programs," Executive Summary by Buysse, Virginia et., The University of North Carolina at Chapel Hill. Pg. 3, quoting US Department of Education, 2000.

[16] Indiana Head Start 2002-2003 Annual Statistical Report pg. 20

serve children who are desperately in need of educational support. In Indianapolis, statistics showed that over 80% of the children six years of age and younger were not enrolled in school.[17]

What is the K+ initiative offered by the Indianapolis Public Schools?[18] "K+ is a program that eliminates barriers and provides large scale extended learning time at a reasonable cost."[19] There are over 200 students served in this program. For many of these children, Corporate America made this opportunity possible. However, there are other schools within the Indianapolis school district that have a specific need for the K+ program. IPS school #96 has over 500 students enrolled of which over 400 are Latino students. At this school low income parents cannot allow their children to attend kindergarten half day. Although school #96 is showing great strides in helping language minority and migrant students, the school cannot be successful if the children are not in the class room. The K+ initiative provides extended learning opportunities in an after school format to afford the children an opportunity to bridge educational gaps. Many children who do not participate in a K+ program, start school at the age of seven lacking basic skills. Hence, the greatest learning development opportunity will be lost. "Tutoring, after school programs, and Title I programs are some of the most effective initiatives to provide assistance to students who need the extra help."[20]

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[17] "The Indianapolis Hispanic Study: A Report on the Characteristics, Assets and Human Services Needs of an Emerging Population." United Way of Central Indiana June 2000. pg. 6.
[18] Please see Appendix 1
[19] "K+: A Community Response to the Need of Kindergarten Children in the Indianapolis Public Schools" by Beatty, Nancy School Year 2003-2004. (available in the appendix)
[20] "The Impact of the Bush Budget on Black and Hispanic Families: Leaving Too Many Behind," Joint Report by the Congressional Black Caucus, The Congressional Hispanic Caucus, House Democratic Leader Nancy Pelosi, and Senate Democratic Leader Tom Daschle. March 27, 2003. pg. 7.

The K+ initiative is a program that will have great success for our children and our State by producing well educated citizens mentally prepared to make a positive difference for our society.

Language Minority and Migrant Programs: The 2000 census found that "6.4 percent of Indiana residents reported speaking a language other than English in their home."[21] The State Department of Education supports the language minority and the migrant program. Here, Indiana is making great strides in educating children identified as having language difficulties. The programs partner with various non-profit organizations to help in this endeavor. This support is critical because it provides concentrated effort in working with a child's English proficiency. The same can be said for migrant children. Some migrant children are part of a group commonly known as migrant farm workers, who travel from state to state and follow the crops for work. Given the nature of their existence, "[m]igrants are less likely to have much formal schooling in their own culture and language, and they are less likely to conform strictly to the 'classic' U.S. immigrant profile: permanent settlement, naturalization, and the embrace of an assimilation ethic."[22]

Students involved in English as a Second Language (ESL) programs benefit in part because administrators and teachers fully appreciate Latino family structures and are aware of most of the Latino parent's education level. ESL

[21] IU Latino Alumni News, Indiana University Latino Alumni Association vol 3/spring 2003.
[22] "State Policy, Regional Climates, and Local Practices for Incorporating Indiana's Newcomer Latino Students: Studying the Impact of Educational Ecologies on Student Aspiration." Levinson, Bradley & Judson Everitt from Indiana University –Bloomington.

instructors generally provide take home learning exercises that are designed to engage all family members.

We must support the language minority and migrant programs because "the status dropout rate of 44.2 percent for Hispanic 16- through 24-year-olds born outside the 50 states and/or the District of Columbia was more than double the rate of 16.1 percent for Hispanic youths born in the United States with at least one parent born outside the United States, and the rate of 16.0 percent for Hispanic youths with both parents born in the United States."[23]

Gang Life:

In response to the Central Indiana Household Survey of 2000, 76% of Hoosiers did not view tensions between different racial groups as a problem in their community.[24] Currently, most gang problems are within internal racial groups such as Latino gang fighting another Latino gang. If the gang problem does not decrease, gangs made of different racial representation will begin to have conflict with each other such as Latino gang fighting an African American gang. Indiana children are being recruited into gangs as early as age 12. Sadly, Latino children are being enticed at an alarming rate. A principal at a local IPS school claimed that children in her elementary school were fearful of being forced to be in a gang. If young children are not supported, the gang problem will grow like an untreated cancer. Problems faced by the Los Angeles School district will soon be our reality.

