

Status Report on Education for Latino Students in Ohio

by the Ohio Commission on Hispanic/Latino Affairs
2001-2002 School Year



BOB TAFT, GOVERNOR
JUAN LARA, EXECUTIVE DIRECTOR



OCHLA: *Working Together for our Community*

VISION

The Ohio Commission on Hispanic/Latino Affairs strives to connect the Hispanic/Latino community and the State of Ohio in order to foster respect among all Ohioans and help lead our state to a greater future.

MISSION

The Ohio Commission on Hispanic/Latino Affairs serves as a liaison between government and the Hispanic/Latino community in Ohio, and advocates the development and implementation of policies and programs to address the needs of Hispanic/Latino Ohioans, especially, but not limited to, education, employment, economic development, health and housing.



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ACKNOWLEDGEMENTS

The Commission on Hispanic/Latino Affairs would like to gratefully acknowledge the following state universities for their contributions to this report:

Cleveland State University

The Ohio State University

University of Toledo





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I. Executive Summary of Recommendations

In fulfillment of its statutory mandate [ORC 121.32] the Commission on Hispanic/Latino affairs shall:

Gather and disseminate information and conduct hearings, conferences, investigations, and special studies on problems and programs concerning Spanish-speaking people;

Stimulate public awareness of the problems of Spanish speaking people by conducting a program of public education;

Advise the governor, general assembly, and state departments and agencies of the nature, magnitude, and priorities of the problems of Spanish-speaking people;

Advise the governor, general assembly, and state departments and agencies on, and assist in the development and implementation of, comprehensive and coordinated policies, programs, and procedures focusing on the special problems and needs of Spanish-speaking people, especially in the fields of education, employment, energy, health, housing, welfare, and recreation;

Propose new programs concerning Spanish speaking people to public and private agencies and evaluate for such agencies existing programs or prospective legislation concerning Spanish speaking people;

In 2000, the Ohio Commission on Hispanic/Latino Affairs conducted a survey of Hispanic Ohioans to identify the issues of which they were most concerned. Overwhelmingly and consistently across the state, the top issue was, and continues to be, education of their children.

This study analyzes Hispanic student achievement in Ohio's public K-12 schools, discusses the barriers these students face, and introduces findings and recommendations to address these challenges. Hispanic students are the fastest growing student population in many school districts across Ohio, but lamentably, continue a decade-long trend of being among the least educated. In 2000, Ohio's Hispanic teenagers were dropping out of high school at almost five times the rate of the state average.

This trend is alarming for Ohio's economic future. How can the state achieve prosperity when its fastest growing and youngest population is also its most undereducated? Even as Ohio pins its hopes on becoming competitive in a knowledge-based economy through laudable initiatives such as the Third Frontier, new workforce development systems and increased access to higher education, the fact remains that its future workforce is increasingly comprised of this rapidly growing and disproportionately undereducated and under prepared population. Therefore, it is imperative that Hispanic youth achieve minimally a high school diploma, increase enrollment in college preparatory curricula, and complete post-secondary education, in order for Ohio to enjoy economic success in the 21st century.

To do so will require state agencies, the General Assembly, and local school boards and districts alike to identify the causes and solutions to low achievement and to exercise the leadership and



political will to make the necessary changes in an educational system that is simply not meeting the needs of Hispanic students and their families.

Methodology

This study consists of statistical information from national and state resources along with public testimony at six town hall meetings held across the state of Ohio. This information was analyzed, and led to a set of recommendations that provide state and local entities measurable goals to strive for in order to improve K-12 Ohio Hispanic/Latino education.

Statistical Information

(Sources: US Census, US Senate Health, Education, Labor and Pensions Committee report "Keeping the Promise: Hispanic Education and America's Future," Ohio Department of Education, American Association of University Women study, "Latinas in School.")

National Statistics:

- Hispanics are the largest minority nationwide. The growth rate from 1990 to 2000 was 58%, compared to the 8.7% growth rate of white non-Hispanics during this same period.
- One out of every five first graders is Hispanic.
- Hispanics make up 15% of the nation's student population.
- Hispanic students perform below their non-Hispanic peers in reading, math and science by age 9. More than 1/3 of Hispanic students of high school age are enrolled below grade level.
- A growing number of Hispanic children are immigrant students (49%), migrant students (7%), or have limited English language proficiency (30%).
- Hispanics are one of the youngest populations in the nation, as one third of Latinos are under 18.
- In the years 1995-2050, Hispanics are projected to grow by 259%, compared to 7% for white non-Hispanics.
- By 2025, it is projected that Hispanic children will comprise 25% of the U.S. student population.
- In general, Hispanic student achievement as measured by high school graduation rates and performance on standardized tests lags significantly behind national averages. Hispanic youth experience the highest dropout rate of any group. Hispanics over age 16 are more than twice as likely to drop out as African Americans and four times more likely than white students.
- Hispanic girls tend to drop out earlier than all other groups and are the least likely to return after a time out.
- Hispanic students attending predominantly minority schools are twice as likely to receive instruction from unqualified teachers.
- The migrant student population is now nearly 800,000--80% Hispanic, concentrated in 1/4 of the nation's schools.
- Over the past decade, between 1990 and 2000, the greatest growth of Hispanic school children has occurred in the Midwest and the South.

State Statistics:

- The Hispanic population grew 55.4% during 1990-2000, a rate almost 12 times the state average. In 2000 the total counted Hispanic population was 217,123.
- Half (51%) of Hispanic Ohioans currently reside in four Ohio counties: Cuyahoga, Franklin, Lorain, and Lucas. However, many other areas of the state are now experiencing unprecedented growth.
- The Hispanic high school dropout rate in Ohio is 49% (2000).
- The student achievement gap is wide, with Hispanic students scoring almost two times below the state average on 4th, 6th, 9th, and 12th grade proficiency exams.
- Suspension percentage rates are several points higher for Hispanics vs. Whites in Cleveland, Lorain and Toledo public schools.



- Spanish-speaking students comprise 50% of the state's 20,000 Limited English Proficient (LEP) students.

Local school districts across the nation and in Ohio are struggling to build an infrastructure to respond to the unique educational needs of Hispanic students. Often faced with the barriers of poverty, mobility, lack of English fluency, and low expectations and lack of cultural awareness on the part of their teachers, many Hispanic students require far greater attention and support from schools to attain higher levels of academic achievement.

Summary of Recommendations

- It is our overall recommendation that the Ohio General Assembly conduct hearings under the education committees of the Senate and House during each biennium to assess the progress of the recommendations made in this report in order to ensure that the state of Ohio and its over 600 school districts are making strides in improving the educational status of Ohio's Hispanic children.
- Furthermore, we recommend that representatives of the Hispanic community in each school district present their findings and recommendations at local school board meetings and meet with local superintendents and elected officials in order to ensure that the issues affecting Hispanic student educational achievement are being addressed.
- Finally, it was evident throughout our research that the state of Ohio needs to improve its capacity for disaggregating data on the major indicators of student performance based on race, ethnicity and English language proficiency. This is essential if agencies such as the State Board of Education and the State Superintendent of Public Instruction are to develop effective data-driven policies and accountability tools to meet the needs of Ohio's diverse student population.

