

# CORE Report: A Guide for Communities Organizing to Reform Education

by the Ohio Commission Hispanic/Latino Affairs  
2008 - 2009 School Year



## Background

The statutory mandates of the Ohio Commission on Hispanic/Latino Affairs are the following:

1. To advise the Governor, members of the General Assembly, and State Departments and agencies on issues facing Hispanic Ohioans.
2. To connect the different Latino communities across Ohio by providing information, fostering collaboration, and ensuring access.
3. To build the capacity of private sector and not-for-profit agencies to better address the needs of Hispanic Ohioans.

In accordance with its statutory mandates, the Ohio Commission on Hispanic/Latino Affairs is responsible for gathering information on education issues affecting Latinos, and advising policymakers on those issues. Given the extent and depth of these issues, it is not surprising that the realization of this mandate has been ongoing. In reviewing the work of the commission, the following has been accomplished over the last several years:

- In 2001-2002, the commission developed and published a report on the status of Latinos in Ohio's K-12 public schools.
- Two years later, the Commission partnered with the National Hispanic Caucus of State Legislators and the National Black Caucus of State Legislators to focus on closing the academic achievement gap in ten states including Ohio.
- In 2006, the Commission launched the Soluciones Education Campaign with a statewide roundtable summit to identify solutions and create partnerships among education stakeholders.

At the time, these accomplishments were groundbreaking and they met the needs of the Latino community. However, education policy continues to grow more complex as it becomes clear that the problems faced in Ohio's education system are much more deeply embedded than the solutions initially recognized. Adding to the difficulty, new and innovate policies must constantly parallel the changing needs of society. As policy becomes more multi-faceted and continuously shifts, it has seemed more and more impossible for communities to gain a handle on the issues and the resources. Thus, the Commission has also had to continually reevaluate its strategy in fulfilling its mandates to advise, connect and build. Given the nature of education policy and the past efforts of the Commission, it is now apparent that in order to guide local communities in building a grassroots up movement, the Commission must provide a model to do so. In essence, the Commission will assist local communities in reforming education by helping them to focus on core priorities, and then building around those priorities.

## Creating a CORE Action Plan

The purpose of creating this report is to continue to fulfill the three statutory mandates of the Commission - advising, connecting, and building - in the area of education.

In fall and winter of 2008-2009, the Commission conducted a series of small conferences in eight cities throughout Ohio, which offered the community a forum to come together to identify concerns, solutions and alternatives. Without this information, the Commission could not effectively fulfill its mission to advise policymakers on the priorities of Latinos in regards to education. These priorities are the foundation of the report.

Secondly, the report identifies government resources, programs, and initiatives that correspond with the priorities identified by the Latino community; thus connecting the Latino community to government. Finally, after evaluating the priorities and resources, the Commission now puts forth its education action plan to build, which will focus on creating a core structure for communities to address the challenges they face.

### Advise: A Series of Mini-Conferences

During the fall and winter of 2008-2009, statewide local conferences were conducted with the purpose of identifying the priorities of each community. While many challenges had been identified in the 2001-2002 Education Report, as well as during the 2006 Soluciones Roundtable Discussion, in contrast to these larger events, the local statewide conferences allowed each community to separately explore and identify their own unique issues.<sup>1</sup>

Furthermore, by holding local meetings, the Commission sought to reinforce its objective to create *local* partnerships. This objective was clearly articulated in the Soluciones Ongoing Support Services Plan, published in March 2006, which described the goal “to foster a grassroots up, distributed leadership model by providing the initial organizing event and impetus, encouraging local organizing and advocacy, and providing the necessary centralized coordination and support to the local roundtable groups.” Thus, with the establishment of a set of priorities, communities will find it easier to maintain focus.

### Connect: An Outline of Government Initiatives and Programs ( See Tables Below)

As a result of the conferences, the Commission recognized that local communities feel disconnected from the education policy of state government. Yet, so many of the concerns of the community are echoed in the programs and initiatives of the Governor, the Ohio Department of Education, and the Board of Regents. Furthermore, it is a time of governmental education reform. In the beginning of 2009, the Governor proposed a new education agenda, and as recently as last year the Board of Regents brought forth their ten-year strategic plan.

Included in the report below are short descriptions of initiatives, programs, and resources that relate to the priorities identified by communities and that are included in the Ohio Department of Education’s (ODE) and the Board of Regent’s (BOR) current resources and proposed changes. An initial plan for this report included descriptions of the Governor’s education proposals, but it was determined that the proposal information would best be included with an analysis of the budget, which had not passed at the time of the writing of the report. This information will be forthcoming as an addendum to the report after the budget is passed in July 2009.

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<sup>1</sup> OCHLA compiled the comments and questions for each community, and these documents are available on the web and upon request from the office.