[23] National Center for Education Statistics: Drop-out Rates in the United States 1999. http:www.ED.gov
[24]Central Indiana Household Survey 2000: An Overview (2001 Center for Urban Policy and the Environment) pg. 7.

A self empowering method to combat gang life is to promote Indiana's Twenty-first Century Scholars program. The program "asks low-income eight-graders to make a commitment to take the necessary steps to prepare for college. In return, the State of Indiana provides support to students and their parents to help these teens prepare for college. The State also ensures that students in the program receive financial aid sufficient to cover in-state tuition at an Indiana public university or its equivalent at a private college."[25] Latino children and families need personalized information regarding this program. Latino eighth grade students do not seem to fully understand the benefits of the program and how they can be rewarded for avoiding trouble.

To avoid social injustice and to be proactive in safe-guarding our streets, we must encourage the Latino youth to strive for academic excellence. There are many people in this State who appreciate the difficulties that lie ahead for our community. These educators, administrators, politicians, and civil leaders are attempting to foster positive change for the Latinos students in our State. For example, Mr. David Hernandez from an IPS Northwest High School has dedicated his life providing education to our Latino students. Mr. Hernandez partners with the El Puente Program facilitated by the Hispanic Education Center. Students involved in this program are monitored and provided mentors to help the students succeed in school. This type of individual focus directly combats the pull of joining a gang. The Hispanic Education Center needs more local support to continue this beneficial activity.

[25] Lumina Foundation for Education New Agenda Series Meeting the Access Challenge: Indiana's Twenty-first Century Scholars Program vol 4, number 4, August 2002. pg. 1

ISTEP & Core 40:

The national standards in education changed with the Bush administration. Bush's plan is "[t]o close the achievement gap with accountability, flexibility, and choice so that no child is left behind."[26] Indiana is only one of a few States whose program is approved by the national No Child Left Behind (NCLB) Act of 2001 mandates. "Indiana must comply with NCLB to receive 400+ million in federal funds."[27] Indiana's Public Law 221- 1999 will help the State fulfill the State's obligation by changing hiring practices and the increased monitoring of child testing.

The process of accountability is that Indiana children are tested in various grades to access their ability. "Indiana Testing for Statewide Progress (ISTEP) was created by the Indiana General Assembly in 1987 and was administered for the first time in 1988."[28] Today, teachers and schools are identified as failing if their children do not meet minimum standards. Schools are required to identify eight categories like f*ree Lunch, minority, and special education* that indicate that a child faces the most challenges. Sadly, Latino children are not ranking high in this process. The range of success varies, but "only 19% of Hispanic 10th graders passed the language arts section of the ISTEP in the Indianapolis Public Schools."[29] A daunting statistic found states that "for the graduation classes of

[26] Public Law 107-110. 107th Congress January 8, 2002
[27] "School Accountability in Indiana" Indiana Department of Education 8-14-03
[28] ISTEP + Indiana Statewide Testing for Educational Progress – Plus Program Manual 2003-2004. pg. 1.
[29] 2003 Community Assessment (Review of Selected Indicators) by Bob Cross, UW director of research and planning.

2000 and 2002, 70%-80% of minority students failed to meet minimum graduation competencies in mathematics."[30]

For Latino children in Indiana, ISTEP requirements are highlighting the student's progress and holding teachers and schools accountable when a child is not successful. Schools that might otherwise refuse to help a child due to immigration status are now required to give the children assistance. Latino children can no longer be passed from grade to grade without affecting the schools ratings. After a child is in the school for 165 days that child is included in the testing pool. After a language minority child is in the school for three years, the school must add that student's test scores to be counted. An important method to help the schools and the children in the testing process is to provide Latino families information. By creating educational opportunities in Latino families, test scores for Latino children will blossom and schools will show dramatic signs of success. IPS #96 is a perfect example of incorporating Latino parent involvement.