The following are specific recommendations for state and local agencies that are derived from our research conducted during the 2001-2002 year.

Enrollment of Hispanic children in effective early childhood programs:

- The enrollment of Hispanic children in early childhood education should increase through a concerted effort made by local school districts and communities. The enrollment in kindergarten and head start programs can be ensured by school districts providing funding for additional Hispanic teaching staff and bilingual outreach to parents.
- The Ohio Department of Education should ensure that the enrollment of Hispanic children in early childhood programs increase by collecting data from these schools concerning enrollment statistics by race and ethnicity. The Department of Education should use 2002-2003 base line data and collect this data annually to be published on the ODE website.
- The Ohio Department of Education should collect accurate data regarding Hispanics in education and this data should be updated and made available on the department's yearly report card and website. The data on race and ethnicity must be collected and updated in order to "Close the Achievement Gap" that exists in Ohio schools. This data collection



should be made at the district level so that local school boards, families, and educators can have meaningful data.

Recruitment and retention of qualified Hispanic, bicultural and bilingual educators:

- Ohio Department of Education should require local school districts to collect and report data concerning the number of Hispanic, bicultural, and bilingual administrators, staff, and teachers. The Department should develop policies to ensure that all school personnel have the requisite cultural awareness competency to develop effective relationships with Hispanic students and their families.
- The Governor’s Commission on Teaching Success should conduct a review and recommendations on recruitment and retention of Hispanic, bicultural and bilingual teachers in Ohio. This review should include research of other state programs that successfully recruit and retain Hispanic, bicultural and bilingual teachers and recommendations for implementation in Ohio.
- The Ohio Department of Education should conduct a study to ascertain the relationship between teacher certification and student learning outcomes and recommend policy for Ohio school districts to increase teacher certification and student learning outcomes. In particular, this study should focus on those districts that are identified as having large achievement gaps. The Department should examine any disproportional lack of qualified teachers within Ohio’s economically challenged school districts.

Closing the achievement gap and improving high school graduation rates:

- The Ohio Department of Education should identify those districts with the widest achievement gap for Hispanic students and place them on “academic watch.” The Department should provide technical assistance and recommend state policies that will make sufficient funds available for these districts to support strategies that will provide needed levels of instructional support and intervention, and raise expectations for students, educators and families to close the achievement gap.
- The Ohio General Assembly should ensure that the school funding formula is tied to providing adequate funds for the schools with high achievement gaps, in particular those gaps that exist between different ethnic and racial groups.
- Local school districts should be responsible for early assessment of Latino youth in order to intervene at an early age to ensure student success. Furthermore, local school districts should establish a continuous monitoring process by which individual student progress is assessed. Intervention strategies need to target the elementary as well as the secondary level.
- The Ohio Department of Education, in collaboration with Ohio’s research institutions, colleges, and universities, should conduct a longitudinal study to document and define the Hispanic drop out profile for Ohio schools. The results from the Hispanic drop out profile study will assist educators in assessing risk factors such as teenage pregnancy,



poverty, high rates of retention, etc., so they can implement data-driven intervention strategies.

- The Department of Education, in collaboration with local school districts, should utilize a consistent and accurate method for recording drop out statistics. This will allow the State to have meaningful data that will act as an accurate gauge for the number of students completing school. Measures should also be taken to ensure consistency in the methods used to calculate dropout rates by local districts and the state.

Hispanic parental and family outreach and involvement:

- Local school districts should make a concerted effort to increase parental involvement by providing funds for additional bilingual teaching staff and bilingual outreach materials.
- The Department of Education should assess best practices from around the country on how to involve Hispanic families in their child's education and disseminate this information to Ohio's school districts. Included in this information should be parent training programs run by communities to help Hispanic parents improve their skills.
- Representatives of the Hispanic community should regularly meet with local school boards and local government officials to help ensure parental involvement, as well as assess progress in improving performance of Hispanic students in the district.

Mentoring programs:

- The Ohio Department of Job and Family Services should ensure partnership activity with the business community and the Hispanic community through the youth councils of local workforce policy boards and local school districts. Effective mentoring and career awareness programs should link local volunteers with Hispanic youth beginning in early elementary grades.
- The Ohio Department of Job and Family services should conduct an evaluation of career awareness and mentoring programs targeting Hispanic youth by county and disseminate findings and recommendations to work force policy boards and local school districts.

Disaggregating data collection:

- The Ohio Department of Education should collect accurate data regarding Hispanics in education, including the numbers of Hispanic students enrolled in college preparatory curricula, advanced placement, tech prep and gifted programs, and discipline rates. Comparative analyses should be conducted on Hispanic student achievement, comparing LEP student achievement with non-LEP student achievement. This data should be updated and made available on the department's yearly report card and website. The data on race and ethnicity must be collected and updated and should be made available so that local school boards, families, and educators can have meaningful data to make decisions.



- The Ohio Department of Jobs and Family Services should research and publish a report on the future demographic projections of Hispanics in Ohio's workforce and the implications for Ohio's economy if the education levels of Hispanics does not improve.

Limited English Proficiency (LEP) programs:

- The General Assembly should dedicate funding to school districts for language instruction that that helps Limited English Proficient (LEP) students learn English and other academic subjects. Ohio is one of the few states that does not provide state funding for these instructional programs, despite increased and growing numbers of students with need of this key building block for academic achievement.
- The Ohio Department of Education should develop benchmarks and assessments to measure the progress of Limited English Proficient and immigrant students in learning English and meeting other academic standards.
- The Department of Education should regularly evaluate the effectiveness of English as a Second Language (ESL), bilingual education and language immersion programs in the state. In particular, the Department of Education should determine whether teachers/assistants involved in ESL, bilingual and structured language immersion instruction are properly certified. The Department should also conduct a statewide study to ascertain the effectiveness of the various instructional methodologies being utilized to teach English to immigrant children and publish the results.
- The Ohio Department of Education should review whether districts are in compliance with federal guidelines on English language instruction and whether effective student assessment tools are in place. Each district should assess the English language progress of its LEP students and report this data to the state.
- Spanish language proficiency needs to be considered an asset, not a liability, as a second language. Proficiency in English and at least one other language should be encouraged for all students in Ohio public schools.

U.S. Civil Rights Act, Title VI compliance:

- The Ohio General Assembly should allocate funds to meet this federal mandate by the next biennium.
- The Ohio Department of Education should compose the state guidelines for compliance with Title VI and do yearly tests of the school districts most likely to be impacted by Title VI, and that the Department's Lau Resource Center should be funded to assist school districts in effectively addressing deficiencies.



Conclusion

It is clear that Latino students are not being challenged and supported to achieve their very best in many of Ohio's public schools. This has been documented for at least the last decade. It is our hope that this report will not simply join the rapidly accumulating pile on this topic. We have learned that innumerable studies have been completed at national, state, and local levels in the last 15 years to address the achievement gap of Hispanic students. Yet the problems have continued unabated. We believe that this has occurred, to a large extent, due to lack of awareness, apathy, and in some areas, lack of political will to make the necessary changes, and lack of effective leadership to drive implementation and results.