Furthermore, the information included is not an endorsement or critique of the plans or the agencies themselves, but as an objective and neutral assessment of the components that are most relevant to the priorities identified. The table below, which aligns the issues of the community with government resources, demonstrates that these are shared concerns.

#### **Build: An Education Action Plan**

Furthermore, by comparing the priorities of the community to government resources, the Commission has begun to determine the information and guidance that is still needed by government agencies, the information that communities still do not have or understand, and the resources that are lacking or needing improvement.

From this analysis, the Commission is now able to set forth an education action plan, called the CORE Campaign (Communities Organizing to Reform Education). Through this campaign the Commission will continue to fulfill its mandate to build. Thus, the Commission now proposes to provide local communities with the core foundation needed to help guide and empower local communities to affect change in the area of education. In keeping with a community-lead model, the action plan will provide a focus for local communities to build around and thus create the grassroots-up education movement that was envisioned in the Soluciones Ongoing Support Services Plan.

### **CORE Campaign (Communities Organizing to Reform Education)**

The CORE Campaign (Communities Organizing to Reform Education) will harvest the past work of the Commission into a new and more sustainable model.

Nearly a decade ago, the Commission was able to outline the challenges in its 2001 Education Report. Then, approximately five years ago, the Commission was able to identify the solutions to the problems and develop a grassroots-led model through its Soluciones Campaign. However, it was soon discovered that the community was finding it difficult to organize because the issues were too broad, too complex, and too many.

Thus, the CORE Campaign has been developed. Not only does the name reflect the idea of central priorities, but it also reflects community responsibility.

Furthermore, just as the communities were asked to determine their priorities, the Commission must do the same. In choosing which initiatives the Commission would implement, the Commission carefully reviewed the most common themes that arose during the mini-conferences. The Commission then determined which of those priorities had the least governmental support and which would most benefit from a grassroots-led effort.

The chosen priorities are the foundation of the Commission's education plan, and the Commission is committed to building upon them. Although a full outline of the plan is yet to come, the Commission now has the nucleus of the plan.

## CORE Priorities

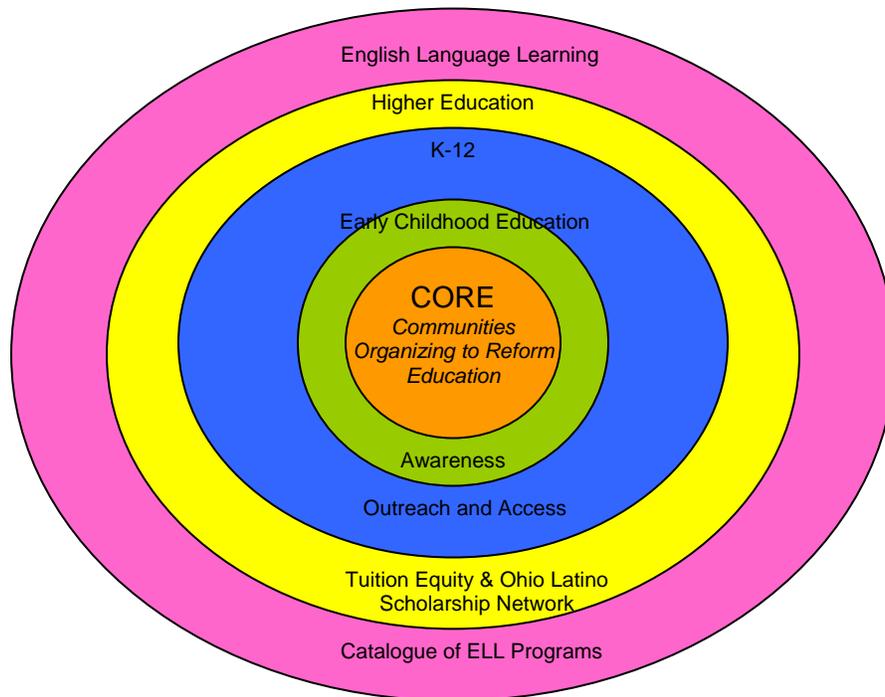
The commission proposes the following initiatives, which will provide the core foundation of the Commission's education initiatives and will serve local communities:

**Early Childhood Education:** Ohio Latino Affairs will develop a program initiative to help build awareness of the importance and availability of early childhood education programs.

**K-12:** Ohio Latino Affairs will develop an outreach and access program initiative to help improve family and community engagement in the schools.

**Higher Education:** Ohio Latino Affairs will develop an initiative aimed at ensuring tuition equity and will guide the creation of an Ohio Latino Scholarship Network, which will be a network of all Latino-serving scholarship programs in Ohio.

