

Withdrawal/Redaction Sheet

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. note	re: SSN and DOB (1 page)	n.d.	b(6)
002. note	re: SSNs and DOBs (1 page)	n.d.	b(6)
003. memo	Alexander Jutkowitz et al. to DNC re: poll (16 pages)	09/04/1998	Personal Misfile
004. memo	Alexander Jutkowitz et al. to DNC re: poll (4 pages)	09/04/1998	Personal Misfile

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Ann O'Leary
OA/Box Number: 19582

FOLDER TITLE:

Hispanic Education [1]

2013-0436-S

rc1302

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Programs			
Sister Jennie Lechtenberg Executive Dir Puente Learning Center (Programs)	Puente Learning Center 501 S. Boyle Ave Los Angeles, CA 213-8900	Rep. Becerra	She founded PUENTE Learning Center, a nationally and international educational center for children youth, adults, in 1985. PUENTE curriculum combines traditional classroom instruction and computer technology to meet the educational needs of over 2,000 students per day at campuses on Boyle Heights and South Central, L.A.
Upward Bound at UTEP, TX	Addie Bryant, Dir TX 915-747-5149	Rep. Reyes	
Upward Bound Program		WH Initiative	grades 6-12, disparities in academic achievement Helps disadvantaged high school students realize the dream of a college education through academic programs of support and tutoring. When impacts are examined by racial/ethnic groups, Hispanic students are found to benefit the most from Upward Bound. Has been evaluated
HOSTS (Help One Student to Succeed)		WH Initiative	k-12, systemic reform, including reading development, disparities in academic achievement Helps schools create tutoring programs for at-risk students using a mentoring approach. In a spring to spring California evaluation that had a 95% population of Hispanic students, students in second, third, and fifth grades had NCE gains of 11.4, 9.5, and 9.9 respectively. These NCE gains exceeded those of the school and the state. Has been evaluated
Just-Us		WH Initiative	grades 6-12, disparities in academic achievement Operates 3 programs designed to assist youth and young adults who are at-risk. These programs address reading and math proficiency at elementary school level, high school drop-out rate, and teenage unemployment rate. Has been evaluated
Strive		WH Initiative	grades 6-12, risk factors impeding educational attainment Prepare, train, place and support inner-city youth and young adults in long term employment experiences to demonstrate the impact of attitudinal training and post placement support on the long-term employment of that population. STRIVE offers services in case management, career development, counseling, personal development and educational advisement. Has been evaluated

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Success for All/Lee Connigo		WH Initiative	grades k-6 reading development and school reform Schoolwide reform program for elementary schools serving many children placed at-risk. Provides innovative curricula and instructional methods in reading, writing and language arts for k-6 and extensive professional development. Has been evaluated
Avance Parent Child Education Program		WH Initiative	k-6, early childhood development, parental involvement, reading development, bilingual education. Provides support and education services to low-income families, particularly Latinos in Texas. A scientific program evaluation study by the Carnegie Corporation provided strong evidence supporting the effectiveness of the program. Has been evaluated
Consistency Management & Cooperative Discipline/Disiplina Consistente y Cooperativa		WH Initiative	k-6, school-wide reform program to improve discipline in inner-city schools Has been evaluated
Bilingual Cooperative Integrated Reading and Composition		WH Initiative	Grades 2-8, bilingual education and reading development Has been evaluated
Complex Instruction/Finding Out/Descubrimiento		WH Initiative	Bilingual education in science and mathematics Has been evaluated
Student Teams-Achievement Divisions and Teams-Games-Tournament		WH Initiative	grades 6-12, disparities in academic achievement through learning teams. Developed at Johns Hopkins and widely disseminated in schools with Latino children. Students work in four-member, heterogeneous learning teams to help each other master academic content. In Riverside, California, an evaluation with Latino students found positive effects. Has been evaluated
Direct Instruction		WH Initiative	Early elementary school program Has been evaluated

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Exemplary Center for Reading Instruction		WH Initiative	grades 2-7, reading development Has been evaluated
Project SEED		WH Initiative	k-6, math enrichment program. An enrichment math program designed to teach elementary school students to develop confidence in their ability to be successful in all academic work. Prepares students to be successful in their academic careers, and gives them grounding to help them face challenging academic situations by using advanced math as a tool. Has been evaluated
Reading Recovery/Descubriendo La Lectura Reading Recovery Model, EPISD TX	Alicia Mejares, Dir 915-595-5530	WH Initiative Rep. Reyes	k-6, early childhood, reading development. Early intervention tutoring program for young readers who are experiencing difficulty in their first year of reading instruction. The program serves the lowest achieving readers in first-grade classes by providing the children with supplemental tutoring in addition to their regular reading class. The program in Tuscon, Arizona focuses on students in Spanish bilingual classes. These students substantially outperformed control students on almost all measures in a series of assessments. Has been evaluated
AVID	San Diego, California	WH Initiative	grades 6-12, disparities in academic achievement Has been evaluated
Project Talk		WH Initiative	6-12, academic achievement no evaluation to date
MANA's Hermanitas program		WH Initiative	grades 6-12, mentoring Latinas. A youth leadership development and mentoring effort whose primary audience is in-school teenage Latina girls, aged 11 to 17. There are 9 programs throughout the country that empower Latina youth through mentorship on topics such as education, leadership development, cultural enrichment and community action. No evaluation to date
The Hispanic Program for Educational Advancement & the Learning to Lead Program		WH Initiative	Grades 6-12, disparities in academic achievement. Western Illinois University implemented an academic support Hispanic program to help generate the necessary skills and motivation to help prospective and current Hispanic students gain access to institutions of higher education. No evaluation to date

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The National Latino Children's Institute		WH Initiative	grades k-6, early childhood no evaluation to date
Sociedad Latina	Boston, Massachusetts	WH Initiative	no evaluation to date
Community Outreach Program with National Puerto Rican Women's Organization	University of Maryland at College Park	WH Initiative	no evaluation to date
National Science Foundation's Statewide Systemic Initiatives	Dr. Norma Davila or Dr. Manuel Gomez University of Puerto Rico, Resource Center for Science and Engineering Rio Piedras Campus Facundo Bueso Building, 3 rd Floor, Office 304 P.O. Box 2334 San Juan, PR 000931-3334 787-765-5170	Rep. Romero-Barcelo	Panel II; School Reform <u>Statewide Systemic Initiative (PR-SSI)</u> , recommended by Rep. Romero-Barcelo, is an alliance between the Puerto Rico Department of Education, the Resource Center for Science and Engineering of the University of Puerto Rico, and the community at large. This alliance was established to transform the teaching and learning of Science and Mathematics in Puerto Rico. The University of Puerto Rico currently received funds from the U.S. Department of Education to implement the Puerto Rico/New York City Educational Linkages Demonstration Project in schools in NYC. Pedagogical strategies based on the latest trends on educational research are used to address the standards-based Science and Mathematics content included in this reform with all participating students.
LULAC in Tucson, AZ	Ricardo Fimbres, Dir P.O. Box 2443 Tucson, AZ 85702 ph: 520-740-5807	Rep. Pastor	Panel II; Drop Out/At Risk Students <u>League of Latin American United Citizens (LULAC)</u> is a non-profit educational organization dedicated to advancing the education of Hispanic and disadvantaged youth in Southern Arizona. LULAC works well with both businesses and government to initiate educational programs in Arizona. The Youth Leadership Conference (sponsored by LULAC) is designed to motivate 6 th through 12 th graders to stay in school and develop their

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			skills by providing them with the opportunity to observe, analyze, and become directly involved with social, economic and political issues, and the leaders that deal with these issues.
Alivio Medical Center, IL	Carmen Velasquez, Executive Director 2355 South Western Avenue Chicago, IL 60608 ph: 773-254-1400 fx: 773-650-1226	Rep. Gutierrez	Panel I; Health Services Panel II: Health Services <u>Alivio Medical Center</u> provides a comprehensive approach to child and youth health services offering both health promotion activities and educational programs. The center deals with issues such as poverty, drug abuse, gang activity, drop-out rates, racism, teen pregnancy, sexual abuse and violence. In addition, the center offers programs specifically on teen prenatal care, and an award-winning program on child health promotion.
Head Start Program, Region 19 TX	Blanca Enriquez, Dir TX 915-774-4010	Rep. Reyes	Panel I; Mentoring Child Dev
Mother Daughter Program, UTEP TX	Josie Tinarejo, Dir TX 915-747-5572	Rep. Reyes	
Gang Prevention, Community Service Programs, Inc. CA	Max Madrid 16842 Von Karman, Suite 425 Irvine, CA 92606 ph: 949-250-0488 fx: 714-251-1659	Rep. Sanchez	Panel II; Preventive/Crime Prevention <u>Gang Prevention Community Service Program</u> provides prevention and intervention services to at-risks youths, gang "wannabes", known gang members, the families of these youths, and the community. Working in cooperation with law enforcement, probation, courts, schools, churches, parents and job and recreational programs the CSP Gang Prevention Program provides alternatives to gang involvement. Integral to the gang-related services are bilingual/bicultural staff members, and a sensitivity, without lending support to, gang territorial behaviors. Presently active in six Orange County cities, the program serves over 7,500 youths and their families annually and has been cited by the Grand Jury as a model program in the combating of gangs. This program has been highly recommended by Rep. Loretta Sanchez.
Delhi Community Center, CA	Irene Martinez Executive Director 542 East Central Avenue, Santa Ana, CA	Rep. Sanchez	Panel I; Health Services Panel II; Drop Out/At Risk Students Panel II; Mentoring/Youth Development Programs/Technical Training Panel II: Parental Involvement

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	92707 ph: 714-549-1317 fx: 714-549-5738		Panel II: Teen Pregnancy Panel II: Health Services <u>Delhi Center</u> is a community effort that addresses social, economic and health issues in Orange County. Recently, Delhi, through Santa Ana College, received a three-year Federal Grant to implement a neighborhood economic and community building development model. As part of an after-school program for at-risk Latino youth, Delhi Center provides over 10,000 hours of tutoring per year, four field trips, and a summer meals program that served 2,400 youth last summer. The center has also begun a pilot program to expand Child Care options in the neighborhood. Collaborating with the college, Delhi Center provided the first Child Care training program in Spanish for those women interested in Child Care centers or in establishing their own family-based care. Delhi Center has trained over 350 Latina women as volunteer peer educators. Peer educators conduct over 4,800 outreach contacts a year; provide workshops to over 300 women on the issues of breast cancer, domestic violence, and HIV/STS's.
HOSTS Corp. Helping One Student to Succeed, TX	Linda Martinez at 8504 Woodstone Drive Austin, TX 78757 ph: 514-453-2339	Rep Hinojosa	Panel I; Mentoring/Child Development <u>Helping One Student to Succeed (HOSTS)</u> is the nation's largest and oldest academic structured mentoring program. It targets low-achieving students K-12, who need assistance in language arts, math, Spanish language arts, or readiness. HOSTS matches students with trained business and community volunteer mentors as well as cross-age mentors. Students in HOSTS structured mentoring program have consistently demonstrated academic gains of 2.0 grade levels for every nine months in the program. During its 28-year history, HOSTS has served over 500,000 students and is used in over 1,000 HOSTS sites in 41 states, the District of Columbia and El Salvador.
San Antonio Pre-freshman Engineering Program, TX	Dr. Manuel P. Berriozabal, Dir San Antonio, TX ph: 210-458-4496	Rep. Rodriguez Rep. Gonzalez	Panel II; Higher Ed/Pre-freshman Oriented Programs <u>San Antonio Pre-Freshman Engineering Program (PREP)</u> it is a mathematics based enrichment program that prepares minority students and women for careers in the fields of math, science, technology and engineering. The program is directed to middle and high school students. If funding is sufficient, PREP expects to enroll 1200 students. It is run through the University of Texas at San Antonio and has received numerous accolades and awards from agencies as varied as the US Dept. of Energy to the National Latino Children's Institute. Since 1986, PREP has been replicated in 12 other Texas cities and 23 college campuses as the Texas Pre-Freshman Engineering Program (TexPrep). In addition, through a collaborative effort of the Hispanic Association of Colleges and Universities and the University of Texas at San Antonio, PREP has been replicated to eight college campuses

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			outside Texas. The nationwide program, called PROYECTO ACCESS, is expected to expand a ninth site in 1999. Contact: Manuel P. Berriozabal at 210-458-4496. 6900 North Loop 1604 West, San Antonio, TX 78249-0661
Intercultural Development Research Association, TX	Linda Cantu, Dir [or Sherry Car Deer] 5835 Callaghan, Suite 350, San Antonio, TX 78228-1190 210-684-8180	Rep Rodriguez	Panel II; Mentoring/Youth Development Programs/Technical Training <u>Intercultural Development Research Association, Coca-Cola Valued Youth Program</u> is an international-recognized cross-age tutoring program. Since its inception in 1984, the program has kept 5,500 students in school, young people who were previously at risk of dropping out. The program places students who are considered to be at-risk in positions of academic responsibilities as tutors to younger students. Tutors are paid a minimum wage stipend for their time and efforts. The program supports them with positive recognition, instruction and support. The increase of academic student performance, school attendance, and confidence also improves the lives of families, lessens their financial burden and integrates involvement between schools, families and communities. Currently the program reaches more than 90 schools and 17 cities, in addition to schools in Brazil and Great Britain. The program has received recognition as an exemplary program by the U.S. Dept. of Education's Program Effectiveness Panel, among others. It was one of only 30 programs worldwide to be selected for inclusion in the International Youth Foundation data base.
YES/Baby Think it Over Program, CA	Beth Tishler, Dir CA 213-627-9621	Rep. Roybal-Allard	Panel II: Teen Pregnancy <u>Project YES/ Baby Think it Over</u> is the program that has high school students carry computerized babies for a set amount of time. The baby cries and weights like a real baby and has a computer program that keeps track of how it is treated. The student has a hospital like bracelet with a key attached that the student uses to feed the baby when it cries at random hours of the day or night. The student has to keep the baby with them at all times, even during classes. At the end of the program, the instructor checks the computer program to see if the baby was abused or left crying for long periods of time and the student is evaluated as a parent.
A Place Called Home, CA	Debrah Constance, Dir 2830 South Central Avenue, Los Angeles, CA 90011 323-232-7653	Rep. Roybal-Allard	Panel I; Mentoring/Child Development Panel II; Mentoring/Youth Development Programs/Technical Training <u>A Place Called Home</u> provides kids with services such as one on one mentoring, an all day school in collaboration with the Los Angeles Unified School District and an employment readiness and placement program with the help of LA Youth at Work. APCH began working with forty inner-city children in the basement of a church during 1993. In September 1996, with a growth in membership to 400, APCH relocated to a 10,000 square

			foot facility. In December 1998 youth members reached 2,000 and continued to grow. In April of 1997 APCH was recognized at the President's Summit as one of the "top 50 teaching examples" in the United States.
ASPIRA Association, Inc. National and Bridgeport, CT	Alma Maya, Executive Director of Bridgeport Program- 203-336-5762 Ronald Blackburn- Moreno, President of National ASPIRA 202- 835-3600 ext. 11	NCPTP	Aspira Associates direct programs in NY, NJ, Florida, CT, IL, Pennsylvania, and PR. The national organization promotes education and leadership development for Hispanic youth. More than 13,000 students are involved in after-school and summer programs or clubs. Programs in Bridgeport: after-school activities for third through eighth graders; market research skills laboratory for 8th through 12th graders workforce skills; summer enrichment seminars for elementary and middle school students; public policy leadership program for high school juniors and seniors; corporate volunteerism model program; strategic plan and outreach project to discuss possible enhancements or resources to improve education outcomes for Latino youth.
ASPIRA, Inc. of New Jersey NJ	William Colon ASPIRA, Inc. of New Jersey, Executive Office 390 Broad Street Newark, NJ 07104 201-484-7554	Rep. Menendez	Panel II; Mentoring/Youth Development Programs/Technical Training <u>ASPIRA, Inc. of New Jersey</u> is a community-based organization providing leadership and counseling to Puerto Ricans/Latinos and other minority youth in urban centers throughout the state. Since its foundation in 1968, ASPIRA has helped over 30,000 low-income minority youths complete high schools and go on to post-secondary education. The program gives students the encouragement and mentoring that inspires them to strive toward the highest possible levels of education, effective leadership, and commitment to their community.
Dr. Pablo Clausell Superintendent of West New York Schools	Dr. Pablo Clausell Superintendent of West New York Schools 201-330-1000	Rep. Menendez	Panel II; Academic Advancement <u>West New York Board of Education, Dr. Pablo Clausell, Superintendent</u> has worked with youth of different ages and their families in fulfilling their basic needs. Dr. Clausell works with children at an early stage providing for pre-K and after school programs that have enhanced academic achievement of children in the school district. He has worked to ensure bilingual program accessibility to LEP students, after school tutoring, and evening classes for young adults. He works closely with other agencies, corporations, to increase opportunities available to Latino youth. In addition, he works with other issues such as school modernization and higher education opportunities for the students. Contact Dr. Pablo Clausell at 201-902-1123. West New York Board of Education, 6028 Broadway, West New York, NJ 07093

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Urban smARTS TX	Allegra Parks 210-270-7190	Rep. Gonzalez	Panel II; Preventive/Crime Prevention <u>Urban smARTS</u> it is a gang prevention after-school program designed to divert minor offenders and "at-risk" youth away from gang related activities during the school year. It utilizes the arts as a foundation for self-esteem building, life skills activities and field trips. The service areas are 7 middle schools in San Antonio. It is a collaborative effort of the City of San Antonio Youth Services division, San Antonio Independent School district, South San Antonio Independent School district and staff from various CBO's.
Seneca Youth Center , NY	Ben Rodriguez 1241 Lafayette Avenue Bronx NY 10474 718-893-2949	Rep. Serrano	Panel II; Mentoring/Youth Development Programs/Technical Training <u>Seneca Center</u> addresses widespread problems of poverty and provides a forum and facilities to promote self empowerment. The center provides a variety of programs such as Family Counseling Program, engaged in serving families and youth. Local Employment Action Program (LEAP) is a job readiness and educational enhancement program funded by the New York City Department of Employment. LEAP operates during the school year and is designed to help students complete high school and gain valuable work experience after school. community Program for the Achievement of Student Success (COMPASS) is an educational support program designed to assist economically and educationally disadvantaged youth with obtaining entry into institutions of higher education, vocational training, or employment. The center also provides tutorial programs for K-8 children, and teens 14 through 21. The program has served the community for twenty eight years.
SISDA, NY	Sister Thomas, Dir 718-589-1510	Rep. Serrano	
A Better Bronx for Youth, NY	Medina Sadiq, Dir 718-664-2449 NY	Rep. Serrano	Panel II; Mentoring/Youth Development Programs/Technical Training
NINO's Head Start	TX	Rep. Ortiz	Panel I; Mentoring Child Dev
El Puente	Luis Garden Acosta 211 South 4 th Street, Brooklyn, NY 11211 718-387-0404	Rep. Velasquez	Panel II; Preventive/Crime Prevention <u>El Puente</u> is committed to inspire and nurture leadership for peace, justice and human rights through youth and community development. Since its foundation in 1981, El Puente has addresses the wave of gang violence in the surrounding areas that had claimed the lives of 48 young people in one year. Since 1993, the program has expanded its mission to include a New York City public high school, the Academy for Peace and Justice,

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			established under the New York Vision Initiative which was launched to improve public education in NYC by providing support to communities that wanted to create schools of their own. The program has provided After-school Programming for over 17 years with tutoring, health, internship, and cultural program for young people focusing on skills building and literacy through community activism. Currently, there are 300 members age 12-21 at its two locations in Brooklyn, Williamsburg and Bushwick.
Pathways for Youth, NY	Neil Berger, Dir 625 Castle Hill Avenue Bronx, NY 10473 718-828-4518	Rep. Serrano	Panel II; Mentoring/Youth Development Programs/Technical Training <u>PATHWAYS for Youth</u> has served over 250,000 youngsters since its establishment in 1926. The program works in areas of education, youth development, career preparation, drug abuse prevention, family life/sex education and health care. The program serves over 3,000 children of disadvantaged families daily.
Mary's Center for Maternal and Child Care Washington, DC	Maria Gomez, Executive Director 202-483-8196 Washington, DC also good participant	NCPTP	
Entre Nosotros Promotoras, Planned Parenthood Association of Hidalgo County, Inc. McAllen, TX	Patricio Gonzales Executive Director 956-686-0585	NCPTP	
The Male Involvement Program	Hector Sanchez-Flores 415-476-3375	NCPTP	3 year initiative to the California Department of Health Services, State Office of Family Planning, to support local community efforts to reduce teen pregnancy by promoting primary prevention skills and motivation to adolescent boys and young men 23 projects awarded grants statewide many focus on Latino males in areas with the highest risk of teen pregnancy This \$8 million program is the largest and most comprehensive effort in the nation to target males in teen pregnancy prevention.
Mexican American Community Services Agency, Inc. (MACSA) San Jose, CA	Enrique Arreola 408-928-1122 San Jose, CA	NCPTP	

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2nd Panel:
excellent
speaker

Research			
Claire Brindis Director and Research Task Force Member Center for Reproductive Health Policy Research University of California at San Francisco	Center for Reproductive Health Policy Research University of California at San Francisco 415-576-5225	The National Campaign to Prevent Teen Pregnancy	<i>Researcher: Latino Youth, Health and Social Trends</i> Brindis has done some research on this topic ("Teen Pregnancy and Immigrant Youth" and "Adolescent Pregnancy Prevention for Hispanic Youth: The Role of Schools, Families, and Communities"); she is Latina and a good speaker.
Karen Pittman Senior Vice President International Youth Foundation	International Youth Foundation 7014 Westmoreland Avenue Takoma Park, Maryland 20912 301-270-6250 fax: 301-270-7144	The National Campaign to Prevent Teen Pregnancy	<i>Researcher: Latino Youth, Health and Social Trends</i> Pittman co-wrote "Latino Youths at a Crossroad: Report of the Adolescent Pregnancy Prevention Clearinghouse" for the Children's Defense Fund in 1990.
Dr. Cynthia Gomez Ph.D., Ed.M, Center for AIDS Prevention Studies	Center for AIDS Prevention Studies 74 New Montgomery Suite 600 San Francisco, CA 94105	The National Campaign to Prevent Teen Pregnancy	<i>Researcher: Latino Youth, Health and Social Trends</i> Gomez has co-authored numerous articles and presentations on Latinos, sex, contraception, and HIV.
Cynthia Garcia-Coll	Brown University 401-863-3147	CHC-Robert Otto Valdez, Inter University Program for Latino Research	<i>Research, Panel I</i> Extensive expertise and experience in early childhood development. Knowledgeable about similarities and differences found among the numerous Latino national origin groups. Has evaluated numerous programmatic efforts.
Fernando Mendoza	Stanford University School of Medicine 703-933-1951?	CHC-Robert Otto Valdez, Inter University Program for Latino Research	<i>Research, Panel I</i> Pediatrician who has conducted serious work on social, economic and cultural determinants of health, recently served on the Institute of Medicine study panel on health, on health of immigrant children.