Now, at the threshold of a new century, and with the support of engaged community members and competent educators, we anticipate that this report can become a blueprint for action by which the Governor, the legislature, school districts and concerned citizens can set the course for the Ohio's economic future, which will be dependent on a workforce with rapidly growing numbers of Hispanics. Only by taking strong decisive action immediately, can the State of Ohio ensure that today's kindergartners, the Class of 2015, will achieve the high standards which are required for their success after high school graduation, and indeed, for the prosperity of Ohio. Ohioans must join together to tackle these issues for the betterment of all its citizens.



II. COMMENTS FROM OHIO'S SUPERINTENDENT OF PUBLIC INSTRUCTION, DR. SUSAN TAVE ZELMAN



Susan Tave Zelman

Superintendent of Public Instruction

December 10, 2002

Andrea Velasco
Ohio Commission on Hispanic/Latino Affairs
77 South High Street, 18th floor
Columbus, OH 43215

Dear Ms. Velasco:

Thank you for giving the Ohio Department of Education the opportunity to review and comment on your report: *The Educational Status of Hispanic/Latino Students in Ohio's K-12 Public Schools 2001-2002*. The report documents the urgent need for Ohio to improve the education of our growing population of Hispanic students.

The report makes clear that the educational attainment of Hispanic students in Ohio is far less than the state average and far less than necessary to ensure the future economic well-being of the state and its citizens. As well, the report underscores the urgency for constructive action by documenting the recent and projected growth of the Hispanic population in Ohio. We should not wait for the problems to grow to unmanageable proportions before acting. We should act now to ensure that all Hispanic students achieve high levels of academic success in Ohio's public schools.

Accordingly, the Ohio Department of Education has begun to act. In my August 21, 2002 letter to the commission, I outlined the many steps the State Board of Education and ODE are taking to close achievement gaps. Since August, the State Board of Education and ODE have taken additional steps toward closing achievement gaps.

Many of the recommendations in your report relate directly or indirectly to the acquisition, reporting, and use of data about the participation, achievement, and needs of Hispanic students. We have established an Education Data Advisory Committee that is helping us address many of these issues in a prompt manner. Several other recommendations are being addressed now as we prepare to implement the *No Child Left Behind Act* in a way that fully complies with all provisions designed to improve the achievement of our diverse populations of students. Furthermore, the State Board of Education has established a Task Force on Closing Achievement Gaps. This Task Force will be making recommendations on several issues discussed in your report, such as parental involvement, preschool, and intervention programs.

The Ohio Department of Education looks forward to working with the Ohio Commission on Hispanic/Latino Affairs as together we pursue high quality educational services for all children in Ohio.

Sincerely,

Susan Tave Zelman
Superintendent of Public Instruction

cc: Dr. Joseph Johnson
Dr. Pamela Young
Dr. Dan Fleck



III. INTRODUCTION



*“Are we not morally responsible for laying down
a blanket of security for generations to come?”*

*“Would we not be remiss if we ignored our problems of today
and left them on tomorrow’s shelf?”*



These are some of the questions raised when addressing the societal dilemmas encountered when examining the state of the educational system in the United States: in this study, the situation of Hispanics and education in Ohio. Currently the condition of Latino education in this nation encompasses a devastating reality--simply stated, our children are not getting the education that they need to be successful contributors in the future. They will need at least a high school education and the accompanying skills and knowledge in order to compete in the job market.

In Ohio, the average dropout rate for high school Latino youth is an astonishing 49%.² What happens when 49% of the Hispanic student population does not pursue the now essential high school diploma? Can these individuals serve helpful roles in our society, or do they turn to drugs, crime, and violence?

All too often, some of these individuals go down unseemly paths, only to struggle throughout their entire lives with apparently no way out of this situation. This scenario does not seem to concern most people, as these problems are perceived to be someone else’s challenges. However, a new day has arrived in this great nation. Since the Latino population has been growing in the Midwest at a rate of 250-500% (US Census 2000), these problems have come knocking at the front door. These are not just Latino issues—they are concerns for all of the people of Ohio.

Ohio faces a rising educational dilemma regarding Hispanics in the classroom--and the state has a pressing need to address these educational issues before they spiral out of control. The Commission on Hispanic/Latino Affairs presents this information with the hope to address the problems that exist and highlight programs that work effectively.

In addition to reviewing and summarizing statistics and other educational studies, we will present the findings and recommendations resulting from a series of six statewide town hall meetings and various follow-up meetings with key area superintendents, educators, parents, and students in 2001-2002. This is the first time in our state’s history that a state agency has attempted to address the educational needs of the Hispanic/Latino community in such an extensive manner by going out into the community and reaching the individuals that deal with these issues on a day-to-day basis.

The education town hall meetings yielded valuable information and provided insight into the nature of the problems faced by Ohio’s Latino youth. The views presented in that section of the study are the thoughts and ideas of our educators and the community at large, and capture the true light of the situation in Ohio.



The achievement gap between Hispanic students and their non-Hispanic peers is the result of multiple factors, making the education of Hispanic students a great opportunity and an increasing challenge for schools throughout the United States. This report will draw attention to the educational barriers the Latino population faces and present some solutions to those problems.

Ohioans must join together to tackle the issues faced by our Latino youth so that the future of this state can be brighter. Our future depends upon the human capital in which we invest today.

IV. OVERVIEW OF DEMOGRAPHIC AND EDUCATIONAL DATA FOR HISPANIC/LATINO STUDENTS

NATIONAL STATISTICS

Currently Latinos compose 13% of the U.S. population, making this group the largest minority group in the nation. This group demonstrated a growth rate of 57.9%, according to U.S. Census 2000. This is 6.6 times the growth rate of white non-Hispanics, which grew by only 8.7%. Furthermore, Hispanics are one of the youngest population groups in the nation, as one-third of Latinos are under 18 years of age.

Focusing on education, Latino students compose about 15% of the nation's K-12 students. Experts predict that by 2025, they will represent about 25% of that population, and Hispanics will also be 18.2% of the general population. While the Latino population continues to grow, many studies show that on average the educational attainment of the Hispanic community continues to lag behind that of the rest of the nation.

STATE STATISTICS

Population and Growth Rates

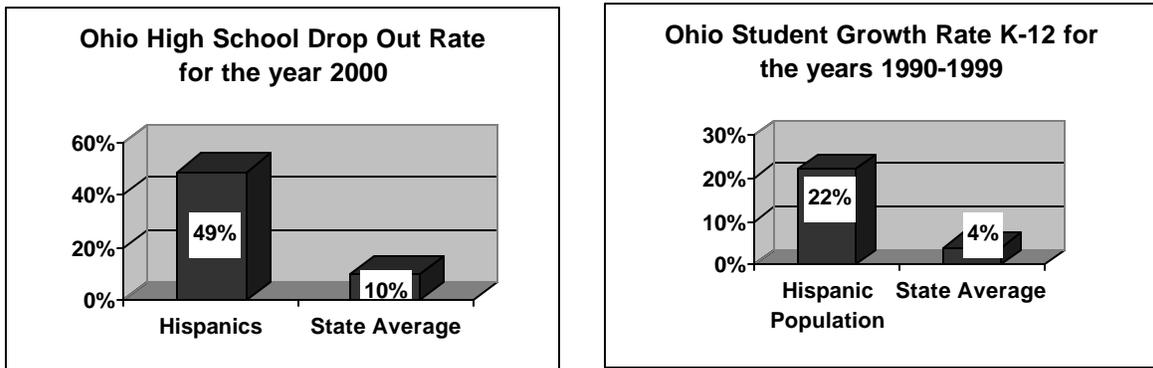
According to the U.S. 2000 Census, the total Hispanic population in Ohio is 217,123. This demonstrates a growth rate of 55.4% from the 1990 Census population and makes Latinos the fastest growing segment of Ohio's population. The majority of the Hispanic population, 51%, is located in four Ohio counties: Cuyahoga, Franklin, Lorain, and Lucas.