The ultimate goal of NCLB and of PL 221 is that "[a]ll students (100%) are expected to be at 'proficient' or 'Pass' level on 2014 test."[31] The State Department of Education is working to help children meet basic standards. "To meet these challenges, Indiana established world-class Academic Standards in English/language arts, mathematics, science, and social studies. These Standards outline what students should know and be able to do at each grade level."[32]

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[30] "Prediction Indicators for Students Failing the State of Indiana High School Graduation Exam." By Nichols, Joe., Preventing School Failure, Spring 2003, Vol 47, Issue 3
[31] "School Accountability in Indiana" Indiana Department of Education 8-14-03
[32] Indiana Department of Education – link "Indiana's Academic Standards"

The system of testing poses other problems. A teacher from another State with similar class testing expresses the difficulties as follows:

> In the education catch-up game, we are entrapped by teaching to the tests. In keeping with the values of these recent years, the state requires test results. It 'mandates' higher scores. But it provides us no resources in the areas that count to make this possible. So it is a rather hollow 'mandate' after all, as if you could create these things by shouting at the wind. If they first had given Head Start to our children and pre-kindergarten, and materials and classes of 15 or 18 children in the elementary grades, and computers and attractive buildings and enough books and supplies and teacher salaries sufficient to compete with the suburban schools, and then come in a few years later with their tests and test demands, it might have been fair play. Instead, they leave us as we are, separate and unequal, under funded, with large classes, and with virtually no Head Start, and they think that they can test our children into a mechanical proficiency.[33]

Analysis:

In 1983, the National Commission on Excellence declared that "[i]f an unfriendly power had attempted to impose on America the mediocre educational performance that exists today, we might have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves...We have, in effect, been committing an act of unthinking, unilateral educational disarmament."[34] Educational inroads will be available for the Latino children if the children are helped during early childhood programs such as Head Start, Full-day Kindergarten, or the K+ initiative. Children can be motivated to stay away from gang life with the Twenty-First Century Scholars program used as an educational carrot. ESL students and other language minorities will further with parent involvement and alternative learning techniques utilized.

[33] Kozol, Jonathan, Savage Inequalities: Children in America's Schools. Harper Perennial 1991. pg. 143.

A study done by Robert Aponte, found that "Latinos in Indiana are clearly living under better economic conditions, on average, then Latinos living elsewhere. This is evident based on comparisons on numerous indicators of well being, such as poverty rates or medium family income."[35] However, Latino parents still need outside support. "In some cases, Latino parents lack the resources to help their children in school or need support to be effective advocates for their children's education."[36] For schools to be successful in helping the Latino student "it is vital that new models of parental involvement are identified and used in schools, including models that utilize community-based organizations with a track record of providing services to Latinos."[37] Indianapolis has a great resource in this regard. The Hispanic Education Center is a non-profit organization with a program entitled "El Puente." The a primary function of El Puente is to "help Hispanic students grow academically and socially, and to motivates them to keep [their grades] up in school and graduate."[38] The Hispanic Education Center has a strong mission statement. It is as follows:

> The mission of El Puente is to enrich, support, and advocate for the education of Hispanic youth so they can stay in school, graduate, and continue learning after high school. The youth, parents, and staff who make up our family are committed to learning, leading and serving others. Our activities help the youth to develop their potential, build their confidence and academic skills, and explore their career interests and opportunities. El Puente graduates will be well prepared for their futures-in careers, for college or technical school, and as leaders in their community.[39]

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[34] Rushefsky, Mark E., Public Policy in the United States 3rd Edition: At the Dawn of the Twenty-First Century. M.E. Sharpe, Armonk-New York. 2002. pg. 350.
[35] "Latinos in Indiana: On the Thrones of Growth" by Aponte, Robert. (Julian Somora Research Institute) July 1999. pg. 5.
[36] National Council for La Raza 2004 Report (Education section by Calderón, Miriam) pg. 19.
[37] National Council for La Raza 2004 Report (Education section by Calderón, Miriam) pg. 23.
[38] "Avanzando sin Frontera" by Valdez, Victor El Puente Newsletter No. 4 2003-2004
[39] "Learn, Lead, and Serve in the El Puente Project" Hispanic Education Center-Center for Urban and Multicultural Education at IUPUI (brochure)

With continued support of the Hispanic Education Center, Latino high school students and their families will flourish.

Indiana Hoosiers need to be proactive in working with and encouraging the education of the Latino population. By self-empowering this community, our state will reap the benefits, and the difficulties faced by California citizens will not be our reality. We must avoid the necessity of being reactive (crime, prisons, drugs) and give all children, the proper tools to be successful adults in our State.