**English Language Learning (ELL):** Ohio Latino Affairs will develop a catalog of English Language Learning Programs throughout Ohio.



## Resources (Outlined in Tables)

The tables below demonstrate the alignment of community priorities with the initiatives of government. This information is critical for the Commission to be able to connect the Latino communities to existing resources, as well as help build those that do not exist.

### Summary of Tables

First, each table is preceded by statements from the community regarding the priorities they identified at the 2008-2009 statewide local conferences. The feedback from each local community was carefully recorded and published separately in order to provide each community with their own separate agenda.<sup>2</sup> The common themes provide the subjects of each table, and the issues identified are included below each of the subjects.

The tables are organized into four education categories: Early Childhood Education, Kindergarten – Twelfth Grade (K-12), Higher Education, and English Language Learners (which can span any of these three former categories).

Finally, the tables are comprised of government resources, which currently include Department of Education and Board of Regents programs and proposals. (As mentioned above, a table of proposals and changes made by House Bill 1, the budget bill, will be forthcoming.)

The information included directly corresponds with the feedback given by community members. In some instances, the feedback applied to both K-12 and higher education, and so some tables are duplicated within these respective education categories, but the resources differ based on the category in which they were placed.

Following each initiative or resource is the designation (P) or (C). (P) designates that is a proposed initiative. (C) designates that the initiative is currently in place.

Again, reiterating the role of the tables, the information within them includes the community feedback regarding the challenges faced in education and the resources that are available to address each challenge. This information has provided the basis for which the Commission has chosen its CORE Priorities.

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<sup>2</sup> These documents are available on the web and upon request from the office.

## EARLY CHILDHOOD EDUCATION

### The Challenge: Early Childhood Education Awareness

- Latino parents need to be educated about the importance of early childhood programs.
- More Latino children need to participate in early childhood programs.

### The Resources:

#### Ohio Department of Education (ODE)

- Center for Students, Families and Communities, Office of Early Learning and School Readiness has some info and services. (C)
- Eligibility for Early Learning Initiative and Early Childhood Education is determined by family income. (C)
- Early Learning Initiative program family eligibility is 200% Federal Poverty Level for children to participate. (C)
- Over-site of preschool special education unit funding, Even Start and Kindergarten. (C)
- School Readiness Solutions Group recommendations contained in a report entitled, "From the Beginning", August 2006 report to the state board of education
- ECE: FY08 data indicates that there were 151 children (of a total of 6166) coded as Hispanic.
- ELI: FY09 (April 2009 data) indicate that there are 570 children listed as Hispanic (of a total of 12,000)

## KINDERGARTEN – TWELFTH GRADE

### The Challenge: Connection between Education and Workforce Development (K-12)

- Latinos need to be connected with vocational and alternative programs. This helps create a connection between education and workforce development.
- Include Latinos in internships in industry, working in small companies under the concept of incubators, and programs that emphasize careers.
- Create connections between employers looking for bilingual workers (which are many) and education.
- Latinos must actively participate in workforce investment boards in order to increase understanding and awareness.
- A pilot program should be created for middle and high school children to take apprenticeship classes in collaboration with community colleges.

### The Resources:

#### Ohio Department of Education (ODE)

- Extensive information on Career Tech Education programs and services that prepare youth and adults for a broad range of careers that require varying levels of education, from high school, apprenticeships and postsecondary certificates to college and university degrees. (C)
- STEM website, “stem.ohio.gov” will soon be launched. (P)
- Funding to establish 8 new stem schools was awarded the past biennium. (P)

## The Challenge: Family and Community Engagement (K-12)

### Family

- Often, parents have not received an education in their home countries; therefore, they are unable to be role models and help children appreciate the value of education, as well as the importance of adhering to their Latino heritage.
- There is a need to educate parents on the American school system requirements and their role in children's educational process.
- Parents need reassurance to feel safe. They may fear signing forms or providing personal information because of issues with documentation.
- The education system must be reconciled with the long hours that parents are working.
- Due to the overwhelming process of integration, the promotion of education requires a lot information repetition in a bilingual form, concentrated campaigns, and one to one counseling.

### Community

- There is a need to further build the capacity of grassroots organizations that play an important role connecting schools and parents. They are trusted partners who understand how to reach out to the different Latino communities and should be considered key partners in solution finding.
- Latino organizations and communities need to be aware and recognize the need to create their own scholarship programs to assist youth.
- There is a need for more knowledge and training regarding rights and advocacy, especially regarding the issue of equal access.
- There is a need for youth leadership development, mentoring programs, and role models.