Comparison of Hispanic dropout rates vs. growth rate for K-12

Alarming, one of the fastest growing segments of Ohio's population is among the lowest in educational achievement level, as measured by performance indicators in Ohio's K-12 public school system. The number of Hispanics statewide in K-12 programs is 28,189, which demonstrates a growth of 22% over the period from 1990-1999. Compared with the state average K-12 growth rate for the same time period, which was 4% for all students, conclusively the Hispanic student population is growing at a rate 5.5 times greater than the state average. Considering the growth rate statistics for the K-12 student population with the current Ohio Hispanic dropout average of 49%, the data confirms that Ohio finds itself in a pressing situation with its largest growing segment achieving less than average educational standards. (See Figure 1 for comparison figures.)



Figure 1:



In Ohio's all-day Kindergarten classes, there are 1,328 Hispanics, which is almost 5% of the total Hispanic student population. This is twice as high as the percentage of the student population that the state averages for all-day kindergarteners, which is 2.6%. Based on the growth rates of the Hispanic population as described in the Ohio Department of Education reports, we can expect that the number of Hispanic children enrolled in all-day kindergarten will increase.

Figure 2:

Hispanic 2000 High School Dropout Data

According to the Ohio Department of Education, the state average dropout rate for Hispanics is 49%. Latinos are dropping out of Ohio schools at almost 5 times above the state average dropout rate of 10%.

The majority of Hispanic students, 69%, are located in 30 school districts in Ohio. The average dropout rate for these districts is 32%, with a range of 8% -61%.

Ohio and the rest of the United States share a high Hispanic dropout rate, and national studies document the causation of the high rate. For example, the former U.S. Secretary of Education Richard Riley performed a study by conducting research over a two-year period in 1995-1997. A brief overview of the findings from that study can be found in the supplemental information of the report located on our website.

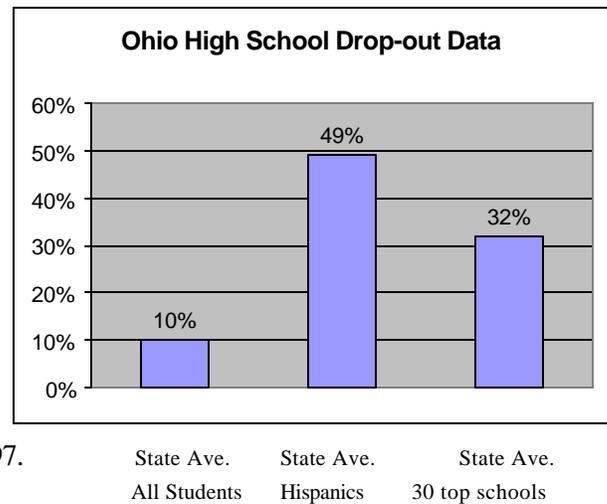


Figure 3

K-12 Performance Indicators

Examining the proficiency test data for the year 2000, Hispanics in Ohio are well under the average passing rates for the state. (See Figure 3.) In all grade levels, Ohio Hispanics are performing almost two times below the state average on these performance exams. (See Figure 3.)

(Note: data displayed corresponds to 4th, 6th, 9th, and 12th grade proficiency tests respectively)

The total population of Hispanic students is 28,189, and 4,352 of the students enrolled in LEP classes are Spanish

speaking. Ideally, more could be learned by disaggregating the proficiency score data to demonstrate the difference in performance between LEP enrolled Spanish speaking students and students who are sufficiently proficient in English. Yet, this data is not currently available from the Ohio Department of Education.

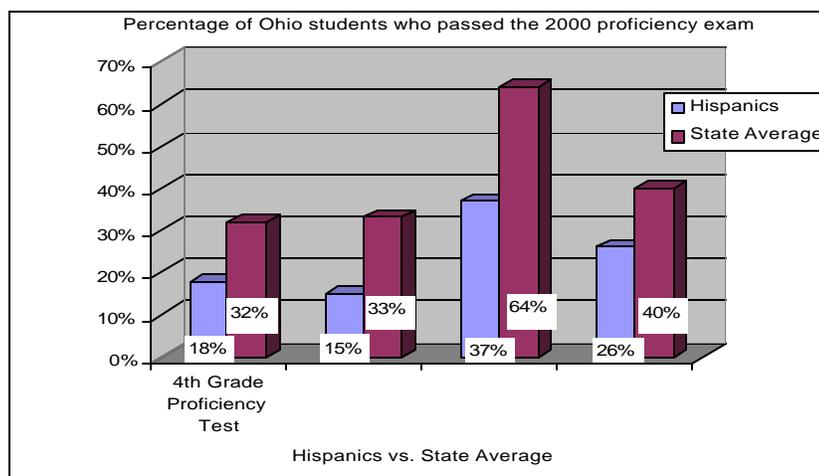
We can only assume that 23,837 students are sufficiently proficient in English, and that every student that should be, is actually enrolled in LEP classes, but these assumptions could be wrong. With more accurate data, other comparisons could be made to determine how Latinos with sufficient English language skills fare in comparison to those who lack proficiency in the English language. However, these derivations remain for future studies with accurate data.

Education and the Workforce

The problems that are becoming apparent in Ohio's workforce underscore the urgency of the Hispanic education crisis. Instead of battling unemployment, Ohio now struggles with worker dearth. The workforce pool is severely limited from the start by a low unemployment level around 4%. Low population growth and an aging population further reduce the workforce. Additionally, Ohio's transition to service-oriented and high-tech industries requires more skilled workers with higher qualifications than ever in the past. Worker dearth and the growing skills gap must be addressed for Ohio's workforce to continue functioning in developing industries. This begins with education as a key to this success.

General population trends are largely at fault for Ohio's limited workforce size. At the national level, the population growth rate decreases every year, and the workforce is aging quickly as the baby boomer generation reaches retirement. Younger generations are not large enough to fill this void; a negative population growth is predicted for the younger age brackets through 2006. These conditions are amplified in Ohio by an exceptionally slow growth rate and by a population which is older than the national average. The quantitative lack in workers has largely been filled by a swelling minority population in Ohio. The advantageous labor market has played a large role in establishing the Hispanic community which Ohio now struggles to educate.