Conclusion:

If positive changes are made in early childhood education through high school, we will see an increase of Latinos in college and a larger number of Latinos in graduate school. This State demonstrates great accomplishment with Ivy Tech's (and other institution's) admission policies which allow individuals the opportunity to pay instate tuition. Both Senator Evan Bayh and Senator Lugar support the Development, Relief, and Education Relief for Alien Minors Act (Dream Act) which will also grant instate tuition throughout the United States. By supporting the initiatives shared in this report, the Latino community will benefit, all Hoosiers will benefit, and the nation will be better prepared for the global market in the future.

In 1997, Senator Garton with bipartisan support enacted Chief Justice Randall T. Shepard's Indiana Conference for Legal Education Opportunity (CLEO) program. CLEO is instrumental in providing diversity within the judiciary and the program has encouraged Latinos to participate. Here, Indiana proved to be a pioneer and other States have since followed. Chief Justice Shepard believes that "[f]or America to thrive as a common society, the people from all parts in the society must have the chance to succeed in business, in politics, in labor, and in the professions-including the legal profession."[40]

For the Latino community, ours is a struggle of battling for access and financial support in the pursuit of education. Even more importantly, ours is a struggle of balancing basic survival with the need to promote education. This document is not exhaustive – there are more problems and there are more programs trying to help. Education for Latinos is an emergency and we, as a community must take the lead in helping each other, demanding support, and preparing our youth for the years to come. Currently, "Hispanics remain the most likely to drop out, the most likely to be found in large, urban, impoverished schools, and the least likely to enroll in college."[41] We must make a difference today. We can make a difference by supporting full-day kindergarten or the K+ initiative and the other programs discussed in this report.

[40] The Indiana CLEO Program (www.in.gov/judiary/cleo)

APPENDIX 1:

K+: A Community's Response to the Needs of Kindergarten Children

In the Indianapolis Public Schools

[41] The 2004 LULAC (League of United Latin American Citizens) Challenge: A Latino Public Policy Agenda for Electoral Candidates. Washington D.C. January 2004. pg. 9

Background

The Indianapolis Public Schools (IPS) - dedicated to educational reform - engages in continual analyses of its program offerings as they relate to student achievement. The point of analytical departure is the entry grade of kindergarten. Over the past decade this grade level has received public attention as an essential contributor to student achievement.

"There is increasing recognition that achievement in school is related to children's experiences prior to school. National assessments show that by fourth grade there are already significant gaps in the achievement of black, Hispanic, and white children. Other studies demonstrate differences as early as first grade. One study suggests that more than half of the gaps in achievement found between white and black 12th graders can be attributed to gaps that already existed at the beginning of first grade." (Phillips, 1998).

Indiana does not mandate kindergarten attendance. School attendance is not mandated until age seven. And although school districts are required to provide kindergarten, they are not required to provide transportation. Indiana does not provide full day kindergarten, although small grants are provided to local districts to support limited offerings.

The state required exam is given at third grade. Children typically have spent 2.5 years in school (Kindergarten, 1st, and 2nd grade). A child who does not attend kindergarten has 500 fewer hours of preparation.

Description of Need

The district has collected the following data:

1. The attendance rate for half day kindergartners is 92.36%, while the overall attendance rate for the district is 95%, indicating that 13.75 days of school, or nearly 3 weeks of instruction are lost each year.
2. In 2000, 3,480 third graders took ISTEP. Only about two thirds of those students appeared on the 1997-98 IPS kindergarten roster.
3. In 2002, 3,158 students took ISTEP and over 500 of those students had no kindergarten record in 1999-2000, but were registered in the district during first grade.
4. Students who attended half-day kindergarten with 90% attendance in 1999-2000 had a 55% pass rate on the 2002 ISTEP. Overall, the pass rate was only 44%.

5. Over 10% of first graders are retained (Children who can't read on grade level at the end of first grade rarely ever catch up - the achievement gap only widens, Snow, et al., 1998)
6. By October 11, 2002, 470 kindergarten students had withdrawn from school.
7. In November 2002, there were 580 first graders with no IPS kindergarten record.

The district offers very few after-kindergarten programs, and providers of such programs can rarely generate the $60-$90 weekly fees to provide kindergarten programming for the remainder of the school day. Due to the regulations regarding racial balance as well as building capacity, kindergarten students may actually live over five miles from their assigned school. Although students may attend any district kindergarten, this presumes that one exists within walking distance. It also results in children starting school in a building that they will not return to as first graders.