## The Resources:

### Ohio Department of Education (ODE)

- Center for Students, Families and Communities. (C)
- Learning Support, "Family and Community Engagement" which includes resources for and info on programs below, which are just samples. (C)
- Parent Academy - free two-hour workshops for parents. School districts, parent organizations and community groups can schedule trained facilitators through ODE to conduct workshops that meet district and parent needs. Also, has a train-the-trainer program to increase the number of facilitators in particular areas of the state. (C)
- Statewide Parent Advisory Council. (C)
- Models and Plans of Implementation for Family and Community Engagement. (C)
- Funding Sources for Supporting Family-School Partnerships. (C)
- Public-Private Collaborative Commission issued a report entitled "Supporting Student Success: A New Learning Day in Ohio" ODE leadership was part of commission. (C)
- Center for Students, Families & Communities in partnership with the Family and Children First Council and the Ohio State are developing the implementation plan for HBI family and community engagement team, 5 year strategic plan and family and community engagement coordinator. (P)

## The Challenge: Family, Health and Safety (K-12)

- Institutions need to look at, understand, and account for how family issues affect school performance. Issues include the following:
  - A number of Latino families face addictions, alcohol dependency, domestic violence and cultural problems.
  - Parents are frequently engulfed in the transition from their home countries to the US, leaving youth to fend alone.
- Because of so many family issues, youths may get involved in drugs, gangs, experience early pregnancies, stop attending church and drop of out of school to get jobs.
- There is a need for programs that address low self-esteem and identity issues experienced by Latino youth.

## The Resources:

### Ohio Department of Education (ODE)

- Center for Students, Families and Communities, Office for Safety, Health and Nutrition (OSHN). (C)
- Learning Support, “Food and Nutrition” has information and resources on programs, etc. (C)
- Learning Support, “Safe and Supportive Learning” focuses on school safety, school climate, and even some information on life factors affecting drop out rates. (C)
- Current formula does not provide direct funding for student health and wellness. (C)
- Child Nutrition Services (CNS) provides programs, products, and services that focus on safeguarding the health and well-being of children in the development of proper eating habits and active living skills leading to good health. (C)
- Supportive Learning Environments (SLE) provides programs, products, and services that focus on addressing student, family and community factors to improve learning climates in schools, and consequently, improve learning. SLE helps to establish policies and model programs on school climate as well as substance abuse and violence prevention. (C)
- Wellness Programs provides statewide collaboration and coordination of key stakeholders representing public education, public health, community-based organizations, community leaders, parents and students to improve student health and education outcomes. (C)
- Safety and Violence Prevention Curriculum provides Ohio’s K-12 school personnel with opportunities to learn about key personal, social, and mental health issues that face Ohio’s students. (C)
- School Climate Guidelines provide guidelines to assist schools in creating environments where every student feels welcomed, respected and motivated to learn. While these guidelines target building and district administrators, they also can be useful as springboards for policy discussions with staff, students, parents, school boards and other community members. (C)
- Wellness Guidelines – The publication “Healthier Schools: A Brighter Tomorrow,” compiled by the School Physical Fitness and Wellness Advisory Council, is a resource of evidence-based practices to jump start Ohio school wellness plans. Each chapter of the publication presents one of the 11 guidelines and includes best practice examples of implementation. (C)

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## Family, Health and Safety Resources Cont'd

- Comprehensive System of Learning Supports - In Ohio, state law requires schools to identify students who may not pass the Ohio Achievement or Graduation Tests and to help them acquire grade-level skills by providing necessary interventions. To help schools implement this requirement, the Ohio Department of Education (ODE) developed the Comprehensive System of Learning Supports (CSLS) Guidelines. Adopted by the State Board of Education in 2007, the CSLS guidelines help schools and districts: increase academic performance for all students by designing systems that identify early on any issue that interferes with a child's ability to learn; help all children, from non-proficient to accelerated students, meet their potential; fulfill public funding requirements for planning, student diagnostic assessments, data collection and evaluation. (C)
- Just for Families website has information for parents on safety, health and nutrition. (C)
- Parent Academy Conditions for learning addresses safety, health and nutrition. (C)
- Parent Academy for Nutrition is currently being developed. (P)

### The Challenge: Information and Resources

- Information about education policy, such as the No Child Left Behind Act, or Close the Gap Campaign, should be distilled so that the community can understand the implications of how it may affect them.

### The Resources:

#### Ohio Department of Education (ODE)

- Learning Support Office, "Family and Community Engagement" has a webpage entitled "No Child Left Behind-Parent Involvement Resources" which, in particular, includes a "Parent Engagement Package" (C)
- "Schools of Promise" program focuses on how schools with traditionally underachieving students are successfully closing the achievement gap. (C)

## The Challenge: Migrant Education

- Schools and families need to find a way to reconcile consistent education with the interruption caused by migration patterns of families across Ohio and other states.
- Need a standard policy for all school districts on acceptance of proof of immunization. Some districts accept copies or faxed info, others will not. This is an issue because migrant children are often changing schools, and may end up being immunized more than once.