Employers in Ohio are also faced with a growing skills gap between the workforce qualifications and job requirements. In a presentation titled "Workforce Trends," Richard Judy emphasized that "60% of new jobs in the early 21st century will require skills possessed today by only 20% of the present workforce." Traditionally, workers required little education or training to find work in manufacturing or labor. However, Ohio's economy is quickly changing to adapt to modernization and the global market, and



workers without high school diplomas or concentrated training are simply not qualified to work in the developing industries. Ohio's fastest growing industries are high-tech manufacturing and service-oriented businesses, and a large part of Ohio's market is made up of professional fields. As job requirements become more and more demanding, workforce development will be essential to help Ohio remain economically competitive. Workforce development has three specific goals to target worker dearth: 1) enlarging worker quantity, 2) increasing worker quality, and 3) finding better matches between workers and jobs. This may be achieved at a state or local level, possibly through public-private partnerships or a new program called the Federal Workforce Investment Act of 1998.

Clearly, Ohio's current and future economy is information based. High-tech manufacturing and service industries require more than an ability to put in eight hours a day – workers must be educated, skilled, and motivated. With a limited workforce pool, Ohio must take an active stance in developing its workforce to meet the demands of the new industries. This begins with education. As the Hispanic community swells to fill the worker dearth, Ohio must ensure that these students are prepared so that both they and the economy may be successful in the future.

1996 Education Report, Noboa-Ohio Commission on Hispanic/Latino Affairs

In 1996, the Ohio Commission on Hispanic/Latino affairs composed a report on reducing the dropout rates for Hispanic students in Ohio. Alarming, it was found that fewer than 44% on average of Ohio's Hispanic students were dropping out, while at the same time their growth rate was increasing faster than other student groups. The report cited this as a major issue, since Ohio's economy is developing from a manufacturing base to one of an information and service age that requires more specialized training and education. The report called for a reformation of schools, including:

Mixing students of lower academic level with those of a higher level to promote positive self-images and self-worth and end the distinctive barriers that impose a sense of failure from the beginning, Increasing parental involvement to give support to students from all sides, and integrate bilingual education, which would drastically improve the literacy of Hispanic students.

It is alarming that it has been six years since this report was produced, and the drop out rate for Ohio's Hispanics has actually increased by several percentage points. Clearly the problems have not been addressed and are in fact becoming worse.

V. FINDINGS AND RECOMMENDATIONS

- It is our overall recommendation that the Ohio General Assembly conduct hearings under the education committees of the Senate and House during each biennium to assess the progress of the recommendations made in this report in order to ensure that the state of Ohio and its over 600 school districts are making strides in improving the educational status of Ohio's Hispanic children.
- Furthermore, we recommend that representatives of the Hispanic community in each school district present their findings and recommendations at local school board meetings and meet with local superintendents and elected officials in order to ensure that the issues affecting Hispanic student educational achievement are being addressed.
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effective data-driven policies and accountability tools to meet the needs of Ohio's diverse student population.

The following are specific recommendations for state and local agencies that are derived from our research conducted during the 2001-2002 year.

Enrollment of Hispanic children in effective early childhood programs:

- The enrollment of Hispanic children in early childhood education should increase through a concerted effort made by local school districts and communities. The enrollment in kindergarten and head start programs can be ensured by school districts providing funding for additional Hispanic teaching staff and bilingual outreach to parents.
- The Ohio Department of Education should ensure that the enrollment of Hispanic children in early childhood programs increase by collecting data from these schools concerning enrollment statistics by race and ethnicity. The Department of Education should use 2002-2003 base line data and collect this data annually to be published on the ODE website.
- The Ohio Department of Education should collect accurate data regarding Hispanics in education and this data should be updated and made available on the department's yearly report card and website. The data on race and ethnicity must be collected and updated in order to "Close the Achievement Gap" that exists in Ohio schools. This data collection should be made at the district level so that local school boards, families, and educators can have meaningful data.

Recruitment and retention of qualified Hispanic, bicultural and bilingual educators:

- Ohio Department of Education should require local school districts to collect and report data concerning the number of Hispanic, bicultural, and bilingual administrators, staff, and teachers. The Department should develop policies to ensure that all school personnel have the requisite cultural awareness competency to develop effective relationships with Hispanic students and their families.
- The Governor's Commission on Teaching Success should conduct a review and recommendations on recruitment and retention of Hispanic, bicultural and bilingual teachers in Ohio. This review should include research of other state programs that successfully recruit and retain Hispanic, bicultural and bilingual teachers and recommendations for implementation in Ohio.
- The Ohio Department of Education should conduct a study to ascertain the relationship between teacher certification and student learning outcomes and recommend policy for Ohio school districts to increase teacher certification and student learning outcomes. In particular, this study should focus on those districts that are identified as having large achievement gaps. The Department should examine any disproportional lack of qualified teachers within Ohio's economically challenged school districts.



Closing the achievement gap and improving high school graduation rates:

- The Ohio Department of Education should identify those districts with the widest achievement gap for Hispanic students and place them on “academic watch.” The Department should provide technical assistance and recommend state policies that will make sufficient funds available for these districts to support strategies that will provide needed levels of instructional support and intervention, and raise expectations for students, educators and families to close the achievement gap.
- The Ohio General Assembly should ensure that the school funding formula is tied to providing adequate funds for the schools with high achievement gaps, in particular those gaps that exist between different ethnic and racial groups.
- Local school districts should be responsible for early assessment of Latino youth in order to intervene at an early age to ensure student success. Furthermore, local school districts should establish a continuous monitoring process by which individual student progress is assessed. Intervention strategies need to target the elementary as well as the secondary level.
- The Ohio Department of Education, in collaboration with Ohio’s research institutions, colleges, and universities, should conduct a longitudinal study to document and define the Hispanic drop out profile for Ohio schools. The results from the Hispanic drop out profile study will assist educators in assessing risk factors such as teenage pregnancy, poverty, high rates of retention, etc., so they can implement data-driven intervention strategies.
- The Department of Education, in collaboration with local school districts, should utilize a consistent and accurate method for recording drop out statistics. This will allow the State to have meaningful data that will act as an accurate gauge for the number of students completing school. Measures should also be taken to ensure consistency in the methods used to calculate dropout rates by local districts and the state.

Hispanic parental and family outreach and involvement:

- Local school districts should make a concerted effort to increase parental involvement by providing funds for additional bilingual teaching staff and bilingual outreach materials.
- The Department of Education should assess best practices from around the country on how to involve Hispanic families in their child’s education and disseminate this information to Ohio’s school districts. Included in this information should be parent training programs run by communities to help Hispanic parents improve their skills.
- Representatives of the Hispanic community should regularly meet with local school boards and local government officials to help ensure parental involvement, as well as assess progress in improving performance of Hispanic students in the district.



Mentoring programs:

- The Ohio Department of Job and Family Services should ensure partnership activity with the business community and the Hispanic community through the youth councils of local workforce policy boards and local school districts. Effective mentoring and career awareness programs should link local volunteers with Hispanic youth beginning in early elementary grades.
- The Ohio Department of Job and Family services should conduct an evaluation of career awareness and mentoring programs targeting Hispanic youth by county and disseminate findings and recommendations to work force policy boards and local school districts.