Sarah Brown

Valdez

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Sarah Brown

Ruth Zambrana Director of Robert Wood Johnson funded Center on Latino Child Health	George Mason University 703-993-1951	CHC-Robert Otto Valdez, Inter University Program for Latino Research	~~74~~ <i>Research, Panel II</i> Director of Robert Wood Johnson funded Center on Latino Child Health, work focuses on risk factors among adolescents.
William Vega Director of the Urban Policy Center.	University of Texas, San Antonio 210-458-2650	CHC-Robert Otto Valdez, Inter University Program for Latino Research	~~74~~ <i>Research, Panel II</i> Director of the Urban Policy Center. Previous work focused on risk factors, especially resulting in substance abuse and mental health issues. Excellent speaker with superb research credentials.
Hortensia Amaro	Boston University 617-638-5146	CHC-Robert Otto Valdez, Inter University Program for Latino Research	<i>Research, Panel II</i> Runs a community based research program that brings research into community interventions.
Douglas Kirby Ph.D., Senior Research Scientist ETR Associates (EPR Task Force Chair)	ETR Associates P.O. Box 1830 Santa Cruz, CA 95061-1830 831-438-4060 ext. 144 fax: 831-438-3618 E-mail: doug@ert-associates.org	The National Campaign to Prevent Teen Pregnancy	Chair of the National Campaign to Prevent Teen Pregnancy's Effective Programs Task Force
Robert W. Blum, M.D. Director of General Pediatric and Adolescent Health Program Department of Pediatrics University of Minnesota (EPR Task Force Member)	Department of Pediatrics University of Minnesota Box 721 UMHC 420 Delaware Street, SE Minneapolis, MN 55455 612-626-2796 fax: 612-626-2134 E-mail: blumx001@maroon.tc.umn.edu	The National Campaign to Prevent Teen Pregnancy	Member of the National Campaign to Prevent Teen Pregnancy's Effective Programs Task Force
J.J. Card, PH.D. President Sociometrics Corporation (EPR Task Force Member)	Sociometrics Corporation 170 State Street, Suite 260 Los Altos, CA 94022-2812 650-949-3282 fax: 650-949-3299	The National Campaign to Prevent Teen Pregnancy	Member of the National Campaign to Prevent Teen Pregnancy's Effective Programs Task Force

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	E-mail: jjcard@socio.com		
Jacqueline E. Darroch, Ph.D., Senior Vice President and Vice President of Research The Alan Guttmacher Institute (EPR Task Force Member)	The Alan Guttmacher Institute 120 Wall Street New York, NY 10005 212-248-1111 fax: 212-248-1952 E-mail: jedarroch@agi-usa.org	The National Campaign to Prevent Teen Pregnancy	Member of the National Campaign to Prevent Teen Pregnancy's Effective Programs Task Force
Waldo Johnson, Ph.D. Assistant Professor School of Social Service Administration University of Chicago (EPR Task Force Member)	School of Social Service Administration University of Chicago 969 East 60th Street Chicago, IL 60637 773-834-0400 fax: 773-702-0874 E-mail: wejohanson@midway.uchicago.edu	The National Campaign to Prevent Teen Pregnancy	Member of the National Campaign to Prevent Teen Pregnancy's Effective Programs Task Force
Rebecca A. Maynard, Ph.D. Professor Graduate School of Education University of Pennsylvania (EPR Task Force Member)	Graduate School of Education University of Pennsylvania 3700 Walnut Street Philadelphia, PA 19104 215-898-3558 fax: 215-573-2241 E-mail: rebeccam@nwfs.gse.upenn.edu	The National Campaign to Prevent Teen Pregnancy	Member of the National Campaign to Prevent Teen Pregnancy's Effective Programs Task Force
Prof. Leo Estrada, Professor of Sociology, UCLA.	31-0825-6574 e-mail: leobard@ucla.edu		(A)

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Arts
green
cult

Media related
↳ Americanos:
→ Am. History Museum
→ HBO full:
Smithsonian
↳ curriculum

Media			
Person, Title, (Issue)	Address	Recommended By	Qualifications for Recommendation
Adolfo Aguilar President Association of Hispanic Advertising Agencies	Association of Hispanic Advertising Agencies 816 Cameron #2.0 San Antonio, TX 78212 (210)-227-1999	The National Campaign to Prevent Teen Pregnancy	
Raul Alarcon Jr. President and CEO Spanish Broadcasting Stations	Spanish Broadcasting Stations 26 West 56 Street 2nd Floor New York, NY 10019 212-541-9200	The National Campaign to Prevent Teen Pregnancy	
Jose Diaz Balart Field Anchor CBS This Morning	CBS This Morning 524 West 57th Street 7th Floor New York, NY 10019 212-975-8860	The National Campaign to Prevent Teen Pregnancy	
Joaquin Blaya Chairman of the Board Radio Unica	Radio Unica 8400 NW 52nd Street Suite 101 Miami, Florida 33166 305-463-5050 (direct line)	The National Campaign to Prevent Teen Pregnancy	
Hector Cantu Assistant Features Editor Dallas Morning News	Dallas Morning News 508 Young Street Lifestyles Department Dallas, TX 75202	The National Campaign to Prevent Teen Pregnancy	

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PSAs: do: get PSAs accepted featuring:

	214-977-8594		
Peter Castro Senior Editor PEOPLE Weekly	PEOPLE Weekly 1271 Avenue of the Americans 31st Floor New York, NY 10020 212-522-9411	The National Campaign to Prevent Teen Pregnancy	B
Frank Del Olmo Associate Editor Los Angeles Times	Los Angeles Times Time Mirror Square Los Angeles, CA 90053 213-237-7934	The National Campaign to Prevent Teen Pregnancy	B
Daisy Exposito President The Bravo Group	The Bravo Group 230 Park Avenue South 9th Floor New York, NY 10003 212-514-6001	The National Campaign to Prevent Teen Pregnancy	A
Alina Falcon News Director Univision News Television	Univision News Television 9405 NW 41st Street Miami, Florida 33178 305-471-3900	The National Campaign to Prevent Teen Pregnancy	B
Henry Cisneros President and COO Univision Communications, INC.	Univision Communications, INC. 1999 Avenue of the Stars Suite 3050 Los Angeles, California 90067	The National Campaign to Prevent Teen Pregnancy; CHC	A
Angelo Figueroa Editor PEOPLE EN ESPANOL	PEOPLE EN ESPANOL 1271 Avenue of the Americans 6th Floor New York, NY 10020 212-522-8135	The National Campaign to Prevent Teen Pregnancy	A ✓
Alberto Ibarguen, Publisher and Chairman	The Miami Herald One Herald Plaza	The National Campaign to	

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The Miami Herald	6th Floor Miami, Florida 33123 305-376-3534	Prevent Teen Pregnancy	→ A ~~B~~
Monica C. Lozano Associate Publisher and Executive Editor La Opinion	La Opinion 411 West 5th Street 12th Floor Los Angeles, CA 90013 213-896-2153	The National Campaign to Prevent Teen Pregnancy	(A) → agreed to → reproach:
Agustin Martinez General Manager KMEW- Los Angeles	KMEW- Los Angeles PO Box 45073 Los Angeles, CA 90045 310-216-3434	The National Campaign to Prevent Teen Pregnancy	~~A~~ B
Guillermo Martinez Vice-President of News CBS Telenoticas	CBS Telenoticas 2470 West 8th Avenue Hialeah, Florida 33010 305-889-6980	The National Campaign to Prevent Teen Pregnancy	~~A~~ - B
Mirta Ojito Metro Reporter New York Times	New York Times 229 West 43rd Street New York, NY 10036 212-556-4975 (direct line)	The National Campaign to Prevent Teen Pregnancy	B
Amapro Ortiz Promotion-Community Affairs Director KWEX-TV Univision	KWEX-TV Univision 411 East Durango San Antonio, TX 78204 210-242-7444 (direct line)	The National Campaign to Prevent Teen Pregnancy	B - R
Mack Quintana Publisher El Paso Times	El Paso Times P.O. Box 20 El Paso, TX 79999 915-546-6100	The National Campaign to Prevent Teen Pregnancy	(B-R) →
Lisa M. Quiroz	PEOPLE EN ESPANOL	The National Campaign to	(A)

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Publisher PEOPLE EN ESPANOL	1271 Avenue of the Americas 6th Floor New York, NY 10020 212-522-3245	Prevent Teen Pregnancy	
Rick Rodriguez Sacramento Bee Executive Editor	Sacramento Bee P.O. Box 15779 Sacramento, CA 95852 916-321-1002 (direct line)	The National Campaign to Prevent Teen Pregnancy	B
Elizabeth Vargas Reporter WABC 20/20	WABC 20/20 147 Columbus Avenue 7th Floor New York, NY 10023 212-456-1000	The National Campaign to Prevent Teen Pregnancy	~~B~~ B
Christina Saralegui CEO Christina Saralegui Enterprises, Inc.	<i>- luncheon</i> Christina Saralegui Enterprises, Inc. 1521 Alton Road Suite 347 Miami Beach, Florida 33139 305-538-9074	The National Campaign to Prevent Teen Pregnancy	(A) → PSA Latina - Oprah
Roland Hernandez CEO Telemundo	Telemundo	CHC	KA
Wendy Thompson General Manager Telemundo	Telemundo	CHC	B
Kevin Close President and CEO NPR	NPR	CHC	B
Robert Wright President and CEO	<i>→ Roz Wynnman</i> NBC TV	CHC	A

↳ Hillary → Clinton:

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NBC			
Tim Russert NBC Washington Bureau Chief	NBC TV	CHC	B
Eric Sorenson General Manager MSNBC	MSNBC	CHC	B
Rosemary Fritas Senior Producer MSNBC	MSNBC	CHC	B
Dan Warner President Lehrer News Hour	Lehrer News Hour	CHC	B
Jose Lozano President and Publisher La Opinion	La Opinion	CHC	~~A~~
Charles Ericksin President Hispanic Link	Hispanic Link	CHC	Reach to media writes in english outreach
Roger Eles Chairman and CEO Fox News Channel	Fox News Channel	CHC	B
Bob Eger President ABC	ABC	CHC	B
Manuel Abud President CBS Telenoticias	CBS Telenoticias	CHC	B B

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add
Ray Suarez → attend
NPR: using:

Mel Karmazin CEO CBS TV	CBS TV	CHC	
Bill Bolster President CNBC	CNBC	CHC	
Ted Turner President and CEO CNN	CNN	CHC	
Frank Sesno Washington Bureau Chief CNN	CNN	CHC	
Rolando Santos President and CEO CNN Spanish	CNN Spanish	CHC	
Fernanda Castejon Bureau Chief CNN Spanish	CNN Spanish	CHC	
Brian Lamb Founder and CEO C-Span	C-Span	CHC	
Emilio Sanchez VP EFE News	EFE News	CHC	to cover
Miguel Angel Gozalo President, [in Madrid] EFE News	EFE News	CHC	
William Raspberry			

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Washington Post		WH Initiative	
David Broder Washington Post		WH Initiative	invite to
Jay Matthews Washington Post		WH Initiative	
Anjetta McQueen Associated Press		WH Initiative	
<i>Wash</i> Tamara Henry USA Today <i>3 in 4</i>		WH Initiative	<i>3 → contact</i>
Claudio Sanchez National Public Radio		WH Initiative	
Jacques Steinberg New York Times		WH Initiative	
Brent Staples Editorial Writer (education) New York Times		WH Initiative	<i>→</i>
Gail Russell Chaddock Education Writer Christian Science Monitor		WH Initiative	
Michele Norris Education Correspondent ABC News		WH Initiative	
<i>Richard Colvin (Los Angeles) or Dick Cooper (DC)</i> Education Writer Los Angeles Times		WH Initiative	<i>3 A</i>

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menting: →
- early childhood
- mentoring
- Newsweek:
→ w. Post.
→ latino youth

Pat Wingert Education Writer Newsweek		WH Initiative	A write to event
Virginia Edwards Editor Education Week		WH Initiative	
June Kronholtz Wall Street Journal Washington, DC Bureau		WH Initiative	
Ben Wildavsky Education Correspondent US News & World Report		WH Initiative	
Ann Blackman Education Writer Time Magazine		WH Initiative	
Lisa Walker Executive Director Education Writers Association		WH Initiative	
Karen Chenworth Black Issues in Higher Education		WH Initiative	
Leo Reisberg Chronicle of Higher Education		WH Initiative	
Sheppard Rambom President, CommunicationWorks		WH Initiative	
Mary Callahan Partner, CommunicationWorks		WH Initiative	Note: Pat was the co-host of the December 1 luncheon in NYC where
ABC Television: Pat Fili-Krushel, President		NCTPTP	

→ this of stuff
A → college going

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language skills
→ diffuse:

The WB Network: (also - WB For Kids) Susanne Daniels, President of Entertainment		NCTPTP	the First Lady was our speaker → kid aspect
MTV: Todd Cunningham, VP of Research & Planning, and Steve Friedman, VP of Public Affairs		NCTPTP	B
LIFETIME TELEVISION: Meredith Wagner, Senior VP of Public Affairs		NCTPTP	B
CHANNEL ONE: Andy Hill, President of Programming		NCTPTP	B (reaches 8 million school students/day) classrooms →
NICKELODEON: Herb Scannel, President		NCTPTP	→ A
Jose Lopez-Isa Hispanic Outlook		WH Initiative	~~Block us~~ B

Viacom

→ ~~Exec~~

Blockbuster

Release News

April 27, 1999
For Immediate Release

For Information Contact:
Karen Lake
Director of Marketing and
Communications
(616) 968-1611
KEL@WKKF.org

W.K. Kellogg Foundation Announces Program to Support Educational Opportunities for Latinos

ENLACE is from the Spanish word "enlazar" which means to link or weave together--to connect in such a way that the new entity is stronger than its parts.

Battle Creek, MI - The W.K. Kellogg Foundation today announced a major program to strengthen the education pipeline and increase opportunities for Latinos to enter and complete college.

ENLACE – Engaging Latino Communities for Education aims to serve as a catalyst to strengthen partnerships involving higher education institutions, K-12 school districts, community organizations, businesses, and other funders that are working to increase opportunities for Latinos¹ to enter and complete college.

To achieve sustainable improvements, *ENLACE* activities will be concentrated in areas of the United States where it can have the greatest potential to inform, impact, and leverage sustainable change. The initiative anticipates

¹ The Kellogg Foundation recognizes and values the diversity of the terms "Hispanic" and "Latino." The use or popularity of either term largely depends on personal or regional preferences. We use both terms interchangeably in our work, acknowledging the richness in diversity within this population.



One Michigan
Avenue East
Battle Creek, MI
49017-4058
USA
616-968-1611
TDD on site
Facsimile: 616-968-0413
World Wide Web:
<http://www.wkkf.org>

*To help people
help themselves
through the practical
application of knowledge
and resources to improve
their quality of life and
that of future generations*

clustering its work in **California**, the **Southwest** (Colorado, New Mexico, Arizona), **Texas**, **Florida**, **New York**, and the **Midwest** (Michigan and Illinois).

“The education gap between Latinos and other U.S. citizens dramatically impacts communities, states, and American society – socially and economically,” said Geraldine Kearse Brookins, vice president for programs at the Kellogg Foundation. “Narrowing that gap is essential if we are to improve youth skills for the 21st century, increase access and equity, and create a just society.”

ENLACE, a five -year, multi-million initiative, has five primary objectives.

1. Strengthen select Hispanic-Serving Institutions² (HSI) and other qualifying higher education institutions to serve as catalysts and models for educational and community change.
2. Support higher education/community coalitions and partnerships that increase educational success and community involvement for Latino and other students.
3. Support the creation or adoption of educational models based on best practices that improve enrollment, academic performance, and graduation of Hispanic high school and college students.
4. Facilitate successful programs through strategic planning, networking, leadership development, and policy efforts.
5. Infuse into key stakeholder groups information and models that stimulate changes in policies and practices related to the education of Latinos.

² By federal definition, HSIs have 25 percent or more full-time Hispanic enrollments.

“To become more relevant in the future, higher education institutions must engage communities as catalysts, anchors, and conveners for a broader dialogue aimed at educational change,” said Betty Overton-Adkins, director of Higher Education programming. “The Kellogg Foundation believes that higher education/community partnerships along the education continuum can strengthen the educational pipeline for improved access and success for all youth, especially those most underserved.”

ENLACE will have three phases.

Phase I – Identifying and Developing Partnerships – The Foundation will seek proposals from HSIs and other qualifying higher education institutions for strengthening the educational pipeline for Latino students within the six targeted regions noted above. Ten to 12, one-year planning grants of up to \$100,000 will be provided. The deadline is October 25, 1999.

Phase II – Implementation – The Foundation will support eight to 10 partnerships/coalitions with grants of up to \$2 million each over four years. Funding priority will be given to partnerships/coalitions designed to create systemic change for improving the access and success of Latino youth in higher education. Grantees will be expected to participate in a series of networking meetings and leadership symposia sponsored by the Foundation.

Phase III – Dissemination and Impact – The focus will be on assessing and disseminating information on impact. A goal will be to achieve sustainability of the partnerships.

Efforts to leverage lessons learned through the *ENLACE* will be informed by an advisory committee comprised of representatives from leading Latino organizations, including the Hispanic Association of Colleges and Universities, presidents and faculty of HSIs, and college students.

Eligible grantees for this program include two- and four-year public and private institutions of higher education within the target regions that fit the federal definition of a Hispanic-Serving Institution; institutions that are associate members of the Hispanic Association of Colleges and Universities, or institutions with at least 2,500 Latino students currently enrolled and with a documented history and commitment to Latino education and outreach to the Latino community. Non-HSIs applying for funding must include in their proposals explicit plans for partnerships with HSIs.

Planning grants will be awarded through institutions of higher education, but K-12 schools and/or districts, community-serving institutions, or higher education institutions may serve as the lead organizations and fiscal agents as agreed upon through the planning process for Phase II activities. Grantee coalitions must include a college(s), K-12 school(s), community organizations, and the business community.

The W.K. Kellogg Foundation was established in 1930 “to help people help themselves through the practical application of knowledge and resources to improve their quality of life and that of future generations.” Its programming activities center around the common vision of a world in which each person has a sense of worth; accepts responsibility for self, family, community, and societal

well-being; and has the capacity to be productive, and to help create nurturing families, responsive institutions, and healthy communities.

To achieve the greatest impact, the Foundation targets its grants toward specific areas. These include: health; food systems and rural development; youth and education and higher education; and philanthropy and volunteerism. When related to these areas, funding also is provided for leadership; information systems/technology, efforts to capitalize on diversity; and social and economic community development programming. Grants are concentrated in the United States, Latin America and the Caribbean, and the southern African countries of Botswana, Lesotho, Mozambique, South Africa, Swaziland, and Zimbabwe.

To find out more about the Kellogg Foundation and to obtain more information on *ENLACE*, visit us on the Internet at www.wkkf.org.

Convening Around Hispanic Youth

Purpose and Themes

The purpose of this convening is to focus attention on Hispanic youth, emphasizing the disparities they face in educational attainment and other social conditions, including teen pregnancy. Throughout the convening, panelists and participants will discuss the pathways to achievement for Latino youth, including the networks of support that promote that achievement, as well as the risk factors that impede that progress.

This event is meant to focus broader attention on these issues as we stress the importance of ensuring the progress of this group of Americans to our future as a nation. In addition, the event will also bring greater attention within the Latino community to some of these issues, such as teen pregnancy. Through this forum, we also hope to highlight promising practices and foster new support for innovative programs.

Logistics

We propose to address educational and social issues chronologically, according to the development of the child. To accomplish this, we would divide this half-day convening into two sessions-- one focused on the needs of children and the other on the challenges of youth.

Each of these sessions would start with a brief series of research-oriented presentations on the issues followed by discussion of promising practices that involves the audience. The panelists would provide the context of the discussion, through a description of the Latino family and community in America, as well as the particular challenges that place these children and youth at risk in these different age ranges. After these presentations, we would move to a broader discussion that highlights promising practices and programs as well as innovative partnerships that involve the media, businesses and foundations to address problems.

First session: The Pathway to Success for Children

Issues to discuss:

- Early Childhood Development
- Head Start
- Parental involvement
- Reading development and bilingual education
- After-school

Second session: Achievement and Risk Factors for Youth

Issues to Discuss:

- Risk Factors and their resulting problems
 - Drop-out rates
 - Disparities in academic achievement
 - Teen Pregnancy
 - Other risk factors, including crime and drugs as well as suicide and depression

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April 26, 1999, Monday, Late Edition - Final

SECTION: Section A; Page 21; Column 1; Editorial Desk

LENGTH: 852 words

HEADLINE: A Gap in the Curriculum

BYLINE: By James Q. Wilson; James Q. Wilson, an emeritus professor at U.C.L.A., is the author of "Moral Judgment" and "The Moral Sense."

DATELINE: MALIBU, Calif.

BODY:

The ghastly horror in Littleton, Colo., makes all of us repeat our favorite remedies for eliminating violence.

Reduce violence in the media. Television and motion pictures have displayed violence for generations -- and if anything entertainment has become more gruesome, not less. But violence in society, measured by the murder rate, has dropped sharply, and violence in schools is also down. No doubt violence on television and in the movies heightens aggression among some people some of the time, but we have virtually no evidence that it affects the serious crime rate.

Control guns. There may be as many as 200 million guns in private possession. No doubt the country would be safer if there were none, but efforts now to reduce the flow of guns would have little effect. Those guns that are used for crime are often stolen or borrowed, so requiring licenses or training would make no difference. Owners could be made liable if their guns were borrowed and then used in a crime. Such laws might be useful, but it is hard to imagine that they would have prevented the school shootings that occurred in the last few years.