## The Resources:

### Ohio Department of Education (ODE)

- Migrant Education Title I – Part C Grant, assist states in improving educational opportunities for migrant children to help them succeed in the regular school program, meet the State academic content and student academic achievement standards that all children are expected to meet, and graduate from high school, reduce the educational disruption and other problems that result from repeated moves, ensure that migrant children who move among the states are not by disparities among the states curriculum, graduation requirements, and State academic content and student achievement standards, design programs to help migrant children overcome educational disruption, cultural and language barriers, social isolation, various health related programs, and other factors that inhibit their ability to do well in school, and prepare them to make a successful transition to post secondary education or employment, and ensure that migrant children benefit from State and local systemic reforms. (C)  
Casimiro Martinez, State Coordinator  
25 S. Front Street  
Columbus, Ohio 43215  
Phone: (614) 466-4161  
Fax: (614) 752-1622

## The Challenge: Professional and Institutional Development (K-12)

- Educators must understand the problems youth are experiencing as a result of identity and self-esteem issues.
- Educational institutions in highly predominant migrant areas need to be educated about their responsibilities in regards to children of undocumented parents and/or undocumented children themselves and these children's rights.
- State agencies and public institutions must learn about compliance of rules and regulations to ensure they serve the Latino community properly.

## Professional and Institutional Development Resources:

### Ohio Department of Education (ODE)

- Center for the Teaching Profession: Responsible for Education Preparation and Standards. (C)
- Lau Resource Center provides summary of LEP Guidelines from “The Provision of an Equal Education Opportunity to Limited English Proficient Students” (1992), published by the U.S. Department of Education, Office for Civil Rights. (C)
- The Educator Standards include many indicators supporting teachers understanding student diversity and reinforcing the cultural heritage of students. The ESB also developed a definition of cultural competency. The standards glossary can be found online at ODE website.

\*The Ohio IQ Index measures the wealth of a community, the poverty of students residing in the district, and the educational attainment of the adult population residing within a district

### The Challenge: Quality Data and Standards (K-12)

- There is a need for improving the quality of data regarding Latino students. Real drop out rates and student counts are not possible to obtain.

### The Resources:

#### Ohio Department of Education (ODE)

- ODE receives data from multiple sources. (C)
- ODE’s website allows users to customize reports. For instance, there are power user reports, various search mechanisms, downloadable files for analysis, search box that assists in locating data and reports, etc. There are many types of users that search ODE’s website and these functions allow the users (schools, districts, parents, etc) to customize reports. (C)
- The *iLRC* is an interactive tool developed for parents, educators, lawmakers, community members, and researchers to provide current and historical Local Report Card data. You will be able to locate information about your school or district such as proficiency test results, graduation rates, financial data, and demographics. You can use the data on this site to help inform and guide parental involvement, plan and evaluate school improvement initiatives, and drive decision making to refine the educational process. (C)
- **Data Quality:** A successful data system must ensure the integrity, security, and quality of data. It should include an ongoing plan for training those entering or using the data, as well as procedures for monitoring the accuracy of information. (P)
- **Current State:** Ohio recently had changes in legislation related to ensuring the integrity and quality of the data which included the creation of Administrative Code establishing the rules around monitoring the accuracy of data being submitted by school districts. The Department of Education may sanction any school district that reports incomplete or inaccurate data, reports data that does not conform to data requirements and descriptions, fails to report data in a timely manner, or otherwise does not make a good faith effort to report data as required by this section. (C)
- Additionally, a formal Information Security Program was established containing data classification policies to ensure that the ODE manages data in such a way that protects the integrity and quality of it. (C)
- **Planned:** ODE will continue to increase the types of data integrity checks that are performed on data and to continue to develop our Information Security Program to ensure the security of our information assets. (P)

\*\*University System of Ohio is a participation program of fourteen Ohio universities to join the Voluntary System of Accountability, which is a national program that allows the public to review information on each university’s performance on a wide range of measures.

### The Challenge: Specialized Services

- Access to Individualized Education Plans (IEP) needs to be increased, especially among undocumented children.

### The Resources:

#### Ohio Department of Education (ODE)

- ODE Office for Exceptional Children (OEC) provides examples of Individualized Education Program (IEP) statements to assist educators, parents and administrators to design plans. (C)
- Continue special education funding for special education students served by school districts, joint vocational school districts and county boards of MR/DD. (C)

### The Challenge: Transition between Education Institutions (K-12)

- The transition, connections, and information/resource sharing between high schools, community colleges and four year institutions need to be improved.
- There is a need for better marketing of community colleges to Latinos. They are a viable alternative for many Latinos. They are flexible, offer good career paths, and are less expensive.
- Educational institutions need to address the cultural and social problems faced by Latinos who wish to attend college, including transportation, affordability, and lack of documentation.
- There is a need for local networks to connect the Department of Education, school districts, colleges, and Latino community organizations so that together challenges can be discussed and some specific actions taken.