Disaggregating data collection:

- The Ohio Department of Education should collect accurate data regarding Hispanics in education, including the numbers of Hispanic students enrolled in college preparatory curricula, advanced placement, tech prep and gifted programs, and discipline rates. Comparative analyses should be conducted on Hispanic student achievement, comparing LEP student achievement with non-LEP student achievement. This data should be updated and made available on the department's yearly report card and website. The data on race and ethnicity must be collected and updated and should be made available so that local school boards, families, and educators can have meaningful data to make decisions.
- The Ohio Department of Jobs and Family Services should research and publish a report on the future demographic projections of Hispanics in Ohio's workforce and the implications for Ohio's economy if the education levels of Hispanics does not improve.

Limited English Proficiency (LEP) programs:

- The General Assembly should dedicate funding to school districts for language instruction that that helps Limited English Proficient (LEP) students learn English and other academic subjects. Ohio is one of the few states that does not provide state funding for these instructional programs, despite increased and growing numbers of students with need of this key building block for academic achievement.
- The Ohio Department of Education should develop benchmarks and assessments to measure the progress of Limited English Proficient and immigrant students in learning English and meeting other academic standards.
- The Department of Education should regularly evaluate the effectiveness of English as a Second Language (ESL), bilingual education and language immersion programs in the state. In particular, the Department of Education should determine whether teachers/assistants involved in ESL, bilingual and structured language immersion instruction are properly certified. The Department should also conduct a statewide study to ascertain the effectiveness of the various instructional methodologies being utilized to teach English to immigrant children and publish the results.



- The Ohio Department of Education should review whether districts are in compliance with federal guidelines on English language instruction and whether effective student assessment tools are in place. Each district should assess the English language progress of its LEP students and report this data to the state.
- Spanish language proficiency needs to be considered an asset, not a liability, as a second language. Proficiency in English and at least one other language should be encouraged for all students in Ohio public schools.

U.S. Civil Rights Act, Title VI compliance:

- The Ohio General Assembly should allocate funds to meet this federal mandate by the next biennium.
- The Ohio Department of Education should compose the state guidelines for compliance with Title VI and do yearly tests of the school districts most likely to be impacted by Title VI, and that the Department’s Lau Resource Center should be funded to assist school districts in effectively addressing deficiencies.

Conclusion

It is clear that Latino students are not being challenged and supported to achieve their very best in many of Ohio's public schools. This has been documented for at least the last decade. It is our hope that this report will not simply join the rapidly accumulating pile on this topic. We have learned that innumerable studies have been completed at national, state, and local levels in the last 15 years to address the achievement gap of Hispanic students. Yet the problems have continued unabated. We believe that this has occurred, to a large extent, due to lack of awareness, apathy, and in some areas, lack of political will to make the necessary changes, and lack of effective leadership to drive implementation and results.

Now, at the threshold of a new century, and with the support of engaged community members and competent educators, we anticipate that this report can become a blueprint for action by which the Governor, the legislature, school districts and concerned citizens can set the course for the Ohio's economic future, which will be dependent on a workforce with rapidly growing numbers of Hispanics. Only by taking strong decisive action immediately, can the State of Ohio ensure that today's kindergartners, the Class of 2015, will achieve the high standards which are required for their success after high school graduation, and indeed, for the prosperity of Ohio. Ohioans must join together to tackle these issues for the betterment of all its citizens.

VI. HIGHLIGHTS FROM 2001 STATEWIDE TOWN HALL MEETINGS

The Ohio Commission on Hispanic/Latino Affairs sponsored a series of six regional town hall meetings across the state in areas with a high number of Hispanic students. These evening town hall meetings held by the Commission were located in Columbus, Toledo, Cleveland, Cincinnati, and Lorain. Press releases and flyers were sent out to area OCHLA Commissioners, key community leaders, and local Hispanic and non-Hispanic media announcing the event and welcoming superintendents, teachers, staff, representatives, school board members, parents, family representatives, business leaders, and local foundations to attend. In addition, two-hundred and fifty letters inviting testimony for these meetings



were sent out by the Commission Office, which included letters sent to each member of the Ohio General Assembly.

The messages heard were consistent and clear and echo the research that has been compiled nationally and by other states who have studied the educational status of Hispanic students in public schools. Here are just a few of the recommendations from those who participated:

- ✓ Ohio needs more Hispanic and bilingual teachers, staff and mentors in the schools.
- ✓ Ohio needs to ensure that all school personnel are effectively trained to promote multicultural awareness as an asset.
- ✓ Ohio needs school personnel who have the commitment and the language skills to reach out to Hispanic families as partners in their children's education.
- ✓ Ohio needs to ensure that funding is adequate to provide instructional support such as English as a Second Language (ESL) so that students may achieve academically.
- ✓ Ohio needs to provide opportunities for career awareness and college awareness for elementary school children.
- ✓ Ohio needs to continue funding programs which ensure that students' basic needs are met if they are to come to school ready to learn and achieve the high standards we must set for them.

TESTIMONY HIGHLIGHTS

The information that we gathered from the six statewide town hall meetings proved to be invaluable. The Commission on Hispanic/Latino Affairs staff recorded over 15 hours of testimony that spread the gamut from educators to state workers. In an effort to highlight key points addressed in the town hall meetings, a series of tables provides a synopsis of the information gathered at these assemblies. The summary tables provide the name, organization, needs discussed, and what methods, practices, and programs are effectively addressing those needs, according to those who testified at the town hall meetings. The tables are divided into the following categories: Educators, English as a Second Language (ESL), Government, non-profit organization, faith-based organization, migrant organization, and community members. In addition, available on our website under Education Study Supplemental Information there are complete transcripts from the town hall meetings.

The following are excerpts from two different town hall meetings where individuals provided extensive testimony. The first is Ken Woodard, Supervisor of Columbus Public School ESL Program, who gave insight into the success and areas of need concerning ESL in Columbus. The second is Dr. Adamowski, Superintendent of Cincinnati public schools who addressed the current situation that Cincinnati Public schools are now facing. These two testimonials were selected to serve as an example of the caliber of information gathered at the six statewide town hall meetings.

Ken Woodard, Supervisor of Columbus Public School System ESL Program articulated the following needs and concerns in relation to ESL:

-Increased number of facilities is needed:

“Some families refused ESL because not many neighborhood schools offered the program and their children would have to be transported to other schools. Although three years ago there were only 13 buildings [in the school district] with the ESL program, that number now stands at 48 buildings in neighborhood schools. Each building has at least one ESL teacher with a bilingual assistant, if not two teachers and two assistants. Due to the large number of Somali [an] and Hispanic students, the district made a commitment to ESL with additional teachers and monetary funds for necessary resources.”



-Increased communications between schools and parents is needed:

“Due to the high concentration of Spanish speaking students, additional measures have been taken to communicate with the family.

- [The school] administration is encouraged to hire native Spanish speaking instructional assistants and teachers, which unfortunately can be difficult to find.
- Documents to parents are being translated into Spanish.
- When available, translators are provided to assist at parent-teacher conferences. “

-Additional ESL programs:

“Several new program models are also being implemented. One such program, The Self Contained Intel Unit, is used at elementary schools, like East Haven Elementary, with a high concentration of students who have just arrived in the U.S.