Put armed guards in schools. There was a sheriff's deputy assigned to Columbine High School in Littleton, and he exchanged shots with one of the gunmen. How many more guards are needed?

Put metal detectors at school entrances. This might do some good, but it would not have affected the murders last year in the school parking lot in Fayetteville, Tenn., or the lethal gunfire from the woods surrounding a school in Jonesboro, Ark.

Prevent children from exchanging ghoulish thoughts on the Internet. The dark side of the Internet is frightening, for here people do not simply watch violence, they describe, plan and rationalize it. But how do you restrict the Internet? Ban Nazi symbols? Outlaw descriptions of pipe bombs? Restrict the discussion of death and anarchy? I would not like to defend those steps before a Federal court.

Reduce cliques among students. Really? Have the athletes be nice to the nonathletes, the pretty girls be attracted to the homely boys, the smart students kind to dumb ones? Every school has cliques; they are inherent in adolescent life. To change that you have to make people move directly from age 10 to age 30.

The Littleton tragedy has prompted me to repeat my favorite remedies for reducing violence, but they aren't quite so fashionable.

Parents need to be more accountable. Research suggests that many parents of troubled children do not closely monitor their youngster's activities. When this is true, children can practice with guns without their parents knowing it. Have we created a culture in which parents are so busy or so tolerant that they overlook or dismiss signs that their children may be in trouble?

My guess is that in many middle-class suburbs, parents worry greatly about their children smoking. They just don't worry about them being anarchists.

Public schools need to uphold the principles of good citizenship. Public schools in this country were created as much to mold character as to teach facts. Some schools do well at both, some do poorly at both, but most, I think, emphasize skills over character. That troubles me. If a school becomes preoccupied with test scores, advanced placement courses and college admissions, it is missing its central task, which is to raise good citizens.

Public schools come equipped with guidance counselors, but many of them can't manage a student in acute personal distress. The psychological pattern among most of the boys (note that they all are boys) in the school murders of the last two or three years is remarkably similar.

They are social loners, feeling isolated and rejected. They are intolerant of

other people and feel they live in a meaningless world. They often join cultlike groups. They may have had little difficulty with the police before they became murderers, and when they did kill they could not give a clear motive.

These are psychiatric disturbances that competent psychiatrists can treat, especially with the advent of a variety of medications that control moods. Schools may not know which boys need referrals to a psychiatrist, but the students will know which of their peers is deeply troubled.

A way must be found for students to report to school officials people who display the symptoms that herald later violence. There will, of course, be some overreporting. Some critics will raise the fear of "stigma." But the intent would be to help, not punish, the difficult boys. No one is quite certain how to do this, and so some experiments are in order. And it will cost money, money that cities and states should produce.

In the meantime, a small suggestion: schools can require all of their students to conform to dress codes, or even wear uniforms, so as to reduce the chances of cults forming around modes of dress. And a vast one: stop telling schools that they cannot teach about religious alternatives to modish culture. And a grim thought: we have created a new kind of adolescent culture, one that we may never be able to fix.

LANGUAGE: ENGLISH

LOAD-DATE: April 26, 1999



WHITE HOUSE INITIATIVE ON
EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

PHONE: 202-401-1411

FAX: 202-401-8377

E-MAIL: WHITE_HOUSE_INIT_HISPANIC_ED@ED.GOV

400 MARYLAND AVE, S.W.
WASHINGTON, DC 20202-3601

FAX COVER SHEET

Number of pages (including cover): 4

To: Ms. NEERA TANDEN

Fax Number: 456-2878

From: Sueita Braun

Date: March 29, 1999

Subject:

Brown, Sarita

From: Brown, Sarita
Sent: Monday, March 29, 1999 10:58 AM
To: 'Tanden_N@A1.eop.gov'
Subject: Today's meeting

Neera,

I am bringing my Deputy, Deborah Santiago and our new Communication Director, Luis Rosero, with me to today's meeting. I asked Luis to call you with their SSNs.

Attached is a draft copy of the "input form".



Input.doc

The following offers a list of Foundations and some contact people.

Foundations:

Carnegie Corp. of New York—Vartan Gregorian
Mott Foundation
Ford Foundation, Susan Beresford, Allison Bernstein, Janice Petrovich who is also a Pres. Advisory Commission member
Annie Casey Foundation
Knight Foundation—Rick Love and Hodding Carter
Dewitt Wallace -Readers Digest Foundation, Christine DeVita
Kellogg Foundation—Betty J. Overton
Haas Family Foundation
Annenberg Foundation
Irvine Foundation—Dennis Collins in San Francisco
Coca Cola Foundation, Atlanta
Pew Charitable Trusts, Ed Reedy in Philadelphia
Bell Atlantic
AT&T Foundation
Lily Endowment
Packard Foundation
US West

Business:

The WHI has an ongoing relationship with the following business representatives—

John Guerra	AT&T
Dahlia Diaz-Olivares	State Farm
Ivelisse Estrada	Univision
Angie Tirado	IBM

I'll get more info on promising practices and mainstream media contacts later.

Any luck getting an answer about the First Lady participating in the next meeting of the Inter Departmental Council on Hispanic Educational Improvement?

See you this afternoon.

Sarita

First Lady's Convening on Hispanic Youth Spring 1999

Your ideas and suggestions are very important to us. This form was created to facilitate your sharing your experience and knowledge about the current condition of Latino youth in the United States and promising strategies that can improve their lives and futures.

Please consider the different categories listed below and share with us your suggestions so that we may include this information in our plans for the First Lady's Convening on Hispanic Youth later this Spring, as well as the on-going work of the Administration.

So that we may follow up with you, please provide the following information:

Your Name: _____

Organization: _____

Phone: _____ FAX: _____

E-Mail Address: _____

Please return this form as soon as possible to:

White House Initiative on Educational Excellence for Hispanic Americans
FAX 202-401-8377

Promising Practices

Please list below the promising educational and youth development practices you think merit a discussion about how to "take them to scale". We are particularly interested in practices that address: Early Childhood, Parental Involvement, Meeting the needs of English Language Learners, After-school Programs, Combating the Drop Out Problem, Improving Academic Achievement, Avoiding Teen Pregnancy, and Supporting Latino Youth in Crisis.

Please include name of program, administrative contact, where it is offered, and how long it has operated. You may attach a separate sheet if necessary.

National Opinion Leaders

A primary goal for this convening is to alert and activate opinion leaders from different sectors (business, philanthropy, media) about the current condition of Hispanic youth in the U.S. and the ways to improve the educational and social conditions confronting many young Latinos.

Please think about people of influence who could help shape public opinion about Latino youth and help the Administration secure greater support for expanding effective programs and strategies. List the name, contact information, what sector they represent, and how think could be helpful. Please give us your best thinking and try to limit your suggestions to no more than 10 names for each sector, business, philanthropic, and media.

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 - Drop-out rates
 - Disparities in academic achievement
 - Teen Pregnancy
 - Other risk factors, including crime and drugs as well as suicide and depression

① Gangs -
made of audience -

② practitioners / ^{researchers} in risk panel

③ GEAR UP
④ After-school } federal programs

⑤ school counsellor - scheduling & ~~lead~~ kids & youth.

⑥ parents -
opinion makers:

bilingual - parental involvement
parent advisement -
~~schools~~
→

Name	Organization	Phone / Email / Fax
William Ruffalo Gil	Hispanic Caucus	225-2410 / William.Gil@mail.house.gov
Maisa Riera-Albert	National Hispanic Leadership Institute	(703) 527-6007 Fax (703) 527-6009 Email - NHLI @ AOL 833 836 (202) FAX 202 833 8367
Gerardo Lulas	HAEU, 1 Dupont Circle Suite 605	225-2410
Aleky Manzeta	CHC - Intern	225-2410 (202)
Angela M. Manso	Hispanic Caucus	202/393 2427 ph 393 2400 fax guro@cgcs.org
Gabriela Uro	Council of the Great City Schools	401-7479 / 401-8377
Janita Simon	WHI	401-1411
Deborah Santiago	WHI	408-0060 / 408-0064
Luis Rosera	WHI	(202) 822-7944
Selena Walsh	WLAC	FAX 1 (202) 822-7012
Reg Weaver	NEA	628-4074 393-4206 (Fax) AERodrig@201.com
Ambrosio E. Rodriguez	MALDEF	

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001. note	re: SSN and DOB (1 page)	n.d.	b(6)
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COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Ann O'Leary
OA/Box Number: 19582

FOLDER TITLE:

Hispanic Education [1]

2013-0436-S

rc1302

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

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- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Hispanic Convening

3/19/99

Inventory

① Media list: 20 pages:

Nat'l markets - Illinois / Chicago / El Paso

↳ 100s →

→ Exec's :

② Revised 1 pgr:

↳ fleshing out some of the promising practices.

Someone → big picture:

→ 2 names:

→ Foundations →

Foundations :

③ Riley → meeting → Hisp. Ed. Action Plan:

Let them know about this event.

④ Groups - dynamic - benefit →

lead time! 24 hours: gathering -

your input is very imp.: what we do

w/ their input: → incorporate

⑤ Form! → Sub@ form!

→ Monday: not in session:

Names - NHLA - HEC → list of indiv.

↳ report: → members of organ's:

Room → time → [2:00 → 3:00] - William Gidl!
→ motivate everyone.

Hispanic Caucus Mtg

*62230

Goal of Convening:

→ 3 fold

- ① highlight issue
- ② primary practices -
- ③ foster great action/support.

* Logistics

3 smaller roundtables w/ more audience participation

- focus on ~~educate~~ placing our focus on Hispanic youth at risk
 - education : the b
 - suicide
 - teen pregnancy.

→ Panelists

→ practices

→ HC involvement.

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C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
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- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Melby
Hispanic

April 20th

June - videotape
4th - 5th

Patricia Montoya:

(3/10) - advocates:
↳ some of the advocates

call:
mil

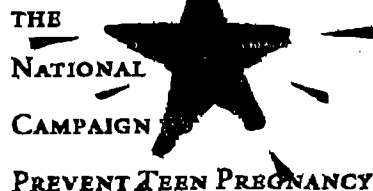
childcare + H.S.:

→ Educator - HHS: workshop for:
→ when they are 7 Later

→ Xiriojosa - HC @ will want to hear: → broader message:

Cha Guzman: frame meeting w/ Foundation: present body of
work to philanthropic community.

Copy for Neera



2100 M STREET NW SUITE 300
WASHINGTON DC 20037

PHONE: 202.261-5655

FAX: 202.331.7735

E-MAIL: CAMPAIGN@TEENPREGNANCY.ORG

WEB: WWW.TEENPREGNANCY.ORG

March 15, 1999

Memorandum:

To: Shirley Sagawa
Neera Tanden

From: Sarah Brown *SB*

Re: Hispanic Youth Event

I thought our meeting last week about an event focused on Hispanic youth was terrific and we are ready to roll up our sleeves to help. The energy that Mrs. Clinton and the White House will bring to this assure a productive event with concrete results.

As I mentioned last week, we applaud your inclusion of preventing teen pregnancy as a major part of this meeting. In truth, children having children is one of the most significant -- and reversible -- root causes of all the other issues that burden Hispanic teens: school dropout and failure in particular, but also delinquency, various health problems and other well known troubles as well. All these issues are deeply interrelated, of course, but by reducing teen pregnancy, we reach into the future, touching two generation at once. Tackling persistent childhood poverty requires a clear focus on reducing teen pregnancy and child-bearing.

The Campaign has many resources that can help in planning the meeting: research, teen voices, community programs that are promising, and media leaders who are particularly powerful in reaching Hispanic audiences. More specifically:

- As you know, **Lisa Quiroz of *People en Espanol*, Cristina Seralegui, and Monica Lozano of *La Opinion*** have approached the Campaign about an event much along the lines we discussed last week, with a heavy emphasis on generating commitments.
- We can provide contacts in selected **community-based programs** that have made important strides in preventing teen pregnancy, including several that bring Hispanic men and boys into solving this problem.
- We can provide **Latino kids from our Youth Leadership Team** so that attendees can hear directly from the kids themselves how teen pregnancy affects Hispanic youth.

- We are compiling **comprehensible, "user-friendly" data** on the overall fertility profile of Hispanic teens that we would be happy to unveil at this event; the key fact here is that Hispanic teens now have the highest birth rate of any group measured.
- We can ask Lisa Quiroz to present the **market research** that *People en Espanol* is currently conducting on the Hispanic American community. It covers a wide range of issues and attitudes well beyond pregnancy and sex.

Our strong sense is that **this meeting can be used to secure some significant commitments from selected media leaders especially** -- commitments we can "preload" and announce at the meeting itself so that we all know from the outset that there will be concrete results to show, and so that others will be motivated to step up to the plate with real action and commitments.

We are eager to work with you in putting together this event in hopes that all involved will leave with a broader understanding of teen pregnancy in the Hispanic community, as well as a sense of urgency in getting to work. Beth Davidson will follow up in the next week to get a more specific idea of where this event stands, and how the Campaign can help.

Hispanic Education Action Plan

2 or 3 major programs.

Set down w/ Heads ~~us~~ + make out performance goals.

HHS:

Head Start - ① extra priorities for those who served under served dollars

② competitive grant program.

Head Start meeting w/ Olivia Golden → w/ Melanne
3 workshops - these are

1 Patricia Montoya

Image problem w/ HHS: Hispanic Caucus.

- ① getting baseline of kids
- ② setting numerical goals
- ③ setting priorities - underserved pop.

Caucus: Education
+ Groups Make sure it's directed

HSI - where is it going?

Little I - survey - technical capability
GEAR UP

Implementation - Admin. → Gear Up.

→ letter

Success rates

Education: Little I - \$320 million - formula funding: *s of Latino children

Ed Flex: - school reform - pull out:

• VP meeting every 4 months

@ Cecilia Munoz

- Gear Up
- Head Start
- Little I
- Bilingual - teacher training
- Heidi Ramirez
- D.C. - Mike Smith

On behalf of the President and the First Lady, we thank you for your interest in the Children's Health Insurance Plan (CHIP) Initiative's private sector partnership program. The President and the First Lady Hillary Rodham Clinton would like to announce your commitment during a White House event to raise awareness about the CHIP program. The event is scheduled for February 23 and the time and location is to be determined.

The White House plans to incorporate a summary of your commitment in press materials. To streamline efforts, please provide the following information and fax this form to Barbara Woolley at 202-456-6218 by February 19th. Also, we can send to you our tagline and toll-free number if you are interested in using them as part of your efforts. If you have any questions or concerns, please don't hesitate to call Barbara Woolley at 456-2930. Thank you very much for your efforts to help insure children.

Name of company:

Summary of commitment/activity:

Time frame during which commitment/activity will be implemented:

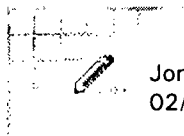
Location (nationwide/regional, etc.):

Company representative attending White House event:

Name: _____

Work address/telephone number: _____

If applicable, can you provide a visual for the event? If yes, please describe:



Jonathan H. Schnur
02/03/99 10:03:01 PM

Record Type: Record

To: Neera Tanden/WHO/EOP

cc:

Subject: re: final document on hispanic education plan, with \$480 million and additional steps promised. Later, we upped total to \$550 million to include \$70 million for ESL. I think we will probably include drop-out initiative as well before it's over.

THE WHITE HOUSE

OFFICE OF THE VICE PRESIDENT

For Immediate Release
Saturday, January 23, 1999
456-7035

Contact:
(202)

VICE PRESIDENT GORE ANNOUNCES ADMINISTRATION WILL SEEK EXPANSION OF HISPANIC EDUCATION ACTION PLAN

Washington, DC -- Vice President Gore announced today a proposed expansion of the Administration's Hispanic Education Action Plan, calling for at least an additional \$480 million to improve educational programs and institutions serving high concentrations of Hispanic students and pledged that he and the President would announce additional components of the plan in the coming weeks.

"There is nothing more important to America's future than investing in the education of all of our people," Vice President Gore said. "Our initiative will help ensure that Hispanic students get the education they need and deserve to thrive in the 21st century."

Hispanic Americans are the nation's fastest growing minority group; today about 14 percent of the school-age population is Latino; by 2020 the proportion will grow to about 22 percent. Hispanic students are among the nation's most educationally disadvantaged, with a persistently high dropout rates and low college attendance rates.

To address this important challenge, the Clinton Administration's Fiscal Year 2000 budget includes at least an additional \$480 million for an action plan based

on systemic change and high standards for programs and institutions serving large numbers of Hispanic students. The action plan includes the following strategies, as well as additional steps in the FY2000 budget to be announced by President Clinton and Vice President Gore in the near future:

\$320 Million to Strengthen Basic Reading & Math Skills, Raise Academic Standards. All students, including those with limited English skills, must master the basic skills of reading and math and be held to high academic standards, and schools should be held accountable for helping students meet these standards. The Clinton Administration will propose increasing funding for Title I -- the largest federal elementary and secondary program -- by \$320 million to meet these critical needs for all disadvantaged students, including \$200 million to help states identify and improve the performance of low-performing schools. The majority of Hispanic students, as well as students with limited English proficiency, attend schools served by the Title I program, and thirty-two percent of students served are Latino. Moreover, in its proposal to reauthorize the Elementary and Secondary Education Act later this year, the Administration will propose holding schools participating in this program accountable for helping students with limited English proficiency learn English and master their academic subjects.

\$35 Million to Train More Teachers and Improve Instruction to Help Students Learn English and Master Their Basic Academic Subjects.

This \$35 million increase in federal programs for children with limited English skills, coupled with last year's investment in the Hispanic Education plan, will help train more than 20,000 teachers over five years and improve instruction in order to help students learn English while making progress toward high academic standards. These investments (a \$25 million increase for teacher training and a \$10 million increase for improved instructional services) will help address the growing shortage of teachers prepared to teach students with limited English skills -- 75% of whom are Latino.

\$80 million to Prepare Disadvantaged Youth for Success in College.

The Administration's budget will include a \$30 million increase in federal TRIO programs, including Upward Bound, to fund outreach, counseling, and educational support to help disadvantaged students prepare for academic success in college. The budget will also include more than a 50% increase -- an additional \$14.25 million -- to strengthen colleges with large Latino populations, and another \$35 million for a new initiative to help disadvantaged students stay in college and earn diplomas.

\$44 Million to Improve Education Programs for Migrant Youth and Adults:

Migrant families--the majority of whom are Hispanic--face particularly difficult challenges to gaining a quality education and training. President Clinton and Vice President Gore are seeking a \$25 million increase in the migrant

Education Program, a 67% increase -- \$6 million -- for the High School Equivalency Program (HEP), a \$3 million 75% increase for the College Assistance Migrant Program (CAMP), and \$10 million for a new Migrant Farmworker Youth program.

New Investments to Help Adults Learn English and Become Literate.

The Administration's budget will include expanded efforts to help adults learn English and become literate, including a new tax credit to encourage employers to provide English-as-a-Second Language, literacy, and basic education programs for their employees. Under this proposal, businesses could get a 10% income tax credit for these kinds of programs with a maximum credit of up to \$525 per participating employee. Many adult Americans lacking literacy skills are Latino adults and others with limited English proficiency who face long waiting lists in many cities for English-as-a-Second Language courses. This new tax credit, costing \$139 million over five years, will help deploy the resources of businesses to make sure those in greatest need don't get left behind. President Clinton and Vice President Gore will announce additional steps to meet this challenge in the near future.

The initial Hispanic Education plan was announced last year by Vice President Gore as a direct response to findings from the President's Advisory Commission on Educational Excellence for Hispanic Americans. A nearly \$500 million action plan was passed a few months ago as part of the FY1999 budget, and the Administration will monitor implementation of this plan and undertake special outreach efforts to ensure that Hispanic youths and families benefit from these programs.

###

ADDITIONAL STRATEGIES

The Vice President also said that the Administration will continue and expand work to improve education for Hispanic students, including through the following strategies:

Improving education for students and adults with limited proficiency in English, including Hispanics, through additional research and new strategies for other federal education programs.

The Education Department will invest in research on how to improve learning for Hispanics and other language minority students. This research will build a substantial knowledge base for planning effective instruction for students and adults whose native language is Spanish. Despite considerable learning about reading and skill development for English-speakers, there are few comprehensive studies or instructional models focused on students, including Hispanic students, with limited English proficiency.

When implementing the recently enacted Reading Excellence Act, the Education Department will draw on recommendations from the National Academy of Science on teaching and learning for children with limited proficiency in English.

In planning for and preparing the reauthorization of the Elementary and Secondary Education Act (ESEA) the Clinton Administration will place a focus on the needs of students with limited English proficiency. This will include a focus on high standards, assessment, performance, and institutional accountability for achievement for all children, including those with limited proficiency in English. The Administration will propose holding schools participating in Title I of ESEA accountable for helping students with limited English proficiency learn English and master their academic subjects.

Providing quality information to students and their parents:

The Department of Education has formed a partnership with Univision, the country's largest Spanish-language television network, to address the educational needs of Hispanic students. In August 1998, Univision aired an America Goes Back To School special focusing on parental involvement and broadcasting the Department's 1-800 number. Beginning in early 1999, the Department of Education and Univision will launch a public service announcement campaign to increase the awareness of parental involvement in education.

The White House Initiative on Educational Excellence for Hispanic Americans will convene conferences in Los Angeles, New York, Chicago, and Miami in 1999 to support Latino parents in their efforts to ensure their children get a good education and to discuss how schools, teachers, community-based organizations and others can reach out to parents and more fully engage them in their children's education. Partners in the Los Angeles conference, to be held March 5-6, include the Los Angeles Annenberg Metropolitan Project (LAAMP), the Mexican American Legal Defense and Educational Fund (MALDEF), People United to Enrich the Neighborhood through Education (PUENTE) Learning Center, and the UCLA Office of Academic Development.

The Education Department will expand its efforts to provide quality information in Spanish and to Latino students and their families. In the fall of 1998, the Department distributed over 45,000 Read*Write*Now kits--in Spanish--to provide tips for volunteers working with students with limited proficiency in English and has improved its efforts to provide information via toll-free telephone lines and publications accessible to Spanish speakers. The Department of Education will build on this Hispanic Outreach Plan and take additional steps to improve the educational achievement of Hispanic students through additional outreach, information, and efforts to promote family involvement and community partnerships in communities with high concentrations of Latino students.