### The Resources:

#### Ohio Department of Education (ODE)

- State Superintendent of Public Instruction is a member of Ohio's Partnership for Continued Learning. (C)
- Many programs being implemented by the BOR were proposed in last year's executive budget plan, such as the Seniors to Sophomores program (see BOR). (C)

## HIGHER EDUCATION

### The Challenge: Connection between Education and Workforce Development (Higher Ed)

- Latinos need to be connected with vocational and alternative programs. This helps create a link between education and workforce development.
- Include Latinos in internships in industry, working in small companies under the concept of incubators, and programs that emphasize careers.
- Create connections between employers looking for bilingual workers (which are many) and education.
- Latinos must actively participate in workforce investment board in order to increase understanding and awareness.
- A pilot program should be created for middle and high school children to take apprenticeship classes in collaboration with community colleges.

### The Resources:

#### Ohio Board of Regents

- Implement the inclusion of adult career-technical and apprenticeship programs in a new system of transferability of credits. Courses offered and certificates earned will be encouraged to meet standards sufficient for college credit. (P)
- Apprenticeships offered by labor unions will also count toward college credit. (P)
- State-Business Compact: A compact or agreement will be executed with the business community to increase the number of students participating in internships and co-ops. (Note that the percentage of minority group members hired is twice as high among co-op students as among recent college graduates.) The compact will also include a statewide marketing campaign. (P)
- Ohio Skills Bank will be implemented to link workforce supply and demand at the regional level. Ohio Skills Bank regional teams will facilitate articulation and transfer between workforce centers and community colleges. (P)
- An office will be created that reports to BOR and Dept of Development and which will develop expertise in putting together employment and research pipelines that span multiple institutions and academic programs. (P)
- The Governor and the 127<sup>th</sup> GA created the Ohio Innovation Partnership, which is intended to increase the role of Ohio's higher education institutions to build pipelines to the Ohio workforce. (C)

## The Challenge: Family and Community Engagement (Higher Education)

### Family

- There is a need to educate parents on the American school system requirements and their role in children's educational process, (including the fact that higher education is not free and must be paid for in the US, unlike in most Latin American countries). This includes an understanding of high school graduation requirements, college preparation, and how to search for financial aid and plan for college.

### Community

- There is a need to further build the capacity of grassroots organizations that play an important role connecting schools and parents. They are trusted partners who understand how to reach out to the different Latino communities and should be considered key partners in solution finding.
- Latino organizations and communities need to be aware and recognize the need to create their own scholarship programs to assist youth.
- There is a need for more knowledge and training regarding rights and advocacy, especially regarding the issue of equal access.
- There is a need for youth leadership development, mentoring programs, and role models.

## The Resources:

### Ohio Board of Regents

- Public-Private Collaborative Commission issued a report entitled "Supporting Student Success: A New Learning Day in Ohio" BOR leadership was part of commission. (C)
- Seniors to Sophomores program helps more slowly integrate students into the college system. The program allows H.S. students to take college courses their senior year, thus earning college credit. This will also help parents more gradually adapt to the college system. (C)
- A network of high-quality, low-cost, campuses will be created within 30 miles of every Ohioan offering associate and bachelor's degrees needed for economic advancement. (P)
- Financial incentives and state support will be provided to support increased private fundraising (match grants, scholarships, etc). (P)
- The College Access Hotline – provides information on preparation for college, admission, college transfer, and general facts about colleges and universities in Ohio. The Hotline service is paired with the State Grants and Scholarships (SGS) Hotline to simultaneously deliver information about college student financial aid while directing callers to available local, state and federal resources. The State Grants and Scholarships Hotline may be reached at (1-888-833-1133). Information about general access issues or transfer questions is available through the College Access and Information Hotline (1-877-428-8246). (C)
- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) – is a federally funded program for low-income middle and high school students and their families that encourages more young people to have high expectations, stay in school, take challenging courses, and go to college. GEAR UP Ohio provides a comprehensive system of school and community-based services in eight high-poverty communities in the state with low college participation and high remediation rates. (C)
- Ohio College Access Network (OCAN) – is a non-profit organization that partners with the State of Ohio and the private sector to help Ohioans enroll in and successfully complete postsecondary education by creating and supporting community-based college access programs. OCAN offers programs in 35 communities across Ohio and provides students and families with one-on-one college admissions advising, financial aid counseling and last-dollar scholarships. (C)
- College Access Portal – is an online resource for students, parents and adult learners to access information they need to prepare for and attend college (<http://www.ohiocap.org/default.aspx>). (C)

### The Challenge: Financial Aid and Funding

- FASFA does not account for the situation where parents are undocumented and cannot meet the requirements to apply for scholarships or financial aid.
- Access to funding and financial aid must be increased.
- Alternative options to traditional funding and scholarships for those who are undocumented must be found.