- Students in this program receive all services needed from teachers and assistants until they can move into mainstream learning with ESL curriculum still present.
- They remain in the Intel class all day working on intensive reading, English, math, and social studies, which is appropriate to their level.
- For music, art, and physical education classes, as well as lunch and recess, they are mixed with English speaking students. This way, they are not totally segregated from their peers and receive the attention they need.”

“Some area high schools such as West High School, offer sheltered content courses in math, science and social studies. These courses are opened to ESL students making significant progress in English, but are not advanced enough for algebra and chemistry [classes] with native English speakers.”

-The Welcome Centers:

“Columbus Public Schools (CPS) has three Welcome Centers designed to provide maximum support for middle and high school students newly arrived to the U.S. with no literacy in English.

- At these centers, students receive concentrated English, content area support, and an orientation to American schools.
- After one year, the students advance to high school, continue ESL support, or go to a Career Center GED Preparation Program.
- In this preparation program, students spend half their day in skills training such as carpentry, auto mechanics, accounting, or insurance.
- The second half of the day, they take GED/ESL preparation courses.”

-The following are District level initiatives:

“At the district level, a parent and community liaison for the Spanish speaking community was created as well as other resources for Spanish speaking parents.

- Angeles Martinez is the current appointed liaison. Her responsibilities include maintaining a relationship with parents and local service agencies to ascertain educational needs of the Hispanic community and to communicate them to the district.
- Parent meetings are now being scheduled to provide assistance and information to Spanish speaking parents.
- Last year, a Hispanic ESL coordinator was hired to assist when [ever] a Spanish speaker may be needed at the elementary school level.”

According to Mr. Woodward, the goal is to hire “native” Spanish speakers, not just Spanish speakers, because they may have a better understanding with the Hispanic community and the parents. “Currently, ESL staff, the coordinator, teachers, and assistants are all fluent in Spanish. Many CPS personnel have been oriented about ESL, including tips and strategies for working with Spanish speaking students.”



When asked by Commissioner Donna Alvarado if the current budget of \$500 per student was sufficient [funding], Mr. Woodard stated, “No, it’s a drop in the bucket to the amount that’s really needed. It’s unfortunate that Ohio is one of the few states that do not provide additional funds for language minority students. It does require additional services, resources, and staff to educate this population. These students are a growing number and we need to prepare them for the job market. It is not realistic to think that everyone is going to go to college, so we have the career center program. However, we also need to prepare them for the college opportunity if they choose that route.”

Mr. Woodard estimated that training costs would be, “Additional thousands of dollars more per student especially when we talk about the large district. I think about the fact, that Columbus, this past year, committed \$1.8 million out of the general fund. That’s not money you’re going to be getting from any outside source. That means that that money has to be taken from another program. It’s imperative that our state provide thousands more per student. We’ve spent close to about \$5 million this year on personnel; \$500 per student for 2500 students is \$1.25 million. Even if we got \$500 per student, that’s only about one-third of what we need [in funding].”

Regarding translating school documents into Spanish, Mr. Woodard said, “We could never do enough. A bilingual person in the building can do translations, write notes, and newsletters. They can make phone calls and encourage people to come in. Through grants that we’ve gotten from the state, we have been able to hire personnel to work in the summer to translate documents.”

In Mr. Woodard’s opinion, the high Hispanic dropout rate is due to many reasons. He comments that, “A lot of it is tied to poverty, and the lack of resources. Parents aren’t aware of the importance of education in this country. We need to work with youngsters so that they can see the true value of education. Sometimes they don’t see a connection. Sometimes they have to work to help their families. That was part of the career center, so 17, 18 year old youngsters’ needs can be met.

We need to come up with creative programs and better use of our career centers. Why not have those centers open in the evening to give 19, 20, 21, 22 year olds the opportunity to come back? We have to try to be creative, and we’re going to need the ingenuity to make students see the value of their education to their future.”

Dr. Adamowski, Superintendent of Cincinnati Public Schools identified the following several steps taken in Cincinnati to redesign their schools to accommodate the growing Hispanic population:

1. Reorganization of language schools: combined immersion French and Spanish school. This program meshes language instruction with ESL instruction. The strengths of the student’s primary language are maximized. Students see the need to have a dual language capability in a global society. An international school will open on the Withrow campus next year. This school will allow students to attain five years of study in a particular language. This also allows Spanish immersion to continue at higher levels. Research proves that if students can reach the proficiency to think in another language, their cognitive abilities will be affected.
2. Restructuring of the high schools: new, smaller more personalized high schools.
3. Promotion Standards: include what students need to know and be able to do. Students should understand global concepts and know the strength of a diverse society.
4. [OCHLA Commissioner V. Anthony] Simms-Howell has been a positive force for dialogue with Hispanic leaders.

“Many Hispanic parents have expressed a desire to be engaged in their child’s behavioral issues. The restructured high schools will organize students in groups of five teachers for 80 students. These groups will remain together for two years, 9th and 10th grades. This two-year duration with the same teachers will allow for the construction of relationships between the teachers and the students. We are also trying to create cultural awareness by making the schools more community-flavored versus



institutionally flavored. When the schools are run by school councils, the neighborhoods will reflect in the schools.”

Dr. Adamowski notes that, “Ohio has no standard for second language acquisition...In the State of Ohio, schools will not be encouraged to pursue these areas unless they are set as measurable standards. Children should be able to operate in a language other than their own. Until these standards are set, children that don’t speak English will be seen as a deficit and not an asset.”

“What we are doing to improve the dropout rates at our neighborhood schools include:

1. Restructuring the high schools to be smaller and more personalized.
2. Focusing on interpersonal relationships between teachers and students.
3. Requiring students to participate in extracurricular activities other than sports.
4. Including service as a requirement.

What we need are community-flavored, localized schools with a structural environment that allows for adult/child relationships.”

Dr. Adamowski concludes, “We have found that you cannot organize schools in the same way you always have. It is possible to organize schools so that both methodology and time are variables, so that large numbers of students can reach the same standard. We are the only school district in the nation with its own accountability plan. We redesign and close our low performing schools.”

TOWN HALL MEETING EXCERPTS

The following are excerpts where randomly selected from the town hall meetings transcripts to demonstrate the wide variety of concern surrounding the education of Hispanics in Ohio.



Photographs from the OCHLA town hall meetings

Educators

- Professor Philippa Brown Yin, Cleveland State University Department of Languages/ Executive V.P. of Ohio Foreign Language Association.
“Youngsters who speak Spanish should be considered an asset, perhaps used as teaching assistants to help them experience success.”
- Dr. Dee Morgan, Superintendent for Lorain Public Schools, Lorain, Ohio
“The students should be involved, and the education should be career based. It is not the proficiency standards that should be changed, but instead the teachers who should be trained to provide the environment in which a student can connect school with real life tasks. The parents should be clear on the expectations placed on their children.”

Faith-based organization

- Father Bill Thaden, Pastor, Sacred Heart Chapel, Lorain, Ohio
“Through my experience as a white middle class male, I can say that there is a higher expectation and motivation that is reserved to that group. Blacks and Hispanics must fight a lack



of motivation and ability to envision success, as well as the sense that they have another birthright. This problem that some Hispanics have comes from the culture and the lack of parent motivation.” Father Thaden suggests, “Start at a young age with mentoring and other programs, so that kids will envision a future of achievement, not common denominator living.”