Ensuring Access to College:

In November 1998, the Department of Education hosted a satellite town meeting, "Going to College: Financial Aid Night" simulcast in Spanish. This town meeting focused on the priority issue of access to college and what Hispanic students and parents can do to start thinking early about college. The Department of Education will continue similar efforts throughout the year.

Under the newly authorized GEAR UP--Gaining Early Awareness and Readiness for Undergraduate Programs--the Department of Education will promote partnerships between schools and institutions of higher education to provide middle school students with support including mentoring, tutoring, counseling, and preparation for rigorous course taking as gateways to success in college. Special outreach efforts will help ensure that communities with high concentrations of Latino and disadvantaged students learn about opportunities to form partnerships under this new program.

The Department of Education is working with several states to support distance learning opportunities for the teaching of English as a second-language for adults.

The White House and federal agencies will monitor implementation of this plan over the next several months develop new strategies to ensure that Latino and other disadvantaged students benefit from Administration efforts to improve education for all students.

###

December 10, 1998

MEMORANDUM TO NEERA TANDEN

FROM: Cynthia Jasso-Rotunno
RE: Hispanic Poll and Education

Per your request, attached is a September 1998 poll conducted by the Global Strategy Group and Armando Gutierrez and Associates that examines the behavioral and attitudinal trends among Latinos in the United States. The poll shows that education is the leading issue of concern among Hispanics. The education section is located on pages 7-9.

If I can be of assistance, let me know. I can be reached at 456-5245. Thank you.

** Also attached are some talking points on budget accomplishments for Hispanics with a section targeted at education.*

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
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003. memo	Alexander Jutkowitz et al. to DNC re: poll (16 pages)	09/04/1998	Personal Misfile
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COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Ann O'Leary
OA/Box Number: 19582

FOLDER TITLE:

Hispanic Education [1]

2013-0436-S

rc1302

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

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THE WHITE HOUSE
INITIATIVE ON EDUCATIONAL EXCELLENCE
FOR HISPANIC AMERICANS

FAX Cover Sheet

Date:

1/15/99

To:

Neena Tandon

FAX:

456-2878

Phone:

456-6275

From:

Sarita E. Brown, Executive Director

FAX: 202-401-8377

Phone: 202-401-3670

Number of Pages (including cover): 8

Comments:

Neena

the joint WH Initiative event could
happen later in Feb. as well

the LA Cont. is March 5-6

gracias—
Srit

SCHEDULING PROPOSAL

Date _____

☐ **ACCEPT**☐ **REGRET**☐ **PENDING****TO:**

Patti Solis-Doyle
Director of Scheduling for the First Lady

FROM:

Thurgood Marshall, Jr.
Assistant to the President and
Secretary to the Cabinet

REQUEST:

Participation of the First Lady

PURPOSE:

To participate in the opening session of an education summit at the White House for the constituents of the White House Initiative on Educational Excellence for Hispanic Americans, the White House Initiative on Historically Black Colleges and Universities, and the White House Initiative on Tribal Colleges and Universities and to demonstrate the Administration's commitment to improve the quality of education for all children.

BACKGROUND:

As we look to the next century, we recognize that ensuring the educational achievements of all Americans is key to our nation's continued prosperity. This is why the President and Vice President fought during the past session of Congress to secure significant new programs and funding to support improvements in the nation's educational system and to better meet the needs of the underserved.

The first purpose of the education summit is to communicate to the leadership of the Black, Latino and American Indian communities that the Administration intends for these new resources to reach their communities. The second purpose is to challenge Black, Latino and American Indian leaders to maximize the opportunity this new funding creates by crafting powerful strategies and actively competing for the new funding. The third purpose is to discuss resources for building and leveraging local partnerships for educational excellence with community-based organizations, businesses, and others and possible linkages among the new programs to meet the needs of Black, Latino and American Indian communities.

DATE & TIME: Late January or early February, 1999

DURATION: 1 hour

LOCATION: The White House
General session: room 450, OEOB
Breakout sessions: White House Conference Center

PARTICIPANTS: The First Lady, Secretary Riley, leaders from Black, Latino and American Indian communities, and possibly students

OUTLINE OF EVENTS: The First Lady, Secretary Riley, and possibly some students would speak during an hour-long opening session. Included in the program would be a brief overview of the Department of Education's new initiatives and a call to action for Black, Latino and American Indian leaders to compete for newly available funds.

Following the opening session, the group would break into working sessions. Department of Education staff members would meet with the groups to discuss the roll out, technical assistance, and competitions for the new initiatives. The program could then conclude.

One additional event could be added to highlight the foundations that have already pledged their willingness to support the work of the new initiatives.

REMARKS REQUIRED: Formal remarks during opening session (10-15 minutes)

MEDIA COVERAGE: Open press

CONTACT: Leslie T. Thornton, Chief of Staff
Department of Education
202-401-3001

Sarita Brown, Executive Director
White House Initiative on Educational Excellence for
Hispanic Americans
202-401-3670

Catherine LeBlanc, Executive Director
White House Initiative on Historically Black Colleges
and Universities
202-708-8667

EXCELENCIA en EDUCACIÓN:
The Role of Parents in the Education of Their Children

March 5-6, 1999
Woodrow Wilson High School, Los Angeles, California

DRAFT Working Program, 1/13/99

Friday, March 5

- 9:00-10:30 **Registration**
Information Tables and Poster Sessions
Resources to help parents understand educational expectations, needs, and strategies at all levels, in core academic subjects, and in a variety of educational settings
- 10:45-11:45 **Making the Most of This Conference**
Small group discussions to preview the conference agenda and strategize ways to get the most out of the next day and a half
- 12:00 **Box Lunch**
- 1:00 ***Bienvenidos***

Introduction
Ruben Zacarias, Superintendent, Los Angeles Unified School District and Member, President's Advisory Commission on Educational Excellence for Hispanic Americans

Excelencia en Educación
Gloria Rodriguez and Guillermo Linares
Members, President's Advisory Commission on Educational Excellence for Hispanic Americans

Sarita E. Brown, Executive Director
White House Initiative on Educational Excellence for Hispanic Americans

Xavier Becerra, US Congressman, 30th District
Lucille Roybal-Allard, US Congresswoman, 33rd District
- 2:00-3:15 ***Excelencia Para Todos: Academic Standards for Quality Education***
Panel session addressing California's academic standards, considering the impact California's recently adopted standards will have on teachers, parents, and children.

Moderator:

Ellen Wright, Chair, California Standards Commission

Sonia Hernandez, Deputy Superintendent of Public Instruction, State of California and Member, President's Advisory Commission on Educational Excellence for Hispanic Americans

Phyllis Hart, Executive Director, Achievement Council

3:30-4:45 **Meeting the Needs of English Language Learners**
Panel session addressing current issues in bilingual education, including the implementation and effects of Proposition 227.

Moderator:

Eugene Garcia, Dean, Graduate School of Education, UC Berkeley

Delia Pompa, Director, Office of Bilingual Education and Minority Language Affairs, US Department of Education

Elena Soto Chapa, Statewide Education Director, MALDEF

5:00-7:00 ***Una Celebracion de Excelencia***
Corporate allies will host an evening reception for conference participants

Keynote Address:

Antonio Villaraigosa, Speaker, California Assembly

Introduced by Sister Jennie Lechtenberg, Executive Director, PUENTE Learning Center

Reception area will be set up with information booths for federal agencies and organizations to distribute information

Saturday, March 6

8:00-8:30 Continental Breakfast

8:30-9:30 **Parents as First Teachers**
Panel session addressing early childhood development, with attention to the learning process and parents' role in nurturing their children's development.

Moderator:

Neal Halfon, Professor, General Pediatrics, UCLA

Patty Siegal, President's Commission on

9:45-11:00 **Preparation for College**
Roundtable discussion of college preparation, including curriculum, career planning, and financial aid.

Moderator:

Delaine Eastin, Superintendent of Public Instruction, State of California

Diana Phillips, US Department of Education, *Think College Early*

Raymund Paredes, Associate Vice Chancellor, Academic Development, UCLA

Esther Hugo, Outreach Counselor, Santa Monica College

12:30- Lunch

1:00

Greetings

Gray Davis, Governor, State of California

Address

[White House representative]

2:00-3:15

**Making It Happen in Your Community
(Roundtable)**

Synopsis???

Moderator:

Ernesto Cortez, Director, Southwest Region, Industrial Areas Foundation

Antonia Hernandez, President and General Counsel, MALDEF

Luis Marquez, Vice President, Academic Program, PUENTE Learning Center

Maria Casillas, President, LAAMP

3:30-4:30

Closing Session

Representatives of the Los Angeles planning committee will lead a group discussion about "lessons learned" and next steps

5:00

Adios y Adelante

Members of the President's Advisory Commission on Educational Excellence for Hispanic Americans

Cultural performance by students at Wilson High School



WHITE HOUSE INITIATIVE ON
EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

Excelencia en Educación

THE ROLE OF PARENTS IN THE EDUCATION OF THEIR CHILDREN

MARCH 5-6, 1999

LOS ANGELES, CALIFORNIA

It is essential to understand that each step in the education system is a building block... Research shows that children succeed when schools recognize and support parents as the child's primary teacher; when parents are welcomed and involved in all aspects of school life... These conditions routinely exist in middle-class, white schools... Such routine conditions often do not exist in low-income and Latino schools.

Our Nation on the Fault Line: Hispanic American Education
President's Advisory Commission
On Educational Excellence for Hispanic Americans

Excelencia en Educación: The Role of Parents in the Education of their Children, will be held in Los Angeles, California March 5-6, 1999. This event, sponsored by the White House Initiative on Educational Excellence for Hispanic Americans, advances a national dialogue on the essential role parents play in supporting the education of their children and builds upon a similar conference held in San Antonio October 1998. Partnering in the Los Angeles event are the Los Angeles Annenberg Metropolitan Project (LAAMP), the Mexican American Legal Defense and Educational Fund (MALDEF), People United to Enrich the Neighborhood Through Education (PUENTE) Learning Center, and the UCLA Office of Academic Development.

This conference reflects a shared commitment to improve educational opportunities for all children, and most particularly for Latinos. As the fastest growing community in the country, Latinos still have lower educational achievement rates than other groups--a cause for great national concern. Our nation needs the talents of all its citizens to face the challenges of the 21st century. We must continually focus on ways to strengthen our nation's educational system to reach this goal.

In this conference we will address current educational issues and recently adopted academic standards. We will focus, in particular, on powerful strategies to support parents whose on education ends before the completion of high school. We will consider how schools, teachers, civic leaders, community-based organizations, business and federal agencies can reach out to parents and more fully engage them in their children's education. Together, we will develop ideas for brightening the future of young Hispanics and serve as catalysts to enhance parental involvement. Specific plans will be made for follow-up activities in Los Angeles.

The White House Initiative is already working with community leaders in New York, Chicago, and Miami to stage similar conferences in 1999. The conferences are part of the national effort to support Latino parents as they pursue *excelencia en educación* for their children.

For more information, please contact the White House Initiative at (202) 401-4521.

 *** ACTIVITY REPORT ***

ST. TIME	CONNECTION TEL/ID	SENDER NAME	NO.	MODE	PGS.	RESULT
01/06 16:59	97769580		0553	TRANSMIT G3	3	OK 02'00
01/06 17:42	98248302		0554	TRANSMIT ECM	3	OK 00'32
01/06 17:53	98573933		0555	TRANSMIT ECM	3	OK 01'00
01/06 17:58	NAT'L SECURITY 98871963		0556	TRANSMIT ECM	3	OK 01'02
01/06 18:01	KNIGHT-RIDDER 96383951		0557	TRANSMIT G3	3	OK 01'27
01/06 18:06	96387739		0558	TRANSMIT ECM	3	OK 01'17
01/06 18:09	ORAD 202 219 2106		5746	AUTO RX ECM	9	OK 06'16
01/07 11:36	DOMESTIC POLICY 65581		0559	TRANSMIT ECM	18	OK 08'50
01/07 15:45	93620493		0560	TRANSMIT ECM	1	OK 00'54
01/07 16:41	96479763		0561	TRANSMIT ECM	3	OK 01'05
01/07 19:15	913125589245		0562	TRANSMIT ECM	3	OK 01'16
01/07 20:40	92935308		0563	TRANSMIT ECM	22	OK 09'34
01/07 21:09	94822741		0564	TRANSMIT ECM	22	OK 03'42
01/07 21:17	Sec'y of State 96478947		0565	TRANSMIT ECM	22	OK 11'24
01/07 21:39	96281236		0566	TRANSMIT	0	NG 00'00 0 #018
01/07 21:53	92962347		0567	TRANSMIT ECM	22	OK 11'35
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01/08 13:00	DOMESTIC POLICY 65581		0568	TRANSMIT ECM	17	OK 08'23
01/08 14:06	67431		0569	TRANSMIT ECM	17	OK 02'53
01/08 15:32			5748	AUTO RX G3	2	OK 01'16
01/08 15:35	2128415275		5749	AUTO RX G3	12	OK 08'22
01/08 16:21	202 296 5171		5750	AUTO RX ECM	3	OK 01'16
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01/11 14:33			5753	AUTO RX ECM	2	OK 01'32
01/11 18:46	93620493		0573	TRANSMIT ECM	1	OK 01'03
01/11 18:49	99551361		0574	TRANSMIT ECM	1	OK 00'34
01/11 19:10	The White House 2024566208		5754	AUTO RX ECM	6	OK 02'10
01/11 19:15			5755	AUTO RX ECM	1	OK 00'30
01/11 19:39			5756	AUTO RX G3	4	OK 01'46
01/12 13:03			5757	AUTO RX ECM	5	OK 02'36
01/13 13:46	67431		0575	TRANSMIT ECM	2	OK 00'24
01/14 16:02	98629258		0576	TRANSMIT ECM	4	OK 01'35
01/14 17:04	96221800		0577	TRANSMIT ECM	8	OK 02'23
01/14 17:43			5758	AUTO RX G3	5	OK 02'54
01/15 11:24			5759	AUTO RX ECM	4	OK 01'39
01/15 13:51	202 401 8377		5760	AUTO RX ECM	8	OK 02'07

First Lady Hillary Rodham Clinton
Annual National Conference of La Raza
Philadelphia, Pennsylvania
July 20, 1998

Thank you, Administrator Alvarez, for that kind introduction. But, more than that, for the work that you and your colleagues at the Small Business Administration are doing every day to expand the circle of economic opportunity for all Americans.

It is indeed a great honor and pleasure for me to join all of you today, at this annual gathering of the National Council of La Raza. For 30 years, your voices for freedom and equality, for justice and inclusion, have resonated across this nation. Every single significant social crusade of the last half century -- from voting rights to the expansion of educational opportunities, to fair housing and immigration reform and civil rights, and so much else -- has one thing in common -- the stamp of La Raza. Your values -- family, community, self reliance, responsibility -- those are not just La Raza's values, those are America's values. I thank you for standing up for them year after year.

I especially want to join in applauding your leader. You know, it is hard to think of enough superlatives to apply to your president. Raul Yzaguirre has had the courage, the vision, and the passion for equality, which has led La Raza for nearly a quarter century. Even though Raul traces his family roots in Texas back to the 1720's -- far before I could trace my American roots -- as a child he was forced to carry an identity card with him at all times as proof of his American citizenship. His story is the story of so many Hispanic Americans, who have turned obstacles and challenges into opportunities and hopes fulfilled -- and like so many others he has inspired so many young people to do the same. He has been a tireless voice in promoting greater educational opportunities for Hispanic children -- serving as the chairperson of President Clinton's Advisory Commission on Educational Excellence for Hispanic Americans. I believe not just Hispanic Americans, but every American owes him a great debt of gratitude.

I also want to acknowledge the outstanding work of your outgoing chair, Irma Flores Gonzales. Thank you very much for what you have done on behalf of La Raza. I want to welcome the incoming chair. Around the White House, he is referred to as Janet's older brother, but you know him as a very accomplished Ramon Murguia -- who will be becoming the chair and will be leading La Raza into the next century.

The theme of this conference is so appropriate: "Honoring the Past: Forging our Future." Isn't it fitting that you would gather here in Philadelphia, where more than 200 years ago, people responded to the ringing of the Liberty Bell, and came to hear for the first time the words of the Declaration of Independence. This is where a few years later, the founders of this nation affixed their signatures to our Constitution, enshrining in law the principles of liberty, democracy, and equality. Where we have been committing ourselves -- decade after decade -- to the fulfilling of

those principles, by ensuring that the promise of America is a reality for all Americans.

I am delighted to be in a city that recognizes the Constitution with Hispanic Americans. I am pleased that you have so many elected officials from here in Philadelphia and throughout Pennsylvania attending the conference. It is fitting that here in this city where our nation started, we would take stock about how to honor the past, and forge our future. As some of you may know, I am working on behalf of a Millennium project sponsored by the White House Millennium Council. I have just returned from a trip that took me from Washington through New Jersey and to Massachusetts and New York -- where I asked Americans to think about how we save America's treasures. Those monuments, the documents, those places that tell our story - who we are as Americans, what we stand for, and who we want to be. I visited many interesting places from the laboratory of Thomas Edison, to the home of Harriet Tubman -- who led so many slaves to freedom. I watched proudly as our country made the commitment to save our Star Spangled Banner. And I visited with clan mothers from the Seneca Nation. I want to make clear that America's history includes every kind of American. It is not only in the places that I've named or visited so far, but it is in the ancient adobe churches in New Mexico, and the San Miguel Mission in Santa Fe.

Our history is in the lives of efforts and accomplishments of Hispanic Americans. Some of them are famous in this nation we honor; some of them are only known to their families and generations that have gone on. We need to be sure that as we take stock of our past, as we honor our past, we ensure that every American appreciates the many contributions of Hispanic Americans. Just think of where this country would be, who would be shut out by our system, without the pioneering legal work of Mario Obledo, who helped pull down so many of the barriers of discrimination throughout the Southwest. Who could imagine America's struggle for human freedom and dignity without thinking about Cesar Chavez, and his courageous crusade on behalf of the poor and the dispossessed? [Applause over remarks]

As I continue my work on behalf of saving America's treasures, I look forward to bringing to public attention many of the treasures that many of the natives from our Hispanic past that need to be included. [Applause over remarks] History is still being made. What countries might still be at war, or torn apart by fear and hatred, without the work of United Nations Ambassador, Bill Richardson, and all that he has done to make our country and our world a safer place? We hope that Bill Richardson will be the next Secretary of Energy, and I hope that happens soon so that he could bring his talent to a number of very important tasks in our country. Think about the talents of Cabinet members like Administrator Alvarez or Henry Cisneros or Federico Peña. Many others, who in this Administration are making history themselves. [Applause over remarks]

I couldn't possibly mention all of them, but I must mention a few because of my personal relationship with them. Maria Echaveste has been a friend of mine for more than 15 years. I recruited her into the campaign in 1992 -- I'm not sure she knew exactly what she was getting into. She grew up in California -- the child of farm workers -- and because of her extraordinary

achievements, first, in the Department of Labor, then in the White House. She is now the Deputy Chief of Staff for the President of the United States and she briefs the President every morning on what is going on in our country and the world.

As I just said, I care deeply about the state of our children and young people, and I was delighted that, last Friday, the President announced his intention to nominate Patricia Montoya as the commissioner for Children, Youth and Families at HHS. She will be overseeing Head Start, welfare, child support enforcement, and other issues critical to the health and well being of all of America's children.

I am proud that this President is committed to making his administration reflect the diversity of our country. That means that he's not only placed Hispanics at the highest level of his Administration -- but has also appointed more Hispanics to the federal bench than the past two presidents combined. He's had 12 years to do it, and he has done it in five and a half years. Yet the Senate -- as many of you know all too well -- has refused to act on many of these appointments. That means that every day that goes by, our Judicial system and Americans are deprived of the skills of people like Sonia Sotomayer -- up for the Court of appeals in the 2nd Circuit, Richard Paez -- nominated for U.S. Court of appeals in the 9th circuit, and Jorge Rangel -- nominated for the court of Appeals in the 5th Circuit. Let's put these qualified Americans into their position, so that they can begin to administer justice for all Americans. I hope that the Senate acts quickly to confirm these extraordinary nominees and give them the positions they are entitled and qualified for.

Now, many of you know, it's certainly becoming the topic of some national discussion, that the Latino community is the fastest growing ethnic group in our nation. A recent report confirms that there are now over 10 million Hispanic children under 18 -- and soon -- as early as seven years from now -- Hispanics will become the nation's largest minority group. [Applause] Now that's very exciting news, but it also suggests some challenges and opportunities that can only be taken by those of you who are her today, and the people you represent. Never before have you been in a stronger position to work to improve the future of your families, your community, and your nation. Never before -- as we move towards this new century and millennium -- has education been so critical to fulfilling that future.

Hispanic families have long recognized the importance of education as the gateway to opportunity; and they know that when education is married to responsibility, it does become the recipe for the American dream. I also know that for too many of our young people -- living in inner cities or barrios throughout our country -- that dream is not yet a living reality in their lives. They do not yet respond to the call of action -- "Leer es poder." It is that call to action that we must continue to repeat over and over again -- reading is power, education is power. Without it, you cannot possibly be successful whether you are Hispanic American, African American, Asian American or any other kind of American, because the 21st century will be ruthless. It is a demand that all of us do what we can to get the education and skills necessary to compete in the global economy.

I have seen first hand, and I know, that so many of the lives here, if we turn out the lights and ask people to stand and tell their story, we would be here for a week. There are so many stories about parents who sacrificed, how great parents encouraged, how siblings did everything possible to make sure that every child in their family would get the education necessary. I know first hand about the story of one of my top aides -- Patti Solis Doyle. She has worked with me ever since 1991. She comes from my home town in Chicago, where she was born to Mexican immigrant parents in a poor neighborhood -- one of six children. Her mother only made it through sixth grade. And her father had only a 3rd grade education, but he understood the importance of making sure his children were educated; he held down three jobs from time to time. Both of Patti's parents were proud to become American citizens and determined to take advantage of the opportunities this country offered. They believed -- and it is still as true today as it was years ago in their house in Chicago -- that education was the key to a better life. Patti's father would say over and over again to each of his children: "you must always value yourself." Your values must be enhanced by the education you can achieve for yourself. Patti went on to college, leads a productive life and holds down a very important position. She recently had her own child -- and she will pass on that same love of learning as her parents did for her.