### The Resources:

#### Ohio Board of Regents (BOR)

- Seniors to Sophomores program (See above). (C)
- A network of high-quality, low-cost, campuses will be created within 30 miles of every Ohioan offering associate and bachelor's degrees needed for economic advancement. The network will utilize existing community college and regional campus facilities. The price of the combined degrees will be one of the 10 lowest cost paths to a bachelor's degree in the nation. (P)
- Transferability system of credit that will make it easier to transfer from community colleges to universities will encourage cost savings. (P)
- Ohio Student Residency for State Subsidy and Tuition Surcharge Purposes – Migrant students may qualify as an exception to the Section E-5 <http://codes.ohio.gov/oac/3333-1-10>. (C)

### The Challenge: Legal Status

- There is a need to find a path to higher education for undocumented students who are here. Currently, registration is an issue, and even when it isn't, international rates keep students from attending.
- We need to find alternatives for undocumented kids who are invited to college fairs but cannot attend college.
- Research on alternatives to college is needed, such as connecting high school education with the building of technical skills and work opportunities to build an alternative for these youth.

### The Resources:

#### Ohio Board of Regents (BOR)

- Strategic Plan lists as a key strategy that "State law should make clear that anyone with a high school diploma or GED will have access to higher education to the community college of their choice." (P)
- BOR administrative rules determine tuition eligibility." (p.41) and further reiterates that "all high school graduates will be admitted to the community college of their choice." (p.59). (P)
- BOR will collect, through the Higher Education Information system, international educational data concerning students, scholars, education opportunities and research activities. (P)

### The Challenge: Professional and Institutional Development (Higher Ed)

- Educators must understand the problems youth are experiencing as a result of identity and self-esteem issues.
- Educational institutions in highly predominant migrant areas need to be educated about their responsibilities in regards to children of undocumented parents and/or undocumented children themselves and these children's rights.
- State agencies and public institutions must learn about compliance of rules and regulations to ensure they serve the Latino community properly.

### The Resources:

#### Ohio Board of Regents

- Cultural competency requirements for faculty/administrators: The Board of Regents generally does not publish content standards documents similar to the K-12 Academic Content Standards, however, the Board of Regents develops learning outcomes for many college courses to assist students with transferring credits between campuses (<http://regents.ohio.gov/transfer/>). Although the Board of Regents has not created a cultural competency requirement for faculty, accrediting agencies, such as the Higher Learning Commission (HLC) and the National Council for Accreditation for Teacher Education (NCATE), include diversity/inclusion requirements in their handbooks for accreditation. (C)
- Cultural competency requirements in the preparation and development of students who want to become educators: Educator preparation programs affiliated with NCATE are required to prepare teacher candidates to understand diversity in the classroom (NCATE Standard 4), however the State of Ohio allows an alternative accrediting agency that does not have that standard. (C)

### The Challenge: Quality Data and Standards (Higher Ed)

- There is a need for improving the quality of data regarding Latino students. Real drop out rates and student counts are not possible to obtain.

### The Resources:

#### Ohio Board of Regents

- Has data available on website, under "Colleges and Universities" "Performance Reporting." In particular, has "Diversity Report," which reports Hispanic enrollment. (C)
- BOR also intends to implement a system-wide strategy for tracking graduates and the "University System of Ohio\*\*" will organize this effort. (P)
- Strategic Plan Accountability Metrics – The Strategic Plan for Higher Education identifies several accountability metrics such as degrees awarded to African-American and Latino students and first-generation students: <http://uso.edu/strategicplan/dashboard/measures/access/index.php>. (C)
- Other Reports Available: Educational Attainment for the Population 25 Years and over by Race; High School Outcomes (1<sup>st</sup> year college students, % taking at least a minimum college preparatory curriculum, % taking Ohio Core curriculum, avg entrance exam scores, first generation college %, percent taking math or English remedial coursework in 1<sup>st</sup> year of college) by Race; Total number of Hispanic students enrolled in Ohio by Sector (public , university main and regional campuses, public 2-year colleges, and private colleges); Distribution of Students at Ohio Public Colleges by Declared Major by Race; First to Second Year Retention of First-Time, Full-time, Degree seeking Freshmen by Race; Degrees Awarded to Hispanic Students at Ohio's Public Colleges and Universities by degree level, Number of Hispanic Faculty and Staff by Sector, and Number of Tenured Hispanic Faculty by Sector. (Available upon request).