The district (like most districts in Indiana) does not provide mid-day transportation. Families must therefore have access to some form of transportation as well as an available adult at mid-day for the 180 school days.

Planning to Meet the Need

By encouraging each community to support an extension of kindergarten programming to allow greater access, more students will have the requisite amount of instructional time before taking the state exam (ISTEP). Existing transportation resources can be utilized (morning and afternoon school bus). Siblings can attend the same school by eliminating the half day distance barrier.

Students could attend their "assigned" school their very first year of school, allowing elementary schools to better assess their curriculum delivery and make necessary modifications based on ongoing student assessment. Families can begin immediately to make vital links to their child's school.

By combining various community resources and talents, programs can exist throughout the district to accommodate the 3,500 –3,700 children believed to be eligible for kindergarten each year (typically 2,900 –3,100 are actually enrolled).

THE PLAN

Kindergartners attend ½ day session of kindergarten in their assigned school, riding the bus already scheduled for their school.

Following the kindergarten program, the Community Child Serving Agency (CCSA) staff person comes to the school and takes the kindergartners to lunch (provided by the school).

The CCSA provides a high quality instructional program for the remainder of the school day in the school building.

At the end of the regular school day, children leave by bus or otherwise with the other school children.

COST

Each provider will receive $16,500. This will provide 4.25 hours of programming daily for 176 school days. This amount includes payment for staff participation in ten (10) hours of training provided by the District. The provider will reimburse the district $500 for materials and supplies.

BUDGET DESCRIPTION

4.25 hours of daily service for 176 days	$16,000.00
10 hours of participation (1 staff person) in literacy training	NC
Materials to support instruction in the district's curriculum	$ 500.00
Total Cost	$16,500.00

PERSONNEL

CCSA will provide (1) staff person to provide 4.25 hours of daily programming for a minimum of 15 kindergarten students. CCSA will ensure that a qualified staff person who has been approved through the IPS policies for participation in schools is available each of the 176 days.

In order to insure that programs are productive for children, CCSA staff persons will attend 10 hours of training provided by IPS. The training will include the follow areas:

State Standards integrated into the IPS Curriculum Framework
Put Reading First, "The Research Building Blocks for Teaching Children to Read"

Student Assessment and Progress Record Keeping

Home-School-Community: Developing systems of support for the learner

Designing the Daily Schedule: Integrating math, reading, science, and social studies

Understanding diverse learners especially those with a first language that is not English

Managing student behavior to facilitate classroom climate and individual student progress

CURRICULUM

Mastery of State Standards
CCSA will provide the curriculum required by the school. Programming will include instruction toward mastery of the Indiana State Standards, using the Indiana Curriculum Framework Guide. Monitoring of student progress will mirror that used by the classroom teacher and will be maintained in student portfolios or other record systems.

Parent Involvement
Regular (weekly) communication with the teacher is anticipated and records of such communications will be maintained by the CCSA in the form of shared lesson plans, or other documents. Communications with parents will go through the regular kindergarten teacher and will seek to provide parents with opportunities and resources for supporting their child's education at home.

District Curriculum Adoptions
The CCSA will use the district's reading and math adoption materials that the district will provide to the extent that they are available. Support materials will be included in the materials purchased by the district with the designated $500.

Emphasis on Diversity with Community Involvement
Daily activities will focus heavily on developing language skills, as many programs will be supported with matching funds designed to assist Hispanic children in acquiring English. Appropriate materials for home and school use will be purchased with the designated funds. Agencies with cultural knowledge will be included in periodic programming at the K+ sites. Other community individuals will participate, using a specifically designed "Volunteer Curriculum" which aligns their visit with the ongoing curriculum.

Daily Schedule
Repetition and reinforcement of learnings from the students' morning/afternoon kindergarten program will be included daily in the form of learning centers and a wide range of manipulative materials. Practice will be encouraged through developmentally appropriate games, music, and art activities.

MATERIALS

The CCSA will provide the district with $500 to purchase uniform instructional materials at the district's discount so that all programs support the district's curriculum.

PROJECT EVALUATION

All students participating in the K+ program will participate in fall and end year assessment and be included as a category of program assessment in the District's Annual Kindergarten Report. Kindergarten attendance records will be kept.