Yet, we know, in a recent report from here, that is not happening in every family even today. The good news that just came out in a report of educational attainment is that African American students are now graduating from high school at the same rate as Caucasian Americans. Latino children are still dropping out. You know better than I do, the cultural and familial reasons why children still drop out. You know better than I how we must do everything in our power to reach every family -- every mother and father -- to persuade them to stand behind their children's education as Patti Solis' parents stood behind hers. It may take three jobs, it may mean stretching very slim resources that the family has, but it is an investment in the future. You cannot forge the future in today's world without education.

I know that you are going to release a report this week -- "Latino Education: Status and Prospects" -- that reveals the seriousness of the education gap that exists today, and underscores the tremendous urgency for action. The gap of learning and opportunity not only hurts individual young people, and not even just holds back their families, it hurts all of us. It weakens America's chances to make sure every American has a productive future. How do we forge a future for all Americans when Latino children today are more likely to enter school with significant disadvantages, and less likely to be promoted to the next grade than other children? When today, as many as a third of Latino teenagers drop out of high school, and don't finish college? How do we move forward as a nation, when today, too many of our children are being left behind, deprived of the opportunities they need to participate fully in the growth and prosperity of America? The report not only lays out the challenges before us, it also offers a blue print for what's working.

I want to thank La Raza for bucking the trend that only tells the bad side of the story. There is a lot of good stories out there of schools and teachers and communities coming together to make sure children are educated. I have seen that in my own time. A few years ago, I visited

a school that is ensuring that Latino children succeed, an elementary school in one of the poorest areas in the San Fernando Valley. The vast majority of students are Hispanic, and, in the past, student achievement was at an all time low.

Finally, parents and teachers and business leaders and others in the community who cared about these children and said "enough." We know what will work; we just have to apply ourselves. So they did -- that school became a charter school. The parents and the teachers--they took action. They got rid of the crack house that was down at the corner. They made it possible for parents -- without any education themselves -- to feel welcome in the school because they'd show their respect for who they were: the parents of a child. So all of a sudden parents began to come into the school, volunteering their time, everybody worked together. Now there are computers in the classrooms, children wearing uniforms, parents volunteering as tutors. Academic achievement has soared, and this school has recently been named a National Blue Ribbon School -- the pride of the community.

Now, there are many schools like that that I could talk about, but there are not enough. That is where we all need to work together. We need to make it clear that children can learn; that all children have talents; that all children can contribute. For years, La Raza has made them a central commitment -- from the enrichment programs you started in the community-based projects, that you work on with AmeriCorps and other partners. I believe that we need a partnership in order to improve educational opportunities for our children. I believe that you have shown how to do that. You know as well as I that this is not a matter that should be or can be left to the private marketplace which has never valued poor children ever. We need to be sure we make the public school system work. We need to make sure it works well as the time passes.

I am certainly aware that many people have discovered Hispanic communities. Many leaders have come to talk to you. They have talked to you about an education agenda and their plans to create more jobs and greater opportunities. But I am reminded of something my mother and father taught me as I was growing up -- watch what they do, not what they say. [Applause]

Every child in America deserves a world class education. The administration under the President's leadership is pushing such an aggressive education agenda -- that agenda includes 100,000 new teachers. I don't know how many of you have ever taught or spent a lot of time in a classroom in the last few years. But in our poor schools, there are sometimes 30-35, even 40 children demanding the attention of one teacher. In our suburban schools, children are going to school, throughout their entire school year, in portable bathrooms. If we have more teachers in the classroom, then we as a nation are putting our resources where our rhetoric is. We're saying that we want to be sure that every child gets that attention through a teacher that that child needs. It is far more important that that child gets that attention from a qualified, passionate teacher if English is not the child's first language. [Applause]

The federal government pledge to hire 100,000 new teachers is similar to what the President did when he said that we could lower the crime rate if we put 100,000 new policemen

on the streets. And guess what? He was right. We have now put 76,000 police on the streets, the President has worked within his balanced budget to ask for the other 24,000. Crime has gone down. But it is still too high in many places. We are finally on the mend, seeing we can work our way out of this problem with the right kind of strategy. There are no [Applause over remarks] President from completing his plan for 100,000 police on the street. That makes no sense to me. When something is working, let's not change. I have faith and confidence that 100,000 teachers would have the same results in our classrooms.

We also need, as the President has advocated, to help build new schools and modernize the old schools. I have been to schools where the classroom is falling down, where the windows are broken, where the restrooms don't work. And we expect our children to feel good about themselves? They know better than that. Those poor children going to those decrepit schools know, despite the rhetoric, they are not valued, and we need to end that. [Applause over remarks]

The President wants to promote more public school choice --like the charter school I visited in the San Fernando Valley; create higher standards so that all of our youngsters know what they're aiming for, and will continue to open wide the door to college through Pell Grants and Hope Scholarships.

In an unprecedented commitment to boost the educational opportunities for Hispanic children, the Clinton Administration has requested more than \$600 million for the Hispanic Education Action Plan. It is a comprehensive new approach that will help Latino youngsters master the basics of reading and math, and help them, and their parents learn English, finish school, and prepare for college. Now, this education agenda cannot be enacted unless Congress voted to enact it. I urge the Congress to make this commitment to educate all of our children -- with a special commitment to educate Hispanic children -- on the top of our priority list. We cannot wait any longer for Congress to pass and implement a strategy that would work.

These young people -- who are waiting for classrooms that are overcrowded, who are hoping for a chance to engage in public school choice, or go to college if they can afford it, who have come here from many countries around the world -- know how important it is that they are successful in America. Teaching them English, as Education Secretary Riley has so often said, is one of the great tasks of nation-building. We want every child to be able to speak English. Does that mean that children should give up their native tongue? Of course not. It does mean we must demand the best of programs for all our children. [Applause] That's why the administration is committed to doubling federal funds, from \$25 to \$50 million, to meet the increasing demands for trained and certified teachers. We cannot afford to enact extreme measures that would simply cut off bilingual education and the opportunity that it provides for our children. [Applause]

We are taking other steps as well, to improve educational opportunities for Latino children, from a toll free line to make it easier for Spanish-speaking callers to get the information they need, to 200,000 Spanish-language copies of the Education Department's guide, "Getting

Ready for College Early.”

If we are to forge a future for all of our children, then every college classroom, every corporate board room, every elected body, must reflect the diversity that has always made this nation the strongest and most vibrant nation in the world. I hope that each of you will think of ways that you individually and for organizations, such as La Raza, can make sure that everyone in public life on the local levels--on the state levels and on the federal levels--is held accountable for what he or she is willing to do on behalf of education. The most important issue for America as we move into our future.

If we are to forge a future for all, then every child needs a safe, healthy, stimulating start in life. We now know how critical the first three years are for a child's brain development -- and for how that child will grow and learn for a lifetime. That's why the President is calling for a major investment in the Early Learning Fund -- seeking to double the number of infants and toddlers in Early Head Start programs -- and proposing the largest investment in quality, affordable child care in our nation's history.

If we are to forge a future for all, then every child in America needs to grow up healthy -- and every family in America needs to have adequate health coverage. Yet right now, there are 10 million children without health insurance coverage. I know that Hispanic children remain grossly under represented when it comes to that coverage. This Administration committed \$24 billion in last year's balanced budget to provide health care coverage to millions of uninsured children.

Even when you are able to get a law passed, and the President wants to invest \$24² million in children's health, we have to have your help in getting the word out. Through every way you can, please, let families and communities know that in every state there will be a program for uninsured children. Some children will be enrolled in the existing Medicaid program, others will be enrolled in a separate children's health insurance program. No mother or father, grandmother or grandfather, should be unaware of what is available. Unless parents and family members know about this expanding health care, children will still go without the care they need. So, please, get the word out. We would like to see by the end of the year 2000, 5 million fewer uninsured children -- and many of those will be Latino children whose parents will finally have the piece of mind to know they could play sports without worrying about getting hurt, chronic conditions like asthma can be taken care of, emergencies, accidents, illnesses can also be taken care of. Please help us make sure every child is enrolled.

If we are to forge a future for all, then every family must be able to benefit from the expanding economy. As you already heard from Administrator Alvarez, we are making the Hispanic community a top priority for expanding economic opportunity. When the President ran in 1992, he said he would work as hard as he could to make sure 8 million new jobs were created. Some people said that he should never have make that promise because it is very hard to keep. Well, today, five and a half years into the Administration, over 16 million new jobs have

been created, and 40% of those new jobs are filled by Hispanic Americans. [Applause]

If we are to forge a future for all, we must protect the most vulnerable in our society. That means not denying legal immigrants the benefits they've worked for -- and deserve. [Applause] When the President signed the Welfare bill he promised to restore the egregious cuts in benefits for legal immigrants made by the Republican Senate. And thanks to the tireless work of so many of you, he was able to fulfill that promise. Last year's balanced budget bill provided over \$11 billion to restore and provide Medicaid benefits to hundreds of thousands of legal immigrants. Last month's Agriculture bill contained over \$800 million to restore food stamps to 250,000 legal immigrants, including the elderly, the disabled, and 75,000 children. [Applause]

I want publicly to thank La Raza for the work they did -- particularly Cecilia Muñoz who worked very hard to pass the [Applause over remarks] initiative.

If we are to forge a future for all--then, we must have a fair and accurate census. According to the Census Bureau, the 1990 Census missed 8.4 million people, and undercounted Hispanics by 5%. As the President has said after the census, "It's not about politics, it is about people." We need an accurate census to determine who we are, and what we need to prepare all our people for the 21st Century.

This is no time to retreat on our nation's fundamental commitment to education and economic opportunity. This is no time to forget our common values. Today, as we face a new century and a new millennium, we are facing a stark choice: will education be available primarily to those whose families can afford to send their children to college? Will we begin to close the doors of economic opportunity and pull up the ladders that many of us have been fortunate to climb?

Or will we -- true to our own values and our own history--recognize that we must continue to invest in our young people and their futures? To be sure that every young person -- no matter whether they live in a border town in Texas or in the heart of the city in L.A. or Boston -- will have the chance to realize their own American dream?

In these times of possibilities and challenges, we should all remember, we are a nation of immigrants -- people of diverse beliefs, cultures and opinions -- bound together by our common faith in democracy and our common commitment to our children -- the next generation. This country has survived and thrived for more than two centuries because those who came before us were willing to take risks -- often against great odds because they believed there was a better future.

I can recall as Aida was introducing me -- and I wrote about this in my book, It Takes a Village -- as a young girl growing up in the suburbs in Chicago, which may be impossible for many to believe now because of how that city has developed -- I lived right on the edge of farmland. Every spring and summer into the fall, migrant workers would come to pick the crops.

Their children would come to school with us. Through my church, I began babysitting for children in migrant camps on Saturdays, so that the older children could also work in the fields.

Nothing in my life before the age of twelve had ever prepared me for that experience. I loved the children; I loved playing with them, reading stories to them, and running around with them. What I remember most, is how at the end of the day -- when those old buses would drop off the mothers and fathers and the older brothers and sisters -- the children would light up. They would begin running towards their parents. About halfway down the road, you'd see mothers and fathers and big brothers and sisters scooping up these little children. Sometimes scooping up two because a 7-year-old might have carried a 2-year-old to get there just as fast as her legs could carry her. I remember watching that scene and thinking to myself -- everybody has the same dreams; everybody loves their children; everybody wants the best.

I was only twelve, but I've never forgotten how for me that was a significant, changing moment in my own growing up. Then, some years later -- because of the good work of a wonderful minister in my church -- we would go down to the inner city of Chicago where we would have exchanges with young people from African American and Hispanic churches. We would sit in basements of churches, and we would talk about what their lives and our lives were like. Many of them had very different experiences than mine, but I found, I heard, I saw, I felt the common inspirations that bound us together, and how lucky we all were that by whatever means we all found ourselves in America.

All of you who are gathered here today, part of La Raza, have risen to the challenge that has always been given to every generation of Americans -- to do what you can to fulfill the promise of opportunity by taking responsibility, and by giving back to the community that helped you along the way. You have put education and economic opportunity at the top of your agenda. You have placed the highest value on civic participation and have urged your fellow Americans to use their votes and raise their voices on behalf of themselves, their children, and the future.

I cannot think of any more important words as we move towards the end of this century. Yes. Let us honor the past in our own individual lives, our own stories, our own memories -- those who came before, helped us have a brighter future. The best way to honor the past is by forging a productive, confident future for every American child. If we want to keep faith with the promise of this nation, started here in Philadelphia, over 200 years ago, then we must forge a future in which the Liberty Bell rings for all Americans -- so that every child is valued and respected in the family in which that child is born. Every child get the attention, the discipline, and the love and guidance that every child needs to grow safely. And every child can attend a good school with teachers who have the time and the training to give them the attention they need, that every child can gain the tools to succeed in the 21st century.

Children cannot vote; they cannot participate in the debates in the Congress. And that is why all of us must be their voices and use our votes on their behalf. Let us honor the past, and

forge the future in a way that makes it possible for us to look into the eyes of any little boy or girl, anywhere in America, and say we are going to do the best we know how to make sure you have the brightest teachers we can find for you. That, I think, is a dream we share in common-- that is a future we all see. I greatly appreciate all you are doing to make it possible, and pledge our continuing partnership on behalf of the children of America.

Viva la Raza!

Thank you all very much.

MEMORANDUM

December 23, 1998

TO: The First Lady
FROM: Neera Tanden
CC: Melanne Verveer, Shirley Sagawa, Patti Solis Doyle, Jen Klein
RE: Education Attainment of Hispanic Students

A principle that has served as the cornerstone for many of this Administration's most important initiatives is that educational attainment is the key to economic prosperity. However, this economic prosperity is threatened by the alarmingly large educational disparity between Hispanic students and other students. According to every educational indicator, Hispanics are making progress at low rates -- from preschool through grade school, from junior high through high school, and on into higher education. And yet they are the fastest growing population within our schools. Hispanic Americans understand the importance of this issue, repeatedly describing education as their top concern.¹ Though you have focused attention on this problem through your speeches at La Raza and other venues, there is still more work that can be done to educate all Americans on this issue.

This memo provides you with: 1) brief background information on the gap in educational achievement of Hispanic students; 2) an account of the Administration's actions to reduce this gap; and 3) recommendations for your involvement in this issue.

I. Background

A. Demographics

Hispanic Americans have experienced rapid population growth, nearly doubling in 14 years, from 14.6 million in 1980, to over 30 million in 1994.² Projections for the year 2050 predict that Hispanic Americans will comprise 25 percent of the total population of this country, and therefore, will be the largest ethnic group in the nation. However, Hispanic representation amongst the school-age population is growing at an even faster rate. Today, about 14 percent of children of school age are Hispanic; by the year 2030, census projections suggest that Hispanic students age 5 to 18 will number almost 16 million -- 25 percent of the total school population.

¹See attached poll.

²Most Hispanics are native born or naturalized citizens or have legal residency status, and undocumented immigrants remain a small minority.

B. Educational Attainment of Hispanic Americans

Although the gap in some measures of educational attainment is narrowing, the disparity in overall achievement between Hispanic Americans and other Americans remains large. While much attention has been paid to drop-out rates, the achievement gap permeates the entire educational experience. Indeed, these disparities begin even before kindergarten, so that Hispanic children enter school less ready to learn, and then become compounded as time goes on, resulting in growing disparities in academic performance through high school.

1. Early Childhood Education

Research has shown that a quality preschool experience is an important indicator of student success. However, less than 15 percent of all Hispanic children participate in pre-school programs and they are much less likely than black or white to be enrolled in such programs. While enrollment in center-based programs, such as nursery school, pre-kindergarten, Head Start, and kindergarten, increased for nearly almost all groups between 1991 and 1996, the disparity between Hispanics and other groups remain large. Indeed, black and white three-year-olds are almost twice as likely as Hispanic children to be enrolled (roughly 40 percent among whites and blacks compared to 22 percent of Hispanics). The disparity narrows for four year olds -- roughly 45 percent of Hispanic 4-year olds are in center-based care, compared to almost 60 percent of white children and almost 70 percent of black children.³

In addition, data indicates that Hispanic children lag behind white children in an array of areas which implicate children's proper development. According to 1996 data, Hispanic children were less likely to have been read to than white children (65 percent of Hispanics compared to roughly 90 percent of whites); they were also less likely to have been told a story (70 percent of Hispanics compared to roughly 85 percent of whites), and to have visited a library in the past month (25 percent of Hispanics compared to 42 percent of whites). Hispanic children also have less well-developed school-related skills at age four than do white children. Indeed, Hispanic four-year old children are less able than their white counterparts to identify basic colors, recognize all letters of the alphabet, count up to 50 or more, and write their first name.⁴

2. Elementary, Middle and High School

Hispanic children continue to trail behind other groups in primary and secondary educational attainment as well. By age nine, Hispanic students lag behind in reading, writing, science proficiency and mathematics. Although slight gains were noted on the National Assessment of Education Progress (NAEP) in 1996, Hispanic children continue to score lower than white children in all those subject areas.

³Council of Economic Advisors, Changing America, 1998.

⁴President's Advisory Commission on Educational Excellence, Our Nation on the Fault Line, 1995.

Developing reading skills at an early state is important to future educational success. Once behind in reading proficiency, a student risks having difficulty with other aspects of the curriculum, as well as a continued lag in reading skills as the student gets older. In 1996, the Hispanic-white differences in reading scores were about the same at all three age levels: Hispanic students are roughly three to four years behind whites in reading ability. Hispanic students were also three years behind in writing and science proficiency. Indeed, only in mathematics proficiency did both white and Hispanic students increase at all age levels. In 1996, the scores of Hispanic 13-17 year olds increased at a faster rate than those of white students, causing the performance gaps to narrow.⁵

This educational attainment gap permeates a range of educational experiences for Hispanic students. They are less likely than white or black students to be enrolled in college preparatory programs, less likely than white or black students to be enrolled in gifted and talented programs, more likely to be placed in remedial-general education tracks, more likely than white students to be enrolled in vocational programs, and more often incorrectly assessed as mentally retarded or learning disabled.⁶

The statistic that is perhaps most dramatic is that Hispanic students are significantly less likely to complete high school than white students. In 1997, 29 percent of all Hispanics in this age group had not completed and were not enrolled in high school, which was double the rate for blacks (14 percent) and more than three times the rate for whites (7 percent) in the same group. Hispanic Americans not only have a higher drop-out rate, they tend to drop out of school earlier. One third of the Hispanic young adults in this group of dropouts have less than a Th-grade education and one half have less than a 10th-grade education. Comparable estimates for whites and blacks show that about one-tenth of the dropouts in each group have less than a Th grade education and about one-quarter have less than a 10th-grade education.

II. The Administration Record

A. Focusing on the Problem

Over the course of the Administration, the President has taken a number of steps to both focus attention on the education gap. In February 1994, the President issued Executive Order 12900, titled "Educational Excellence for Hispanic Americans." This Executive Order established the President's Advisory Commission on Educational Excellence, which held public hearings, convened expert panels and gathered research. From this experience they issued a report titled, "Our Nation on the Fault Line: Hispanic American Education," which made a series of recommendations on steps to close the education gap that Hispanic students are facing.

⁵National Center for Education Statistics, "The Condition of Education 1998," 1998.

⁶President's Advisory Commission on Educational Excellence, Our Nation on the Fault Line, 1995.

The Commission found a number of specific factors that affect the educational achievement of Hispanic Americans, including: inequity in school financing; school segregation and poverty; multi cultural training for school personnel; lack of bilingual and ESL programs; misplacement of students in special education classes; testing and assessment poorly attuned to Hispanic educational differences; lack of parental involvement; and lack of school safety.

The Commission then made specific recommendations:

- Provide pre-school education for all Hispanic American children who qualify;
- Target youth apprenticeship, mentoring, and career pathway opportunities for Hispanic;
- Train teachers to deal effectively with multi cultural populations and linguistic minority students;
- Increase the number of public, nonprofit, private, and community programs that provide intervention with parents during pregnancy incorporating health care, education, parenting education and child care to provide an even start for Hispanic Americans; and
- Increase funds, maintain and promote Bilingual Education programs, preschool programs, Title I, Title VII, migrant education, Goals 2000, and strengthen and expand parent involvement components.

In addition, in February of 1998, the Hispanic Dropout Project, a project created by the Department of Education to focus on the particular issue of dropout disparities, issued a report. That report, titled "No More Excuses," made a number of direct recommendations for federal action, such as investing in bilingual education, creating a middle-class upward bound program, restructuring schools with high drop-out rates, and focusing on reading and literacy in the early years.

B. The President's Response

Last year, as part of his FY 99 budget proposal, the President put forward his Hispanic Education Action Plan, a package of proposals that was based on the recommendations of both the Hispanic Dropout Project as well as the President's Advisory Commission on Education Excellence. The guiding principle of this set of initiatives was America cannot prosper as a nation unless educational opportunity is made available to all of our children. To address this educational disparity, the Action Plan included more than \$600 million dollars for a comprehensive strategy based on high standards and research-based school reform. Congress funded much of that strategy, which includes:

High Standards: The President proposed to increase funding for Title I by 5.3 percent -- a \$393 million increase -- to strengthen basic reading and math skills. Thirty-two percent of those served are Hispanic. In FY 99, this program received \$301 million.

Training Teachers to Teach English: The Administration proposed a 17 percent increase --\$33 million -- in the Federal program for children with limited English skills, that would help train 20,000 teachers over five years to more effectively teach English in the context of high academic standards. Congress funded an increase of \$25 million in the FY 99 budget.

Adult Literacy in English: The President proposed a \$33 million increase in adult education that would provide more parents and other adults with English training. Congress approved an additional \$24 million for this program.

Transforming Schools with High Dropout Rates: The President proposed a 25 percent expansion -- an increase of \$30 million -- of a new effort to reform failing schools, specifically targeting schools with high-dropout rates. However, the program was flat-funded at \$120 million.

Prepare Disadvantaged Youth for Success in College: The federal TRIO programs fund outreach and support programs to help disadvantaged students prepare for and successfully complete college through counseling and academic assistance. One of the programs --Upward Bound, which helps high school students with academic preparation for college --has been found to be especially helpful to Hispanic youth. The President proposed a \$40 million (20 percent) increase in funding for Upward Bound. He also proposed an increase of \$13 million in all other TRIO programs. In the final budget, these programs received an additional \$70 million. In addition, the President's budget increased funding for the Federal program that strengthens colleges with large Hispanic populations by \$16 million --133 percent --increase, which it received.