### The Challenge: Transition between Education Institutions (Higher Ed)

- The transition, connections, and information/resource sharing between high schools, community colleges and four year institutions need to be improved.
- There is a need for better marketing of community colleges to Latinos. They are a viable alternative for many Latinos. They are flexible, offer good career paths, and are less expensive.
- Educational institutions need to address the cultural and social problems faced by Latinos who wish to attend college, including transportation, affordability, and lack of documentation.
- There is a need for local networks to connect the Department of Education, school districts, colleges, and Latino community organizations so that together challenges can be discussed and some specific actions taken.

### The Resources:

#### Ohio Board of Regents

- Clear standards of college readiness, which are aligned with high school standards, will be developed. (P)
- Seniors to Sophomores program, which is an early credit program allowing H.S. seniors to take college courses to earn freshman college credit for free. (C)
- Students who do not complete a H.S. diploma by the end of the school year following their 18<sup>th</sup> birthday will be jointly identified by ODE and BOR and will be recruited to attend an academic program offered through the BOR that combines high school completion with college readiness. (P)
- Many programs being implemented by the BOR were proposed in last year's executive budget plan, such as the Seniors to Sophomores program (see BOR). (C)

## ENGLISH LANGUAGE LEARNING

### The Challenge: Bilingual and Bicultural Education

- More assistance is needed for English Language Learners trying to pass the Ohio Graduation Test.
- There is a need for more resources for Limited English Proficient students. (Classes are overloaded, not enough qualified bilingual teachers.)
- Teachers, counselors and staff should receive cultural awareness and sensitivity training for the different types of issues facing the different populations (such as migrant families, undocumented families, multi-generational families, etc). Professional development programs in this area are hard to find.

### The Resources:

#### Ohio Department of Education (ODE)

- Current Foundation formula provides LEP funding through poverty based assistance, available to school districts that meet a poverty index criterion and have an enrollment of LEP students representing at least 2% of the total school population. School districts receiving Limited English Proficiency Services funds should use them for one or more of the following purposes a) To hire teachers for limited English proficient students or other personnel to provide intervention services for those students; (b) To contract for intervention services for those students; (c) To provide other services to assist those students in passing the third-grade reading achievement test, and to provide for those students the intervention services required by section 3313.608.” (C)
- ODE administers federal funding under Title III of No Child Left Behind to school districts serving English Language Learners and immigrant students. (C)
- Lau Resource Center, in the Office of Literacy, which is in the Center for Curriculum and Assessment, provides training opportunities, guidelines, technical assistance, and resources for school districts serving English Language Learners. (C)

## Conclusion and Next Steps

The Commission on Hispanic/Latino Affairs continues to serve Latino communities in the area of education by focusing on its mandates to advise, connect and build. It has managed to navigate the constant shifts in education policy, and continue the momentum towards a grassroots led education movement. As a result of the 2008-2009 Statewide Local Conferences, the Commission was able to analyze the particular challenges faced in each local community. This information will not only allow the Commission to advise policymakers regarding those issues, but it will also provide a starting point for communities to narrow their focus and thus enhance effectiveness. Furthermore, by creating a framework of government resources that correspond with the community's priorities, the Commission was able to better understand what more needs to be done to make connections. Finally, with that knowledge, the Commission has put forth its newest education plan, which will rely on and build upon the previous work done throughout the last decade.

By comparing the 2000 Education Report to the recent 2008-2009 statewide conferences, the Commission was able to identify the most persistent issues and therefore the most critical need for assistance. Additionally, the Soluciones Education Campaign is a key component in implementing the newest education plan because it provides the guidance needed to engage local communities in organizing to affect change. These critical initiatives have allowed the Commission's education plan to evolve into a model that will ensure that the community has the resources necessary to create change.

In each education category, at least one of the community's issues was carefully selected based on the above tables that compare the issues to the government resources. The Commission has now determined it will focus on building awareness in Early Childhood Education; increasing outreach and access in K-12 Education; attaining tuition equity and creating an Ohio Latino Scholarship Network in Higher Education; and producing a catalog of English Language Learning programs.

The Commission on Hispanic/Latino Affairs will soon develop a plan to address each of these issues and it looks forward to working with local communities to use the CORE model to create change.

Last Updated 10 July 2009

***Note:** The report was produced prior to the Fiscal Year 2010 budget cuts that have severely limited all government proposals, initiatives and programs. Once the impact of these budget cuts is clear, the Commission will create an addendum explaining the changes.*