Non-Profit Organization

- Juan Ramon Santiago, Latin Cultural School of Arts
 “Early intervention programs (extracurricular activities) with achievable goals that they can conquer [are needed], so that they want to go on to other challenges and can apply their successes to school.”

Community

- Maria Hernandez, student
 “The proficiency tests were difficult..... I have a learning disability, which caused me to be retained in school during elementary school. Spanish is the primary language spoken at home and both my parents speak little English. I didn’t know hardly any English when I entered school, and the staff did not take this into account...I remain confident in my ability to succeed and become a doctor in the future.”

SUMMARY TABLES

The following tables provide a summary of the testimony given at the town hall meetings.

Educators			
Name	Organization	A need for...	What is effective...
Mr. Huber	Akron City School Board	Increased enrollment for Hispanics in pre-schools; encouraging programs that use bilingualism as an asset; ESL program enforcement by the state	Faith based program in Cleveland called Proyecto Raizes --focuses on raising test scores and offers tutoring and cultural events
Ramon Torres	Director of Multilingual/Multicultural Education Office for Cleveland Municipal Schools	Bi-lingual teachers; funds to assist with bilingual education	Bi-lingual education/ESL programs are very effective because there are Hispanic role models as teachers and administrators --often absent in other programs
Ray Pagan	Former Principal of Lorain City Schools	Proficiency tests that accommodate for language barriers	
Maria Lang	Foreign Language Academy Cincinnati Public Schools		Immersion programs, ½ day English, ½ day Spanish
Hernan Vasquez	University of Toledo, Board Trustee Member	Precise data collection concerning Hispanics and education compiled by the state	
Dr. Patrick McGuire	University of Toledo	Study to identify success factors in helping Hispanics succeed in education; continuity among private and public schools and continuity between students in various parts of the state	



ESL			
Name	Organization	A need for...	What is effective...
Dina Ferrer	LCCC/Lorain ESL Coordinator	Accurate data collection from school districts and social services	
Ms. Armstrong	Supervisor bilingual/ESL for Lorain City Schools	Hispanic counselors; content-area bilingual teachers	
Angeles Martinez	Community Liaison for Columbus Public School ESL	Hispanic student parent involvement	Production of a valuable Spanish newsletter with school calendar and cultural information that reaches parents
Government			
Name	Organization	A need for...	What is effective...
Luis Gomez	U.S. Congressional Staff, Congressman Kucinich	Placement of Hispanics on the Board of Trustees in government; programs for the recruitment and retention of Hispanics	
Benito Lucio	Monitor Advocate, Ohio Department of Job and Family Services	Establishment of mentoring programs to encourage obtainment of higher education; parent involvement in programs for Hispanics to facilitate finance of child's education; establishing partnerships with school board, college centers, corporations and the media; recruitment of Spanish speaking teachers	Columbus Spanish Immersion Academy is a model program; Annual awards ceremonies recognizing outstanding Hispanic elementary and high school level students are held in the City of Lorain; The Ohio Hispanic Scholarship Fund in Cincinnati
Debbie Robinson	Foreign Language Consultant, Ohio Department of Education	Establishment of two-way bilingual schools, which encourages language as an asset	
Gretchen Margraf	Ohio Department of Insurance	Encouraging corporate sponsored mentorship programs	
Baldemar Velasquez	Chair of Toledo Hispanic Affairs Commission	Services in the areas of tutoring, mentoring, and teacher recruitment	
Community Members			
Name	Organization	A need for...	What is effective...
Maritza Dyer	Parent	Translated school documents ; Hispanic parent/teacher liaison	
Peter Deane	Firefighter	Local leadership to oversee Hispanics	
Carmen Garcia	Parent	Parent involvement programs for Hispanics	



Non-Profit			
Name	Organization	Apparent need for...	What is effective...
Victor Velez	Executive Director for ALAS	Career and campus exposure workshops	
Anita Lopez	Toledo Hispanic Affairs Commission Member	Disciplinary program revision; programs that address access to the education system when language is a barrier; bilingual advisors	
Dorian Nunez	Ohio Tri-State Hispanic Chamber of Commerce Educational Foundation	Enforcement of Title VI	
Faith-based			
Name	Organization	A need for...	What is effective...
Sister Margarita Brewer	Director of Su Casa Ministry, Cincinnati	Bilingual teachers and staff; mentors and tutors	
Margarita Zinger	Su Casa/HR Worker	Increase in ESL programs	
Gloria Rodriguez Milord	Social Worker, Su Casa		Columbus Latino Outreach Coordinators Network magazine that features many bilingual services
Father William Jansen	Archbishop & Director of Hispanic Ministry Su Casa	School documents translated to Spanish; parent/teacher Hispanic liaison	
Migrant Community			
Name	Organization	A need for...	What is effective...
Belita Menendez	Ohio Migrant Education Center	Rehabilitation of dropouts	Ohio Migrant Education Center focuses on students who have dropped out of the traditional education system and who need command of the English language to finish their education or complete their GED
Maria Giles	Ohio Migrant Education Center	Lowering the barriers of recruitment, credit and curriculum issues; a better database and record keeping for continuity from state to state movement of education records; lack of funding for migrant program tutoring; studies performed on dropout rates for migrant children	The Migrant Education Center provides summer programs at the elementary level; Star grant program provides English language education for the whole family, as well as daycare and empowerment for people



VII. CONCLUDING REMARKS BY CO-CHAIRS, OCHLA EDUCATION COMMITTEE

We would like to extend our sincere gratitude for the many members of the Hispanic community, state officials and caring educators across the state who took the time to share their wisdom and experience with the Ohio Commission on Hispanic/Latino Affairs. Our work would have been impossible without their collaboration. We especially want to thank Andrea Velasco Deasy of the commission staff, who was largely responsible for authoring this report. We appreciate her diligence and her commitment.

It is clear that Latino students are not being challenged and supported to achieve their very best in many of Ohio's public schools. This has been documented for at least the last decade. It is our hope that this report will not simply be another one to join the rapidly accumulating pile on this topic. We have learned that innumerable studies have been completed at national, state, and local levels in the last 15 years to address the achievement gap of Hispanic students. Yet the problems have continued unabated. We believe that this has occurred, to a large extent, due to lack of awareness, apathy, and in some areas, lack of political will to make the necessary changes and lack of effective leadership to drive implementation and results.

Now, at the threshold of a new century, and with the support of engaged community members and competent educators, we anticipate that this report can become a blueprint for action by the Governor, the legislature, school districts and concerned citizens around the state. Ohio's economic future will be dependent on a workforce with rapidly growing numbers of Hispanics. Only by taking strong decisive action immediately, can the State of Ohio ensure that today's kindergartners, the Class of 2015, will achieve the high standards which are required for their own success after high school graduation, and indeed, for the future of Ohio.



Commissioner Donna Maria Alvarado
Co-Chair, OCHLA Education Committee



Commissioner Humberto Gonzalez
Co-Chair, OCHLA Education Committee



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Supplemental Information relevant to this study can be found on our website at: www.state.oh.us/spa/