Education Programs for Migrant Youth and Adults: Migrant families face particularly difficult obstacles to gaining the education and training they would need to improve their standard of living. The President sought significant increases in the Migrant Education Program (16 percent increase of \$50 million), High School Equivalency Program (HEP: 31 percent increase of \$2.4 million), College Assistance Migrant Program (CAMP: 138 percent increase of \$2.9 million) and Migrant Youth Job Training Demonstration (a new \$5 million). Except for the HEP program, all these initiatives were fully funded.

All these programs received \$500 million in additional funding as part of the FY 99 budget.

C. Implementation Concerns

A number of Hispanic groups are extremely concerned that some of the programs listed above that are only targeted for low-income or high-need populations must be focused on Hispanic students as these initiatives are implemented. While the groups have been engaged in discussions with the Department around these issues, they have not been completely reassured.

III. A Unique Opportunity for Your Involvement

We are presented with a unique opportunity to help bring attention to the educational attainment gap at this point in time because the Administration now has a real record of accomplishment. However, as the Hispanic Caucus and other groups have noted, most Americans are unaware of both the problem and our efforts to address it.

In conversations with a number of Hispanic organizations, they have recommended that you focus your attention on education, as you did for your speech to La Raza, because it remains the top

priority of the community. The groups have worked with the Administration to forge this comprehensive plan, and believe it is important to highlight its success. While they have applauded your efforts to focus attention on the problems placing Hispanic youth at risk, they are concerned that it is an overly negative message. They also point out that educational disparities are a critical cause of these at-risk behaviors so that it serves an important starting point for the discussion.

The following are a few recommendations for your involvement that would build on your La Raza event last summer:

A roundtable discussion with experts, Hispanic leaders, and members of the media: We are already working to put together a gathering of thinkers and members who will advise you on at-risk issues for Hispanic youth. We will make sure that education issues are a critical component of this conversation. As part of this ongoing dialogue, we hope to involve businesses, non-profits, and foundations that understand that education is critical to creating the workforce of the future, and that such a significant group cannot be left behind. We could either start these conversations in private and then hold a public event, or simply start with a public roundtable.

A public convening around early child hood issues: A focus on disparities in early educational experiences would allow you to bring your particular background to bear on an educational problem that has thus far received less public attention. It also provides you with a good starting point to address Hispanic educational issues in general. We propose a roundtable at the White House focused on successful efforts to involve Hispanic children in early education programs that could take place in the spring.

Conference on Educational Excellence for Hispanic Students at the Department of Education: The Hispanic Caucus as well as other groups have asked the Department for a conference to highlight the educational attainment gap of Hispanic students, as well as promising practices that address these problems. In addition, such a conference could serve to inform and guide the implementation of the Hispanic Education Action Plan. While the Department has expressed interest in such an event, your involvement -- either to lead a conference or keynote it -- would be critical to their decision to go forward.

Speeches:

- You could make a major speech to the Hispanic Caucus or other groups on educational issues.
- The White House Task Force on Educational Excellence, which is housed at the Department, holds a number of conferences around the country -- any one of which may serve as an opportunity for you to address this issue.

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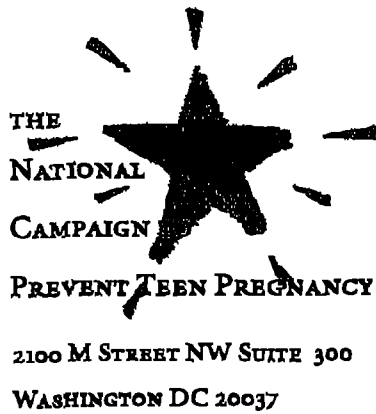
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SARAH S. BROWN, DIRECTOR

PHONE: 202.261.5692

FAX: 202.331.7735

EMAIL: SSBROWN@TEENPREGNANCY.ORG

WEB: WWW.TEENPREGNANCY.ORG

12/10/98

Memorandum:

To: Melanne Verveer
Shirley Segawa

From: Sarah Brown *SB*

Re: Candidates for a meeting on Hispanic issues

I'm delighted that you are interested in a small brainstorming meeting focused on a range of worrisome indicators for Hispanic teens. Such a discussion, chaired by the First Lady and involving people in a position to get issues out in a powerful way, could make a real difference.

As you requested, here are some candidates for invitations. Some were present at the People/ABC lunch last week, and all are actively involved with the Campaign in a variety of ways. Though each is concerned about teen pregnancy, all share a larger view of the problems now burdening Hispanic young people.

Media and advertising:

Consuelo Luz, President, Hispanic Radio Network
Jose Diaz-Belart, Anchor, CBS This Morning
Lisa Quiroz, Publisher of People en Espanol
Cristina Saralegui, the "Oprah" of Hispanic television
Marcos Avila (President of Cristina Saralegui Enterprises)
Alvaro J. Saralegui (Vice President of People Magazine)
Tere Zubizarreta (President, Zubi Advertising)
Daisy Esposito (President, the Bravo Group)

You may also want a few "real" people — community level experts who understand the problems of Hispanic teens face and how best to reach them. Some of our favorite such leaders are:

Hector Sanchez-Flores, director of the California Male Involvement Program
Jesus Rios, Director of New Options (YWCA) in San Jose
Debra Delgado, Program Officer at the Annie E. Casey Foundation in Baltimore
Maria Gomez, head of Mary's Center here in DC
Ruth Zambrana, Professor of Child Welfare and President George Mason University Center
for Child Welfare

We will provide you with addresses and other vital data as needed -- this is just a beginning list; if you need all that right now, let me know. I can also tell you more about each and every one of these candidates when you are ready.

118th Edition

Statistical Abstract of the United States 1998

The National Data Book

U.S. Department of Commerce
Economics and Statistics Administration
BUREAU OF THE CENSUS

No. 94. Births and Birth Rates: 1980 to 1996

[Births in thousands. Births by race of child. Excludes births to nonresidents of the United States. For population bases used to derive these data, see text, Section 2, and Appendix III]

ITEM	1980	1985	1988	1989	1990	1991	1992	1993	1994	1995	1996
Live births¹	3,812	3,761	3,910	4,041	4,158	4,111	4,065	4,000	3,953	3,900	3,915
White	2,936	3,038	3,102	3,192	3,290	3,241	3,202	3,126	3,121	2,753	3,113
Black	568	582	639	673	684	683	674	695	636	394	596
American Indian	29	34	37	39	39	39	39	39	38	28	38
Asian or Pacific Islander	74	105	129	133	142	145	150	153	158	135	167
Male	1,853	1,928	2,002	2,069	2,129	2,102	2,082	2,049	2,023	1,996	(NA)
Female	1,760	1,833	1,907	1,971	2,029	2,009	1,983	1,951	1,930	1,903	(NA)
Males per 100 females	105	105	105	105	105	105	105	105	105	105	(NA)
Age of mother:											
Under 20 years old	562	478	489	518	533	532	518	514	518	512	506
20 to 24 years old	1,226	1,141	1,067	1,078	1,094	1,090	1,070	1,038	1,001	966	951
25 to 29 years old	1,108	1,201	1,239	1,263	1,277	1,220	1,179	1,129	1,089	1,064	1,078
30 to 34 years old	550	696	804	842	886	885	895	901	906	905	904
35 to 39 years old	141	214	270	294	318	331	345	357	372	384	401
40 years old or more	24	29	41	46	50	54	58	61	66	70	75
Birth rate per 1,000 population	15.9	15.8	16.0	16.4	16.7	16.3	15.9	15.5	15.2	14.8	14.8
White	15.1	15.0	15.0	15.4	15.8	15.4	15.0	14.7	14.4	14.2	(NA)
Black	21.3	20.4	21.5	22.3	22.4	21.9	21.3	20.5	19.5	18.2	(NA)
American Indian	20.7	19.8	19.3	19.7	18.9	18.3	18.4	17.8	17.1	16.6	(NA)
Asian or Pacific Islander	19.9	18.7	19.2	18.7	19.0	18.2	18.0	17.7	17.5	17.3	(NA)
Female	16.8	16.7	16.8	17.2	17.6	17.1	16.7	(NA)	(NA)	(NA)	(NA)
Male	15.1	15.0	15.2	15.6	15.9	15.6	15.2	(NA)	(NA)	(NA)	(NA)
Plural birth ratio²	19.3	21.0	22.4	23.0	23.3	23.9	24.4	25.2	25.7	26.1	(NA)
White	18.5	20.4	22.0	22.5	22.9	23.4	24.0	24.9	25.5	26.0	(NA)
Female	24.1	25.3	25.8	26.9	27.0	27.8	28.2	28.7	29.4	28.8	(NA)
Fertility rate per 1,000 women³	68.4	66.2	67.2	69.2	70.9	69.8	68.9	67.8	66.7	65.8	65.7
White	64.8	64.1	64.5	66.4	68.3	67.0	66.5	65.4	64.9	64.4	64.7
American Indian	84.7	78.8	82.6	86.2	86.8	85.2	83.2	80.5	76.9	72.3	70.8
Asian or Pacific Islander	82.7	78.6	76.8	79.0	76.2	75.1	75.4	73.4	70.9	69.1	69.8
Female	73.2	68.4	70.2	68.2	69.6	67.6	67.2	66.7	66.8	66.4	66.6
Age of mother:											
10 to 14 years old	1.1	1.2	1.3	1.4	1.4	1.4	1.4	1.4	1.4	1.3	1.2
15 to 19 years old	53.0	51.0	53.0	57.3	59.9	62.1	60.7	59.6	58.9	56.8	54.7
20 to 24 years old	115.1	108.3	110.2	113.8	116.5	115.7	114.6	112.6	111.1	109.8	111.1
25 to 29 years old	112.3	111.0	114.4	117.6	120.2	118.2	117.4	115.5	113.9	111.2	113.9
30 to 34 years old	61.9	69.1	74.8	77.4	80.8	79.5	80.2	80.8	81.5	82.5	84.5
35 to 39 years old	19.8	24.0	28.1	29.9	31.7	32.0	32.5	32.9	33.7	34.3	35.4
40 to 44 years old	3.9	4.0	4.8	5.2	5.5	5.5	5.9	6.1	6.4	6.6	6.8
45 to 49 years old	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.3	0.3	0.3	0.3

NA Not available. ¹ Includes other races not shown separately. ² Number of multiple births per 1,000 live births. ³ Per 1,000 women, 15 to 44 years old in specified group. The rate for age of mother 45 to 49 years old computed by relating births to mothers 45 years old and over to women 45 to 49 years old.

Source: U.S. National Center for Health Statistics, *Vital Statistics of the United States*, annual; *Monthly Vital Statistics Report*; and unpublished data.

No. 95. Teenagers—Births and Birth Rates, by Race and Sex: 1980 to 1996

[Birth rates per 1,000 women in specified group, see text, Section 2]

ITEM	1980	1985	1988	1989	1990	1991	1992	1993	1994	1995	1996
NUMBER OF BIRTHS											
All races, total ¹	552,181	467,485	478,353	506,503	521,826	519,577	505,415	501,093	505,488	(NA)	(NA)
15-17 years	198,222	167,789	176,624	181,044	183,327	188,226	187,549	190,535	195,169	(NA)	(NA)
18-19 years	353,939	299,696	301,729	325,459	338,499	331,351	317,866	310,558	310,319	(NA)	(NA)
White	393,564	324,590	323,830	340,472	354,482	352,359	342,739	341,817	348,081	(NA)	(NA)
15-17 years	129,341	107,993	109,739	111,736	114,934	118,809	118,786	121,309	126,388	(NA)	(NA)
18-19 years	264,223	216,597	214,091	228,736	239,548	233,550	223,953	220,508	221,693	(NA)	(NA)
Black	147,378	130,857	140,608	150,699	151,613	150,956	146,800	143,153	140,968	(NA)	(NA)
15-17 years	65,069	61,856	63,832	62,881	63,571	63,002	63,002	63,156	62,563	(NA)	(NA)
18-19 years	82,309	75,201	78,752	86,867	88,732	87,385	83,798	79,997	78,405	(NA)	(NA)
BIRTH RATE											
All races, total ¹	53.0	51.0	53.0	57.3	59.9	62.1	60.7	59.6	58.9	56.8	54.7
15-17 years	32.5	31.0	33.6	36.4	37.5	38.7	37.8	37.8	37.6	36.0	34.0
18-19 years	82.1	79.8	79.9	84.2	88.6	94.4	94.5	92.1	91.5	89.1	86.5
White	45.4	43.3	44.4	47.9	50.8	52.8	51.8	51.1	51.1	50.1	48.4
15-17 years	25.5	24.4	26.0	28.1	29.5	30.7	30.1	30.3	30.7	30.0	28.6
18-19 years	73.2	70.4	69.6	72.9	78.0	83.5	83.8	82.1	82.1	81.2	78.8
Black	97.8	95.4	102.7	111.5	112.8	115.5	112.4	108.6	104.5	96.1	91.7
15-17 years	72.5	69.3	75.7	81.9	82.3	84.1	81.3	79.8	76.3	69.7	64.9
18-19 years	135.1	132.4	142.7	151.9	152.9	158.6	157.9	151.9	148.3	137.1	133.0

¹ Includes races other than White and Black.

Source: U.S. National Center for Health Statistics, *Monthly Vital Statistics Report*, Vol. 45, No. 5, Supplement.

No. 100. Births to Teens, Unmarried Mothers, and Prenatal Care: 1985 to 1995

(In percent. Represents registered births. See headnote, Table 93)

CHARACTERISTIC	1985	1990	1991	1992	1993	1994	1995
Percent of births to teenage mothers	12.7	12.8	12.9	12.7	12.8	13.1	13.1
White	10.8	10.9	11.0	10.9	11.0	11.3	11.5
Black	23.0	23.1	23.1	22.7	22.7	23.2	23.1
American Indian, Eskimo, Aleut	19.1	19.5	20.3	20.0	20.3	21.0	21.4
Asian and Pacific Islander	5.5	5.7	5.8	5.6	5.7	5.7	5.6
Filipino	5.8	6.1	6.1	5.6	5.8	6.0	6.2
Chinese	1.1	1.2	1.1	1.0	1.0	1.0	0.9
Japanese	2.9	2.9	2.7	2.6	2.7	2.8	2.5
Hawaiian	15.9	18.4	18.1	18.4	18.5	19.6	19.1
Other	(NA)	(NA)	(NA)	(NA)	8.5	6.4	6.3
Hispanic origin ²	16.5	16.8	17.2	17.1	17.4	17.8	17.9
Mexican	17.5	17.7	18.1	18.0	18.2	18.6	18.8
Puerto Rican	20.9	21.7	21.7	21.4	22.3	23.2	23.5
Cuban	7.1	7.7	7.1	7.1	6.8	7.3	7.7
Central and South American	8.2	9.0	9.4	9.6	9.9	10.4	10.6
Other and unknown Hispanic	(NA)	(NA)	(NA)	(NA)	21.0	20.8	20.1
Percent births to unmarried mothers	22.0	26.8	28.0	30.1	31.0	32.6	32.2
White	14.5	16.9	18.0	22.6	23.8	25.4	25.3
Black	60.1	66.7	68.2	68.1	68.7	70.4	69.9
American Indian, Eskimo, Aleut	40.7	53.8	55.3	55.3	55.8	57.0	57.2
Asian and Pacific Islander	10.1	(NA)	(NA)	14.7	15.7	16.2	16.3
Filipino	12.1	15.9	16.8	16.8	17.7	18.5	19.5
Chinese	3.7	5.0	5.5	6.1	6.7	7.2	7.9
Japanese	7.9	9.6	9.8	9.8	10.0	11.2	10.8
Hawaiian	(NA)	45.0	45.0	45.7	47.8	48.6	49.0
Hispanic origin ²	29.5	36.7	38.5	39.1	40.0	43.1	40.8
Mexican	25.7	33.3	35.3	36.3	37.0	40.8	38.1
Puerto Rican	51.1	55.9	57.5	57.5	59.4	60.2	60.0
Cuban	18.1	18.2	19.5	20.2	21.0	22.9	23.8
Central and South American	34.9	41.2	43.1	43.9	45.2	45.9	44.1
Percent of mothers beginning prenatal care 1st trimester	76.2	74.2	76.2	77.7	78.9	80.2	81.3
White	79.4	77.7	79.5	80.8	81.8	82.8	83.6
Black	61.8	60.7	61.9	63.9	66.0	68.3	70.4
American Indian, Eskimo, Aleut	60.3	57.9	59.9	62.1	63.4	65.2	66.7
Asian and Pacific Islander	75.0	(NA)	(NA)	76.6	77.6	79.7	79.9
Filipino	77.2	77.1	77.1	78.7	79.3	81.3	80.9
Chinese	82.4	81.3	82.3	83.8	84.6	86.2	85.7
Japanese	85.8	87.0	87.7	88.2	87.2	89.2	89.7
Hawaiian	(NA)	65.8	68.1	69.9	70.6	77.0	75.9
Hispanic origin ²	61.2	60.2	61.0	64.2	66.6	68.9	70.8
Mexican	59.9	57.8	58.7	62.1	64.8	67.3	69.1
Puerto Rican	58.3	63.5	65.0	67.8	70.0	71.7	74.0
Cuban	82.5	84.8	85.4	86.8	88.9	90.1	89.2
Central and South American	60.8	61.5	63.4	66.8	68.7	71.2	73.2
Percent of mothers beginning prenatal care 3d trimester or no care	5.7	6.0	5.8	5.2	4.8	4.4	4.2
White	4.7	4.9	4.7	4.2	3.9	3.6	3.5
Black	10.0	10.9	10.7	9.9	9.0	8.2	7.6
American Indian, Eskimo, Aleut	11.5	12.9	12.2	11.0	10.3	9.8	9.5
Asian and Pacific Islander	6.1	(NA)	(NA)	4.9	4.6	4.1	4.3
Filipino	4.6	4.5	5.0	4.3	4.0	3.6	4.1
Chinese	4.2	3.4	3.4	2.9	2.9	2.7	3.0
Japanese	2.6	2.9	2.5	2.4	2.8	1.9	2.3
Hawaiian	(NA)	8.7	7.5	7.0	6.7	4.7	5.1
Hispanic origin ²	12.5	12.0	11.0	9.5	8.8	7.6	7.4
Mexican	12.9	13.2	12.2	10.5	9.7	8.3	8.1
Puerto Rican	15.5	10.6	9.1	8.0	7.1	6.5	5.5
Cuban	3.7	2.8	2.4	2.1	1.8	1.6	2.1
Central and South American	12.5	10.9	9.5	7.9	7.3	6.5	6.1
Percent of births with low birth weight ³	8.8	7.0	7.1	7.1	7.2	7.3	7.3
White	5.6	5.7	5.8	5.8	6.0	6.1	6.2
Black	12.4	13.3	13.6	13.3	13.3	13.2	13.1
American Indian, Eskimo, Aleut	5.9	6.1	6.2	6.2	6.4	6.4	6.6
Asian and Pacific Islander	6.1	(NA)	(NA)	6.6	6.6	6.8	6.9
Filipino	6.9	7.3	7.3	7.4	7.0	7.8	7.8
Chinese	5.0	4.7	5.1	5.0	4.9	4.8	5.3
Japanese	5.9	6.2	5.9	7.0	6.5	6.9	7.3
Hawaiian	6.4	7.2	6.7	6.9	6.8	7.2	6.8
Hispanic origin ²	6.2	6.1	6.1	6.1	6.2	6.2	6.3
Mexican	5.8	5.5	5.6	5.6	5.8	5.8	5.8
Puerto Rican	8.7	9.0	9.4	9.2	9.2	9.1	9.4
Cuban	6.0	5.7	5.6	6.1	6.2	6.3	6.5
Central and South American	5.7	5.8	5.9	5.8	5.9	6.0	6.2

NA Not available. ¹ Includes other races not shown separately. ² Hispanic persons may be of any race. Includes other types, not shown separately. ³ Births less than 2,500 grams (5 lb.-8 oz.).

Source: U.S. National Center for Health Statistics, *Vital Statistics of the United States*, annual; and *Monthly Vital Statistics Reports*.

No. 115. Pregnancies, Number and Outcome: 1976 to 1992

[Live births: source of data is statistics of registered births published annually by National Center for Health Statistics (NCHS). Induced abortions: derived from published reports by the Alan Guttmacher Institute. Fetal losses: based on the National Survey of Family Growth conducted by NCHS]

YEAR	NUMBER (1,000)				RATE PER 1,000 WOMEN, 15 TO 44 YEARS OLD			
	Total	Live births	Induced abortions	Fetal losses	Total	Live births	Induced abortions	Fetal losses
1976	5,002	3,168	1,179	655	102.7	65.0	24.2	13.4
1977	5,331	3,327	1,317	687	107.0	66.8	26.4	13.8
1978	5,433	3,333	1,410	690	106.7	65.5	27.7	13.5
1979	5,714	3,494	1,498	722	109.9	67.2	28.8	13.9
1980	5,912	3,612	1,554	746	111.9	68.4	29.4	14.1
1981	5,958	3,629	1,577	751	110.5	67.3	29.3	13.9
1982	6,024	3,681	1,574	769	110.1	67.3	28.8	14.1
1983	5,977	3,639	1,575	763	108.0	65.7	28.5	13.8
1984	6,019	3,669	1,577	773	107.4	65.5	28.1	13.8
1985	6,144	3,761	1,589	795	108.3	66.3	28.0	14.0
1986	6,129	3,757	1,574	798	106.7	65.4	27.4	13.9
1987	6,183	3,809	1,559	815	106.8	65.8	26.9	14.1
1988	6,341	3,910	1,591	840	109.1	67.3	27.4	14.5
1989	6,480	4,041	1,567	873	111.0	69.2	26.8	15.0
1990	6,668	4,158	1,609	902	113.8	70.9	27.4	15.4
1991	6,563	4,111	1,557	896	111.1	69.6	26.3	15.2
1992	6,484	4,065	1,529	890	109.9	68.9	25.9	15.1

Source: U.S. National Center for Health Statistics, *Monthly Vital Statistics Report*, Vol. 41, No. 6, Supplement.