APPENDIX 2:

Core 40 requirements in English

Indiana High School Diploma Requirements*

	General High School Diploma	Core 40 Diploma**	Academic Honors Diploma***
English/Language Arts	8 credits	8 credits Credits in literature, composition and speech	8 credits Credits in literature, composition and speech
Mathematics	4 credits **Must include 2 credits in:** Algebra I or Integrated Mathematics I	6-8 credits **2 credits:** Algebra I **2 credits:** Geometry **2 credits:** Algebra II (or Integrated Math I, II, and III for 6 Credits) **Additional credits in:** Pre-Calculus/Trigonometry, AP Calculus, Discrete Mathematics, Probability and Statistics, or AP Statistics	8 credits **2 credits:** Algebra I **2 credits:** Geometry **2 credits:** Algebra II (or Integrated Math I, II, and III for 6 Credits) **2 credits:** Additional credits in Pre-Calculus/Trigonometry, AP Calculus, Discrete Mathematics, Probability and Statistics, or AP Statistics
Science	4 credits **Must include credits from more than one of the three major categories in:** Life Science, Physical Science, and Earth & Space Science	6 credits **2 credits:** Biology I **2 credits:** Chemistry I, Physics I, or Integrated Chemistry – Physics **2 credits:** Additional credits in Chemistry, Physics, Earth and Space Science, Advanced Biology, Advanced Chemistry, Advanced Physics, or Advanced Environmental Science	6 credits **2 credits:** Biology I **2 credits:** Chemistry I, Physics I, or Integrated Chemistry – Physics **2 credits:** Additional credits in Chemistry, Physics, Earth and Space Science, Advanced Biology, Advanced Chemistry, Advanced Physics, or Advanced Environmental Science
Social Studies	4 credits **2 credits:** U.S. History **1 credit:** U.S. Government **1 credit:** In another social studies course or in Global Economics or Consumer Economics	6 credits **2 credits:** U.S. History **1 credit:** U.S. Government **1 credit:** World History and Civilization or World Geography **1 credit:** Economics **1 credit:** Additional course from the social studies area	6 credits **2 credits:** U.S. History **1 credit:** U.S. Government **3 credits:** Additional credits in courses with an emphasis on Economics, Geography, or World History
SUBTOTAL	**20 credits**	**26-28 credits**	**28 credits**
Other subjects	2 credits (in above subjects or technology competency)	8 credits (in above subjects or any of the four subjects below)	see below
• Foreign Languages		Encouraged	6-8 credits
• Arts		Encouraged	2 credits
• Computers		Encouraged	Encouraged
• Career Area		Encouraged	Encouraged
Electives	16 credits	2-4 credits	9 credits
Physical Education	1 credit	1 credit	1 credit
Health/Safety	1 credit	1 credit	1 credit
TOTAL	**40 credits**	**40 credits**	**47 credits**

* DIPLOMA REQUIREMENTS EFFECTIVE BEGINNING WITH THE CLASS OF 2008. ADDITIONAL LOCAL REQUIREMENTS MAY APPLY.

** CORE 40 COURSES ARE CURRENTLY UNDER REVIEW BY THE STATE BOARD OF EDUCATION AND COMMISSION FOR HIGHER EDUCATION. UPDATES TO THE CORE 40 REQUIREMENTS WILL BE MADE AVAILABLE ON THE DEPARTMENT OF EDUCATION WEB SITE AT **WWW.DOE.STATE.IN.US/CORE40.**

*** ONLY COURSES THAT HAVE BEEN APPROVED BY THE STATE BOARD OF EDUCATION AND IN WHICH A STUDENT HAS EARNED A GRADE OF "C" OR ABOVE MAY COUNT TOWARD AN ACADEMIC HONORS DIPLOMA (AHD). TO EARN THE AHD, A STUDENT MUST HAVE A GRADE POINT AVERAGE OF "B" OR ABOVE.