No. 116. Pregnancies, by Outcome, Age of Woman, and Race: 1991

[See headnote, Table 115]

ITEM	Total	Under 15 years old	15 to 19 years old	20 to 24 years old	25 to 29 years old	30 to 34 years old	35 to 39 years old	40 years old and over
PREGNANCIES								
Non-Hispanic:								
White, pregnancies	3,964	8	489	1,007	1,145	884	368	63
Live births	2,635	3	250	637	834	640	235	36
Induced abortions	774	4	164	264	163	106	58	16
Fetal losses	556	1	75	107	148	138	76	11
Black, pregnancies	1,344	14	272	439	320	202	81	15
Live births	673	6	149	216	160	98	37	6
Induced abortions	507	7	101	178	119	67	29	7
Fetal losses	164	1	22	45	41	37	15	3
Hispanic:								
Pregnancies	965	5	177	306	250	149	64	14
Live births	623	2	105	199	170	100	39	8
Induced abortions	208	1	40	73	50	28	13	4
Fetal losses	134	1	32	33	30	22	12	2
RATE PER 1,000 WOMEN								
Non-Hispanic:								
White, pregnancies	91.8	1.3	84.7	151.4	154.7	107.6	47.3	8.6
Live births	61.0	0.5	43.4	95.7	112.7	77.9	30.2	4.8
Induced abortions	17.9	0.7	28.4	39.6	22.0	12.9	7.4	2.2
Fetal losses	12.9	0.2	13.0	16.0	20.0	16.8	9.7	1.6
Black, pregnancies	174.8	11.0	216.7	337.2	232.3	142.7	63.9	14.4
Live births	87.6	4.9	118.9	166.1	116.3	69.3	28.9	5.7
Induced abortions	65.9	5.1	80.5	136.4	86.3	47.1	23.0	6.2
Fetal losses	21.3	0.9	17.2	34.7	29.7	26.3	12.1	2.4
Hispanic:								
Pregnancies	167.4	4.8	180.2	285.6	224.3	143.9	74.8	19.8
Live births	108.1	2.4	106.7	186.3	152.8	96.1	44.9	11.1
Induced abortions	36.2	1.4	40.4	68.1	44.4	27.1	15.5	5.2
Fetal losses	23.2	1.0	33.1	31.2	27.1	20.7	14.4	3.6

Source: U.S. National Center for Health Statistics, *Monthly Vital Statistics Report*, Vol. 43, No. 12.

No. 117. Unintended Birth Whether Mistimed or Unwanted, by Women 15-44 Years of Age: 1995

[See headnote, Table 111]

CHARACTERISTICS	Number of women, total 15-44 years of age	WOMEN WHO HAD AN UNINTENDED BIRTH ¹		
		Number (1,000)	First birth unintended	
			Percent mistimed	Percent unwanted
Total	60,201	17,077	80.4	19.6
AGE AT BIRTH				
Under 20 years	8,961	7,666	83.4	16.6
20-24 years	9,041	5,674	84.7	15.3
25-29 years	9,693	2,440	73.6	26.4
30-44 years	11,065	1,292	56.8	43.2
BIRTH ORDER				
First birth	(NA)	12,540	84.9	15.1
Second birth	(NA)	2,926	77.5	22.5
Third or higher birth	(NA)	1,611	51.1	48.9
POVERTY LEVEL ²				
0-149 percent	10,072	5,386	75.5	24.5
0-99 percent	5,992	3,417	73.2	26.8
RACE AND HISPANIC ORIGIN				
Hispanic	6,702	2,293	74.8	25.2
Non-Hispanic White	45,522	10,641	84.4	15.6
Non-Hispanic Black	8,210	3,469	72.9	27.1
Non-Hispanic other	2,767	674	74.8	25.2

NA Not available. ¹ Based on "traditional" version (comparable to Cycle 4 and previous cycles) of wantedness status. See source "Definition of Terms." ² Limited to women 22-44 years of age at time of interview.

Source: U.S. National Center for Health Statistics, *Fertility, Family Planning, and Women's Health: New data from the 1995 National Survey of Family Growth, Vital and Health Statistics, Series 23, No. 19, 1997.*

No. 118. Single Babies Born in 1990-93 Who Were Ever Breastfed, Duration, and Mean Duration of Breastfeeding in Weeks, by Selected Characteristics: 1995

CHARACTERISTICS	Percent breastfed at all	PERCENT DISTRIBUTION				Mean duration in weeks
		Total	Duration of breastfeeding			
			0-2 months	3-4 months	5 or more months	
All babies ¹	55.2	100.0	40.3	8.6	51.1	28.7
Under 20 years	36.0	100.0	69.7	4.5	25.8	17.5
20-24 years	46.4	100.0	46.6	12.4	41.0	24.1
25 years and over	63.0	100.0	35.0	7.8	57.3	31.5
25-29 years	56.4	100.0	39.8	8.7	51.5	28.2
30-44 years	69.1	100.0	31.3	7.1	61.6	34.0
MARITAL STATUS AT TIME OF BIRTH						
Never married	31.4	100.0	54.8	8.3	36.8	20.8
Married	63.4	100.0	37.7	8.5	53.8	30.1
Formerly married	50.2	100.0	45.3	11.3	43.4	26.4
WANTEDNESS STATUS AT CONCEPTION						
Intended	60.4	100.0	38.1	9.4	52.6	29.7
Mistimed	46.3	100.0	50.7	6.7	42.6	23.3
Unwanted	36.9	100.0	38.1	4.7	57.3	31.6
EDUCATION						
No high school diploma or GED ²	38.9	100.0	44.9	8.8	46.4	26.8
High school diploma or GED	49.0	100.0	44.0	9.8	46.2	27.2
Some college, no bachelor's degree	63.0	100.0	43.9	7.1	49.1	26.5
Bachelor's degree or higher	81.1	100.0	28.7	8.5	62.8	35.2
POVERTY LEVEL INCOME ³						
0-149 percent	42.6	100.0	42.4	8.3	49.2	30.2
150-299 percent	58.1	100.0	39.5	9.6	50.8	29.4
300 percent or higher	68.2	100.0	38.8	8.1	53.1	28.3
RACE AND HISPANIC ORIGIN						
Hispanic	62.2	100.0	42.7	7.1	50.2	26.7
Non-Hispanic White	59.1	100.0	38.5	8.1	53.3	29.8
Non-Hispanic Black	25.1	100.0	45.0	14.0	40.9	22.2

¹ Includes babies born to women of other race and origin groups not shown separately. ²GED = general equivalence diploma. ³The poverty index ratio was calculated by dividing the total family income by the weighted average threshold income of families whose head of household was under 65 years of age, based on the U.S. Census Bureau. Limited to women 22-44 years of age at time of interview.

Source: U.S. National Center for Health Statistics, *Fertility, Family Planning, and Women's Health: New data from the 1995 National Survey of Family Growth, Vital and Health Statistics, Series 23, No. 19, 1997.*

No. 124. Abortions—Number, Rate, and Ratio, by Race: 1975 to 1995

YEAR	ALL RACES				WHITE				BLACK AND OTHER			
	Women 15-44 years old (1,000)	Abortions			Women 15-44 years old (1,000)	Abortions			Women 15-44 years old (1,000)	Abortions		
		Number (1,000)	Rate per 1,000 women	Ratio per 1,000 live births ¹		Number (1,000)	Rate per 1,000 women	Ratio per 1,000 live births ¹		Number (1,000)	Rate per 1,000 women	Ratio per 1,000 live births ¹
1975	47,608	1,034	21.7	331	40,857	701	17.2	276	6,749	333	49.3	565
1979	52,016	1,498	28.8	420	44,266	1,062	24.0	373	7,750	435	56.2	625
1980	53,048	1,554	29.3	428	44,942	1,094	24.3	377	8,108	460	56.5	642
1981	53,901	1,577	29.3	430	45,494	1,108	24.3	378	8,407	470	55.9	645
1982	54,879	1,574	28.8	428	46,049	1,095	23.8	373	8,630	479	55.5	646
1983	55,340	1,575	28.5	436	46,506	1,084	23.3	376	8,834	491	55.5	670
1984	56,061	1,577	28.1	423	47,023	1,087	23.1	366	9,038	481	54.3	648
1985	56,754	1,589	28.0	422	47,512	1,076	22.6	360	9,242	513	55.5	659
1986	57,483	1,574	27.4	416	48,010	1,045	21.8	350	9,473	529	55.9	661
1987	57,964	1,559	27.1	405	48,288	1,017	21.1	338	9,676	542	56.0	648
1988	58,192	1,591	27.3	401	48,325	1,026	21.2	333	9,867	565	57.3	638
1989	58,365	1,567	26.8	380	48,104	1,006	20.9	309	10,281	561	54.7	650
1990	58,700	1,609	27.4	389	48,224	1,039	21.5	318	10,478	570	54.4	655
1991	59,080	1,557	26.3	379	48,406	982	20.3	303	10,674	574	53.8	661
1992	59,020	1,529	25.9	380	48,181	943	19.6	298	10,859	585	53.9	681
1993	59,143	1,500	25.4	378	48,137	911	18.9	291	11,007	589	53.5	700
1994	59,284	1,431	24.1	364	48,121	861	17.9	277	11,163	570	51.1	
1995	59,442	1,364	22.9	351	48,140	820	17.0	265	11,302	544	48.1	

¹ Live births are those which occurred from July 1 of year shown through June 30 of the following year (to match time of conception with abortions). Births are classified by race of child 1972-1988, and by race of mother after 1988. ² Total numbers of abortions in 1983 and 1986 have been estimated by interpolation; 1989, 1990, 1993, and 1994 have been estimated using trends in CDC data.

No. 125. Abortions, by Selected Characteristics: 1990 to 1995

[Number of abortions from surveys conducted by source; characteristics from the U.S. Centers for Disease Control's (CDC) annual abortion surveillance summaries, with adjustments for changes in states reporting data to the CDC each year]

CHARACTERISTIC	NUMBER (1,000)			PERCENT DISTRIBUTION			ABORTION RATIO ²		
	1990 ¹	1992	1995	1990 ¹	1992	1995	1990 ¹	1992	1995
Total abortions	1,609	1,529	1,364	100	100	100	280	275	
Age of woman:									
Less than 15 years old	13	13	11	1	1	1	515	511	480
15 to 19 years old	351	295	264	22	19	19	403	370	348
20 to 24 years old	532	526	442	33	34	32	328	333	317
25 to 29 years old	360	341	308	22	22	23	224	228	225
30 to 34 years old	216	213	196	13	14	14	196	192	179
35 to 39 years old	108	110	110	7	7	8	249	239	220
40 years old and over	29	31	32	2	2	2	354	338	310
Race of woman:									
White	1,039	944	820	65	62	60	241	229	210
Black and other	570	585	544	35	38	40	396	405	409
Marital status of woman:									
Married	284	257	221	18	17	16	88	84	77
Unmarried	1,325	1,272	1,143	82	83	84	527	508	477
Number of prior live births:									
None	780	691	614	49	45	45	316	298	277
One	396	396	359	25	26	26	230	233	223
Two	280	281	248	17	18	18	292	299	285
Three	102	105	95	6	7	7	279	290	284
Four or more	50	57	48	3	4	4	223	244	228
Number of prior induced abortions:									
None	891	810	721	55	53	53	(NA)	(NA)	(NA)
One	443	431	383	28	28	28	(NA)	(NA)	(NA)
Two or more	275	288	260	17	19	19	(NA)	(NA)	(NA)
Weeks of gestation:									
Less than 9 weeks	817	799	728	51	52	53	(NA)	(NA)	(NA)
9 to 10 weeks	418	378	317	26	25	23	(NA)	(NA)	(NA)
11 to 12 weeks	199	182	153	12	12	11	(NA)	(NA)	(NA)
13 weeks or more	175	171	166	11	11	12	(NA)	(NA)	(NA)

NA Not available. ¹ Total numbers of abortions in 1990, 1993 and 1994 have been estimated using trends in CDC data. ² Number of abortions per 1,000 abortions and live births. Live births are those which occurred from July 1 of year shown through June 30 of the following year (to match time of conception with abortions). ³ Separated women included with unmarried women. ⁴ Data not exactly comparable with prior years because of a change in the method of calculation.

Source of Tables 124 and 125: S.K. Henshaw and J. Van Vort, eds., *Abortion Factbook, 1992. Edition: Readings, Trends, and State and Local Data to 1988*, The Alan Guttmacher Institute, New York, NY, 1992 (copyright); S.K. Henshaw and J. Van Vort, *Abortion Services in the United States, 1991 and 1992: Family Perspectives*, 26:100, 1994; and unpublished data.

No. 126. Abortions—Number and Rate, by State: 1992 and 1995

[Number of abortions from surveys of hospitals, clinics, and physicians identified as providers of abortion services conducted by The Alan Guttmacher Institute. Abortion rates are computed per 1,000 women 15 to 44 years of age on July 1 of specified year]

STATE	ABORTIONS (1,000)		RATE ¹		STATE	ABORTIONS (1,000)		RATE ¹	
	1992	1995	1992	1995		1992	1995	1992	1995
U.S.	1,529	1,364	25.9	22.9	MO	14	11	11.6	8.9
AL	17	15	18.2	15.0	MT	3	3	18.2	16.2
AK	2	2	16.5	14.2	NE	6	4	15.7	12.1
AZ	21	18	24.1	19.1	NV	13	16	44.2	46.7
AR	7	6	13.5	11.1	NH	4	3	14.6	12.0
CA	304	240	42.1	33.4	NJ	55	61	31.0	34.5
CO	20	16	23.6	18.0	NM	6	5	17.7	14.4
CT	20	17	26.2	23.0	NY	195	176	46.2	42.8
DE	6	6	35.2	34.4	NC	36	35	22.4	21.0
DC	21	21	138.4	151.7	ND	1	1	10.7	9.6
FL	85	88	30.0	30.0	OH	50	41	19.5	16.2
GA	40	37	24.0	21.2	OK	9	9	12.5	12.9
HI	12	8	46.0	29.3	OR	16	16	23.9	22.6
ID	2	2	7.2	5.8	PA	50	41	18.6	15.5
IL	68	68	25.4	25.6	RI	7	6	30.0	25.5
IN	16	14	12.0	10.6	SC	12	11	14.2	12.9
IA	7	6	11.4	9.8	SD	1	1	6.8	6.6
KS	13	10	22.4	18.3	TN	19	18	16.2	15.2
KY	10	8	11.4	8.8	TX	97	89	23.1	20.5
LA	14	15	13.4	14.7	UT	4	4	9.3	8.1
ME	4	3	14.7	9.6	VT	3	2	21.2	17.9
MD	31	31	26.4	25.6	VA	35	31	22.7	20.0
MA	41	41	28.4	29.2	WA	33	25	27.7	20.2
MI	56	49	25.2	22.6	WV	3	3	7.7	7.6
MN	16	15	15.6	14.2	WI	15	13	13.6	11.6
MS	8	3	12.4	5.5	WY	-	-	4.3	2.7

- Represents or rounds to zero. ¹ Rate per 1,000 women, 15 to 44 years old.

Source: S.K. Henshaw and J. Van Vort, eds., *Abortion Factbook, 1992 Edition: Readings, Trends, and State and Local Data to 1988*, The Alan Guttmacher Institute, New York, NY, 1992 (copyright); and S.K. Henshaw and J. Van Vort, *Abortion Services in the United States, 1991 and 1992, Family Planning Perspectives*, 26:100, 1994; and unpublished data.

No. 127. Average Lifetime in Years by Race, by State: 1989-91

STATE	Total	White	Black	STATE	Total	White	Black
U.S.	75.37	76.13	69.16	MO	75.25	76.02	68.81
AL	73.64	75.01	69.23	MT	76.23	76.72	(S)
AZ	76.10	76.42	70.84	NE	76.92	77.21	(S)
AR	74.33	75.20	68.93	NV	74.18	74.44	(S)
CA	75.86	75.92	69.65	NH	76.72	76.68	(S)
CO	76.96	77.06	72.41	NJ	75.42	76.46	68.47
CT	76.91	77.44	70.84	NM	75.74	76.08	(S)
DE	74.76	75.76	69.26	NY	74.68	75.61	69.33
DC	67.99	76.09	64.44	NC	74.48	75.89	69.38
FL	75.84	76.82	68.77	ND	77.62	77.99	(S)
GA	73.61	75.24	68.79	OH	75.32	75.93	70.15
HI	78.21	77.92	(S)	OK	75.10	75.21	70.85
ID	76.88	76.89	(S)	OR	76.44	76.51	(S)
IL	74.90	76.16	67.46	PA	75.38	76.15	68.27
IN	75.39	75.82	69.80	RI	76.54	76.80	(S)
IA	77.29	77.38	(S)	SC	73.51	75.33	68.82
KS	76.76	77.06	71.22	SD	76.91	77.91	(S)
KY	74.37	74.65	70.16	TN	74.32	75.27	68.97
LA	73.05	74.87	68.62	TX	75.14	75.75	69.79
ME	76.35	76.35	(S)	UT	77.70	77.77	(S)
MD	74.79	76.30	69.69	VT	76.54	76.50	(S)
MA	76.72	76.90	72.45	VA	75.22	76.34	70.05
MI	75.04	76.18	68.49	WA	76.82	76.92	71.34
MN	77.76	77.97	(S)	WV	74.26	74.37	69.75
MS	73.03	74.78	69.41	WI	76.87	77.18	70.96
				WY	76.21	76.34	(S)

S Does not meet standards of reliability and precision.

Source: U.S. National Center for Health Statistics, U.S. Decennial Life Tables for 1989-91 Volume II.

copy for
Nera, Nicole

fyf

Shirley

To: Shirley Sagawa
Deputy Assistant to the President
Deputy Chief of Staff to the First Lady
From: Laura Arciniega
Legislative Assistant to Congressman Becerra
Re: Latino Youth Forum
Date: January 15, 1999

The following summarizes my conversation with Congressman Becerra concerning the First Lady's planned Latino Youth Roundtable.

Congressman Becerra wanted me to express his gratitude to Mrs. Clinton for seeking his input on the roundtable. He assures the First Lady that any format and subject matter she is comfortable with is fine, and the Latino community will appreciate Mrs. Clinton's effort to elevate Latino youth issues to such a level of visibility and importance.

First, Congressman Becerra urges the First Lady to involve the Congressional Hispanic Caucus (CHC) in planning the forum. The CHC can recommend participants from a cross-section of the country and identify their priority issues concerning Latino youth. As an active member of the CHC, Congressman Becerra is more than willing to work with the First Lady and the CHC in continuing to develop this forum.

Second, regarding the subject matter for the forum, Congressman Becerra mentioned two systemic problems for your consideration. First, in order to get any real sense of what Latino youth need, it is crucial to focus on collecting better data on the Latino community. Second, we need to improve upon connecting children to programs through better outreach efforts. Too many Latino youth are missing opportunities to access programs like the Children's Health Insurance Program and Head Start due to inadequate outreach. As far as specific issues are concerned, Congressman Becerra thought a logical starting point for the discussion could be the President's Hispanic Education Agenda, including early childhood education, acquisition of English, drop out rates and day care.

Of course, Congressman Becerra's suggestions are dependent upon what the First Lady hopes to accomplish long-term through the Latino Youth Roundtable. More specifically, (1) will there be additional roundtable discussions, (2) is this roundtable aimed at identifying problems facing Latino youth or at developing an action plan for tackling particular problems, (3) what is the scope of the issues, and (4) should participants represent local advocates or high-level policymakers? Congressman Becerra and the CHC can provide further assistance to you, after these questions have been resolved.

Please feel free to call me with any questions. I look forward to working with you in developing this most important endeavor.

The Forgotten Half Revisited Hispanic Statistics*

NeERA
Cecilia Munoz
-NCLR

High School Graduation

- From 1989-1996 high school graduation rates for Hispanics rose only 0.1%, the "some college" rate rose 6.3% , and the college graduation rate actually *fell* 0.1%
- Hispanics are *much* less likely to complete high school than their white or African American peers. In 1996 only 62% of Hispanics finished school compared to 83% of African Americans and 92% of whites.

Postsecondary Education

- A majority [51%] of Hispanics who *do* graduate from high school, immediately begin college.
- In 1997, 68% of whites , 54% of African Americans and 54% of Hispanic 25-29 years old had some postsecondary education. 35% of whites completed college compared to 16% of African Americans and 18% of Hispanics.
- Only 44% of Hispanics who graduate are considered very qualified/academically prepared for college.
- Of young people 25-29 years old, one in three whites, one in seven blacks and only one in ten Latinos earns a bachelors degree.

Employment/Income/Standard of Living

- In 1997 the employment rate [full and part time] of young white youth averaged 74.7%. For Hispanic youth it was 64.6%.
- From 1973- 1996, the *average* young family suffered an inflation adjusted income loss of over 14 percent. Over this same 24 year period, young families headed by Hispanics, lost 18.2% of their inflation adjusted income.
- In 1997, 40% of young men 20-29 years old reported they lived at home, mostly for economic reasons. Among Hispanic men the percentage is 50%.
- White families are twice as likely as Hispanic families to own their own homes.

Crime

- 12% of Hispanic men are under the control of the criminal justice system, 7% of whites, 30% blacks.

Birthrate/Pregnancy

- The overall birthrate of 15-19 year old women declined 12 percentage points from 1991 to 1996 to 54.7 per 1,000 births. Despite this *overall* decline, Latina births actually saw an increase of 3.5 births per 1,000.
- 40.9% of Hispanic births occur out of wedlock, 25.7% white, 69.8% black.
- The Hispanic infant mortality rate is low compared to others: 5.8 per 1,000 births compared to 14.2 for blacks and 6.0 for whites.
- The percent of Hispanic mothers who receive prenatal care jumped from 61% in 1985 to 72% in 1996.
- Among Hispanic teenage girls there is a high correlation between dropping out and getting pregnant (no figure given).
- Tremendous disparities remain in teen birth rates. In 1996 for females ages 15-19: whites- 37.6 out of 1,000; for African Americans- 94.2 out of 1,000; for Hispanics-101.8 out of 1,000.

Population

- By 2010 the number of Latino young adults is projected to increase 57%.