APPENDIX 2a:

Core 40 requirements in Spanish

Requisitos de Indiana para el Diploma de la Escuela Secundaria*

	Diploma General de la Escuela Secundaria	Diploma "Core 40"**	Diploma de Honores Académicos***
Inglés/ Destrezas Lingüísticas	8 créditos	8 créditos Créditos de literatura, composición y discurso	8 créditos Créditos de literatura, composición y discurso
Matemáticas	4 créditos **Tiene que incluir 2 créditos de:** Álgebra I o Matemática Integrada I	6-8 créditos **2 créditos:** Álgebra I **2 créditos:** Geometría **2 créditos:** Álgebra II (o Matemática Integrada I, II, y III por 6 créditos) **Créditos adicionales de:** Pre-Cálculo/Trigonometría, Cálculo "AP," Matemática Separada, Probabilidad y Estadísticas, o Estadísticas "AP"	8 créditos **2 créditos:** Álgebra I **2 créditos:** Geometría **2 créditos:** Álgebra II (o Matemática Integrada I, II, y III por 6 créditos) **Créditos adicionales de:** Pre-Cálculo/Trigonometría, Cálculo "AP," Matemática Separada, Probabilidad y Estadísticas, o Estadísticas "AP"
Ciencias	4 créditos **Tiene que incluir créditos de más de una de las tres categorías mayores de:** Ciencia Biológica, Ciencia Física, y Ciencia de la Tierra y del Espacio	6 créditos **2 créditos:** Biología I **2 créditos:** Química I, Física I, o Química – Física Integradas **2 créditos:** Créditos adicionales de Química, Física, Ciencia de la Tierra y del Espacio, Biología Avanzada, Química Avanzada, Física Avanzada, o Ciencia Ambiental Avanzada	6 créditos **2 créditos:** Biología I **2 créditos:** Química I, Física I, o Química – Física Integradas **2 créditos:** Créditos adicionales de Química, Física, Ciencia de la Tierra y del Espacio, Biología Avanzada, Química Avanzada, Física Avanzada, o Ciencia Ambiental Avanzada
Estudios Sociales	4 créditos **2 créditos:** Historia de los EEUU **1 crédito:** Gobierno de los EEUU **1 crédito:** Otro curso de estudios sociales o de Economía Mundial o Economía del Consumidor	6 créditos **2 créditos:** Historia de los EEUU **1 crédito:** Gobierno de los EEUU **1 crédito:** Historia Mundial y Civilizaciones o Geografía Mundial **1 crédito:** Economía **1 crédito:** Curso adicional del campo de estudios sociales	6 créditos **2 créditos:** Historia de los EEUU **1 crédito:** Gobierno de los EEUU **3 créditos:** Créditos adicionales para cursos con énfasis en Economía, Geografía, o Historia Mundial
SUBTOTAL	20 Créditos	26-28 Créditos	28 Créditos
Otras Materias	2 créditos (de las materias listadas arriba o de competencia tecnológica)	8 créditos (de las materias listadas arriba o cualquiera de las cuatro materias que aparecen abajo)	vea abajo
• Idiomas Extranjeros		Sugerido	6-8 créditos
• Artes		Sugerido	2 créditos
• Computadoras		Sugerido	Sugerido
• Campo de Carreras		Sugerido	Sugerido
Cursos Electivos	16 créditos	2-4 créditos	9 créditos
Educación Física	1 crédito	1 crédito	1 crédito
Salud/Seguridad	1 crédito	1 crédito	1 crédito
TOTAL	40 créditos	40 créditos	47 créditos

* REQUISITOS PARA EL DIPLOMA EFECTIVOS A PARTIR DE LA CLASE DEL AÑO 2008. REQUISITOS LOCALES ADICIONALES PUEDEN APLICARSE.

** CURSOS "CORE 40" ACTUALMENTE ESTÁN SIENDO REVISADOS POR LA JUNTA EDUCATIVA DEL ESTADO Y LA COMISIÓN PARA LA EDUCACIÓN POS-SECUNDARIA. ACTUALIZACIONES A LOS REQUISITOS DE "CORE 40" ESTARÁN DISPONIBLES EN LA PÁGINA DEL INTERNET DEL DEPARTAMENTO DE EDUCACIÓN **WWW.DOE.STATE.IN.US/CORE40.**

*** SOLAMENTE LOS CURSOS APROBADOS POR LA JUNTA EDUCATIVA DEL ESTADO Y EN LAS CUALES EL ALUMNO HAYA OBTENIDO UNA CALIFICACIÓN MÍNIMA DE "C" PUEDEN CONTAR PARA EL DIPLOMA DE HONORES ACADÉMICOS. PARA OBTENER EL DIPLOMA DE HONORES ACADÉMICOS, EL ALUMNO DEBE TENER UN PROMEDIO DE CALIFICACIONES MÍNIMO DE "B".