Poverty/Government Assistance

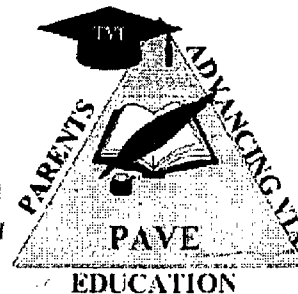
- One of every five young Hispanic men, and 31% of Hispanic women, are aided by at least one of the following government programs: AFDC, SSI, Housing Assistance, Food Stamps, and Medicaid.
- 10% of white children live in poverty level families, compared with 40% of children who are black and Hispanic.



Project HAVE

Project PAVE

"We are making a difference!"



PROJECT HAVE

FACTS ON HISPANIC HIGHER EDUCATION

Hispanic Association of Colleges and Universities

LEVEL OF EDUCATIONAL ATTAINMENT

- 10.38% of all Hispanic Americans have less than a fifth grade education
- 31% have less than an eighth grade education
- 46% have less than a high school education (cumulative percentages)
- 53% of all Hispanic Americans have graduated from high school

(Current Population Reports, 1994, US Bureau of the Census, 1994)

- 72% of all Hispanic Americans have never attended college
- 13.3% have attended some college
- Hispanics earned 5.8% of associate degrees
- 3.6% of bachelor's degrees
- 2.6% of master's degrees
- 4.2% of first professional degrees
- 2.9% of all doctorate degrees awarded in 1995

(National Center for Educational Statistics, 1996)

ACADEMIC PERFORMANCE OF HISPANIC STUDENTS: A COMPARISON

By 1995, only 9.3% of Hispanics had completed a college education compared with 24% for Whites (Current Population Survey, US Bureau of the Census, 1994).

By 1995, only 3% of graduate level degrees (masters, first professional, and doctorate) had been achieved by Hispanics versus 87% obtained by Whites (Current Population Survey, US Bureau of the Census, 1994).

PROJECT PAVE

STATISTICS ON TEEN PREGNANCY

(Excerpt from the New Mexico Teen Pregnancy Coalition Report)

- New Mexico has the third highest teen birth rate and sixth highest teen pregnancy rate (ages 5-19) in the nation (Ref. 2)
 - 13 teen girls give birth in New Mexico daily (Ref. 2)
 - One-third of New Mexico families are begun while the mother is a teen. (Ref. 4, p. 9)
 - 59% of births are to Hispanic teens, compared to 21% in the U.S. California and New Mexico are #1 and 2 in the nation in percentage of teen Hispanic births. (Ref. 11)
 - Only 3 of 10 adolescent mothers earn a high school diploma by age 30 compared with 76% of women who delay childbearing until 20 or 21 years of age. (Ref. 12, p. 13)
 - Adolescent fathers will finish only 11.3 years of school by age 27 compared with 13 years completed by those who delay fathering until age 21. (Ref. 12, p.17)
-



Neera -

Could you do
a draft?

Thanks -

 Jen

AVANCE

April 17, 1998

Mrs. Hillary Rodham Clinton
The White House
1600 Pennsylvania Ave, NW
Washington, DC 20500

Office of the First Lady
Room 100 OEOB

ATTN: MELANNE VERVEER
CHIEF OF STAFF TO THE
FIRST LADY

Dear Mrs. Clinton;

In your book, It Takes a Village, you cite with favor the Avance Family Support and Education Program. At that time, Avance had been providing services in the state of Texas for 22 years and has a proven success rate. You might recall meeting Avance's founder, Dr. Gloria Rodriguez.

In January of 1998, Avance Kansas City, the first chapter out of the state of Texas, began providing services to address the critical needs of low income, high risk Hispanic families in the Kansas City Metropolitan area.

Mrs. Clinton, in our area the high school drop-out rate for Latino students was 75% for the 1995-96 school year. Of the Hispanic population in our metro area 45% of adults age 25 and older have not completed high school. These facts are alarming!

Recent studies show that by the year 2040 one of every four Americans will be Hispanic. If the critical issue of education and family support is not addressed now, we will be a nation in trouble.

Avance Kansas City needs your help! The credibility and media exposure available to you can help open doors for federal funding and also raise public awareness.

I welcome the opportunity to speak to you by phone and look forward to hearing from you.

Sincerely,

Veronica Bergonzoni
Veronica Bergonzoni
Avance Kansas City
Board President
810 Vermont
Kansas City, KS 66101
913-649-7272 WK 913-649-8275 FAX

*Just -
can we 1 you
p/s respond
to me*

AVANCE



Family Support and Education Programs

April 15, 1998

Ms. Hillary Rodham Clinton
White House
Washington, D.C.

Dear Ms. Clinton:

Thank you for agreeing to review information regarding AVANCE's initiative in Kansas.

We are aware that the AVANCE program was featured in your book *It Takes a Village*. You must know then, that main purpose of the AVANCE Family Support and Education Program is to strengthen and support at-risk families by strengthening the role of the parents as the first and most important teachers of their children. AVANCE - Kansas City is the first chapter of AVANCE, Inc. to affiliate outside of the state of Texas. The program was sought for the Kansas City, Kansas area because of the belief in October, 1994 by a group of local religious women that collaborative efforts needed to occur to meet today's needs in serving the marginalized and poor locally. Our affiliation with AVANCE was formalized in December, 1996.

Since 1973, AVANCE Inc. has enhanced its parent education and child centered program with family literacy, higher education, fatherhood education, employment development and leadership skills. The program operates in public housing projects, elementary schools and community centers throughout the poorest neighborhoods in San Antonio, Houston, the Lower Rio Grande Valley, Dallas and Corpus Christi. The AVANCE community-based service delivery model has received countless local, state and national accolades for its work with high risk families.

We are very pleased to be able to acquaint you and, through your assistance, local federal government agency's assistance with the AVANCE program. We would also like to enlist White House support for the continuation of our start up in the State of Kansas.

We thank you for your encouragement and hopefully support of the AVANCE program.

Sincerely,

Rita Botello, Executive Director
AVANCE - Kansas City

Veronica Bergonzoni, President
Board of Directors, AVANCE - Kansas City

GAO

Report to Congressional Requesters

July 1994

HISPANICS' SCHOOLING

Risk Factors for Dropping Out and Barriers to Resuming Education



Program Evaluation and
Methodology Division

B-256465

July 27, 1994

The Honorable Edward M. Kennedy
Chairman, Committee on Labor and Human Resources
United States Senate

The Honorable Paul Simon
United States Senate

You asked us to report, first, on the nature and extent of the school dropout problem among Hispanics and, second, on which Hispanic students are most at risk of dropping out. An analysis of who drops out should be helpful in developing strategies for preventive actions to reduce the dropout rate. But quite different strategies may be needed to help those who have already dropped out so, third, we report on the barriers young Hispanic dropouts face in resuming their high school education.

Like the Bureau of the Census, we use the term "dropout" to refer to a young adult's educational status on a given date, such as the date of the census survey. (The other educational status categories are "high school graduate" and "enrolled in school.") Although the word "dropout" may immediately suggest U.S. schools, we found that over one fourth of the 16- to 24-year-olds who are counted as Hispanic dropouts under this definition were not born in the United States and were age 18 or older when they entered this country. Most of those in this non-U.S.-born group presumably dropped out of school before arriving here. U.S. schools consequently have had little opportunity to influence most of these dropouts. Thus, the "Hispanic dropout rate" does not directly convert into an assessment of the performance of U.S. schools in educating Hispanic youths. However, the Hispanic dropout rate is a direct measure of the preparation of the Hispanic population for participation in our work force.

In addition to reviewing relevant research literature, we did extensive original analysis of data from the 1990 decennial census using the Public Use Microdata Sample (PUMS) created by the Bureau of the Census. PUMS includes comprehensive demographic data on a large sample of Hispanics and allows generalization to the Hispanic population as a whole and to Hispanic subgroups nationwide. At the same time, the census data pertain only to characteristics of individuals and do not permit explanation of many other meaningful risk factors, such as features of schools and peer groups that may influence school completion. (For details documenting our PUMS analysis and presenting confidence intervals for our estimates,

see appendixes I and II, respectively.) We reported earlier to you on your related request for information on federal programs for dropouts and Hispanic participation in these programs.¹

Results in Brief

First, with regard to the nature and extent of the Hispanic dropout problem, in 1990, the school dropout rate for Hispanics between the ages of 16 and 24 was high—about 30 percent.² That is, about 3 of every 10 Hispanics in this age group had not completed high school and were not currently enrolled in regular or adult high school classes.³ The comparable figure for non-Hispanic blacks was 18 percent, and for non-Hispanic whites, it was 10 percent. While the latter rates have been declining over the last two decades, the rate for Hispanics has shown no consistent trend.

Dropout rates were not uniform by country of origin, ranging from 36 percent for Central Americans and 34 percent for Mexican Americans to 12 percent for South Americans. Dropout rates were much higher for Hispanics not born in the United States (43 percent) than for U.S.-born Hispanics (20 percent). Further, among those born outside the United States, recent arrivals were at a greater risk of dropping out.

We estimate that the dropout rate for 16- to 24-year-olds who likely had contact with U.S. schools was 26 percent. This adjusted rate, while lower than the 30-percent rate for the age group as a whole, was still high.

Second, with regard to the objective of determining which Hispanic youths are at the greatest risk of dropping out, we studied 16- and 17-year-old Hispanics (excluding recent arrivals to the United States) using 1990 census data. We found that the risk of dropping out of U.S. schools was higher for 16- and 17-year-old Hispanics who fell into one or more of the following categories: (1) not born in the United States, (2) limited in English-speaking ability, (3) from poor families, or (4) either married or mothers.

¹See the April 6, 1994, letter (GAO/PEMD-94-18R) from Eleanor Chelmsky, Assistant Comptroller General, U.S. General Accounting Office, Washington, D.C., to the Honorable Edward M. Kennedy, Chairman, Committee on Labor and Human Resources, United States Senate, and the Honorable Paul Simon, United States Senate.

²The term "Hispanic" describes persons whose origin or country of ancestry is Mexico; Puerto Rico; Spain; or Spanish-speaking countries in South America, Central America, or the Caribbean. Some persons prefer other terms including "Latino" or "Chicano." The latter usually implies a person of Mexican ancestry.

³The 1990 dropout rate is sometimes cited as 32 percent, a rate derived from the Current Population Survey (CPS) estimates discussed in connection with figure 2.

Third, we examined the barriers young Hispanic dropouts faced in resuming their education. Looking at the 1.15 million Hispanic dropouts age 16 to 24, we found that 7 of 10 were of Mexican origin, that 1 of 10 was of Puerto Rican origin, and that 70 percent lived in one of three states (California, Texas, or New York). These patterns generally reflect the distribution of the 16- to 24-year old Hispanic population.

It is not clear how many of these young dropouts intended to remain in the United States and thus had an incentive to resume their education to obtain a high school diploma or an equivalency certificate. In any case, Hispanic dropouts faced the following formidable barriers to completing their education:

- 40 percent spoke English "not well" or "not at all,"
- over half needed 3 years or more of schooling to complete high school,
- over one third had incomes placing them at or below the poverty line as defined for several federal programs, and
- most had job or family responsibilities.

This study did not compare dropout rates among the racial groups for persons of similar circumstances. Findings from a major longitudinal study of students enrolled in U.S. schools in 1988 suggest that Hispanic youths drop out of U.S. schools at about the same rate as non-Hispanic blacks or whites of the same sex and similar family economic background.⁴

Nature and Extent of the Hispanic School Dropout Problem

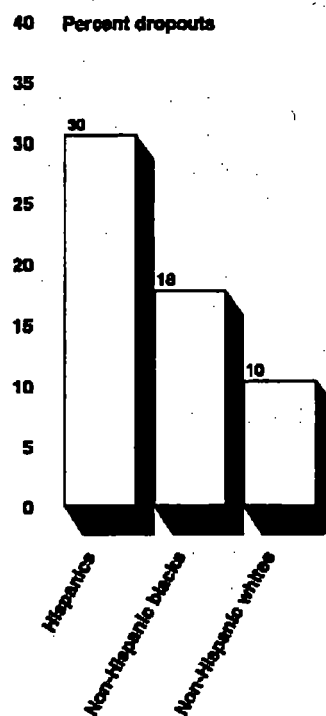
We developed statistics on the "dropout rate"—that is, the percentage of persons in an age group who had not completed high school and were not currently enrolled in high school or studying for a General Educational Development (GED) certificate—from the 1990 census for 16- to 24-year-old Hispanics. We found the following:

- The dropout rate for 16- to 24-year-old Hispanics was high—30 percent, compared with 18 percent for non-Hispanic blacks and 10 percent for non-Hispanic whites.
- The dropout rate for Hispanics has been relatively constant for the last 20 years in contrast to the declining dropout rate for white and black non-Hispanics.

⁴See Philip Kaufman and Denise Bradby, *Characteristics of at-Risk Students in NELS:88*, NCES 92-042 (Washington, D.C.: National Center for Education Statistics, August 1992), p. 8.

- Dropout rates for different Hispanic subgroups are not uniform, with rates varying from 36 percent for Central Americans to 12 percent for South Americans. (See figures 1, 2, and 3.)⁵

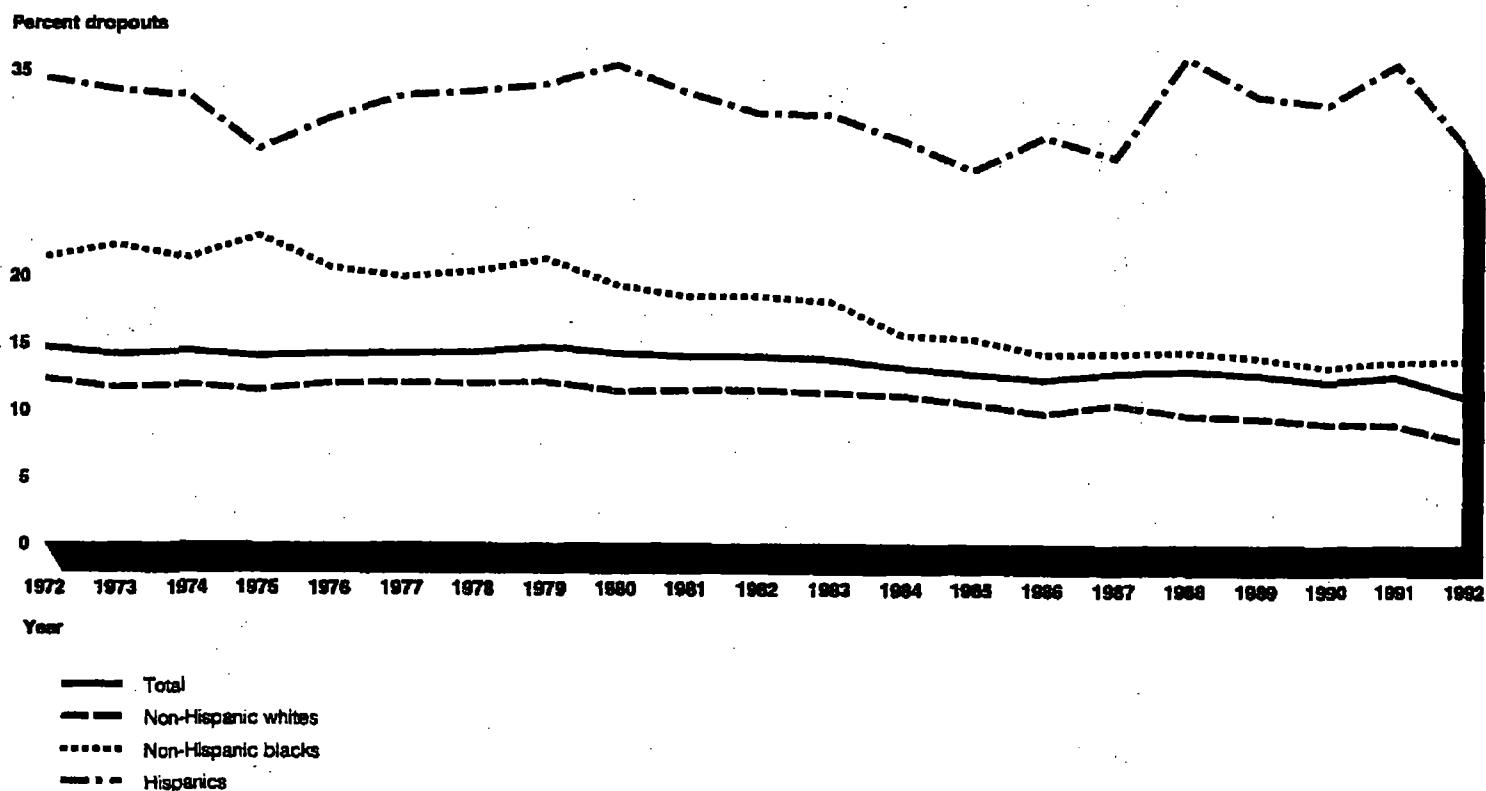
Figure 1: 1990 Dropout Rates for 16- to 24-Year-Olds, by Selected Racial and Ethnic Groups



Source: GAO analysis of 1990 decennial census PUMS.

⁵The long form of the decennial census records the "origin," which may reflect ancestry, country of birth, nationality group, and so on, depending upon the self-report of the census respondent. This can be complex—for example, persons of Mexican ancestry who were born in Cuba could describe their origin as either Mexican or Cuban.

Figure 2: 1972-92 Dropout Rates for 16- to 24-Year-Olds, by Selected Racial and Ethnic Groups



Notes:

PUMS data from the decennial census are not useful for examining year-to-year trends. We turned to the Current Population Survey conducted by the Bureau of the Census and reported by the U.S. Department of Education. While the age range and dropout measure are the same as ours from PUMS, the 1990 CPS Hispanic dropout rate was slightly higher (32 percent) than ours (30 percent) derived from PUMS. Differences between CPS and PUMS do not affect the validity of trends shown in figure 2.

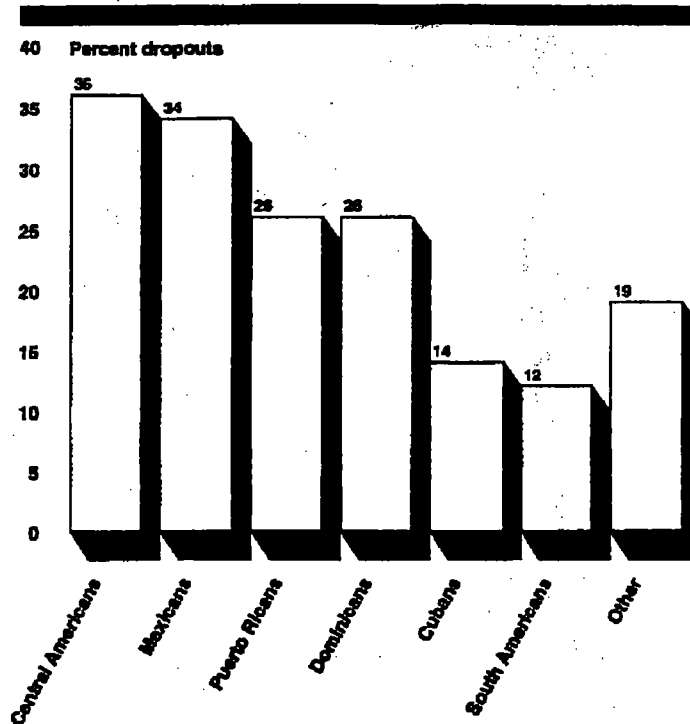
Not shown separately are non-Hispanics who are neither black nor white, but who are included in the total.

Percentages for 1987 and 1990-92 reflect new editing procedures instituted by the Bureau of the Census for cases with missing data on school enrollment items.

Percentages for 1992 reflect new wording of the educational attainment item in CPS.

Source: U.S. Department of Education, Dropout Rates in the United States: 1992, NCES 93-464 (Washington, D.C.: U.S. Department of Education, 1993), p. 97.

Figure 3: 1990 Dropout Rates by Hispanic Subgroup, Age 16 to 24



Source: GAO analysis of 1990 decennial census PUMS.

We wanted to determine whether Hispanics who were born outside the United States fared well in U.S. schools. In order to do this, we compared persons "born in the United States"—that is, the 50 states plus the District of Columbia—with those who were not, which included persons who were

- not citizens;⁶
- citizens by naturalization;
- born abroad of American parents; or
- born in Puerto Rico, Guam, the U.S. Virgin Islands, or the Commonwealth of the Northern Mariana Islands.

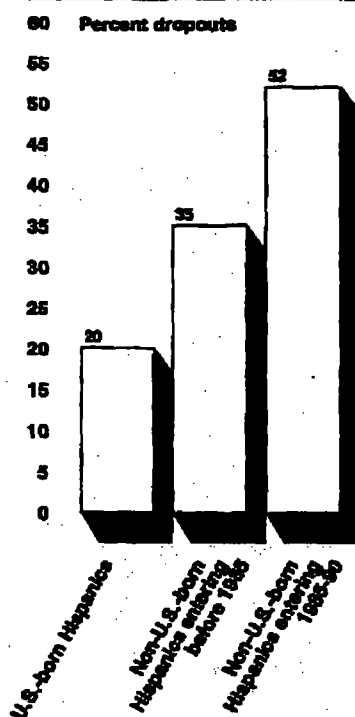
We refer to this group of persons as "not born in the United States" or "born outside the United States." Although they are U.S. citizens, we

⁶This group includes persons who are "immigrants" (that is, permanent resident aliens), so-called "nonimmigrants" (persons with short-term visas authorizing them to be in this country for work, study, and so on), and "undocumented aliens."

classified persons entering from Puerto Rico as "not born in the United States" in order to see how well persons who moved from Puerto Rico to one of the states fared in U.S. schools. We found that persons of Puerto Rican origin born in the United States—that is, in any of the 50 states or the District of Columbia—had a dropout rate of 23 percent compared with a rate of 31 percent for those born in Puerto Rico.⁷

Dropout rates were much higher for Hispanics not born in the United States (43 percent) than for U.S.-born Hispanics (20 percent). (See figure 4.) Put another way, 64 percent of the young Hispanic dropouts were persons born outside the United States. Recent arrivals were at the greatest risk of dropping out—in 1990, 52 percent of Hispanics who entered in 1985-90 were high school dropouts, compared with 35 percent of Hispanics who arrived before 1985.

Figure 4: 1990 Dropout Rates for U.S.-Born and Non-U.S.-Born Hispanics Age 16 to 24



Note: The dropout rate for Hispanics not born in the United States was 43 percent.

Source: GAO analysis of 1990 decennial census PUMS.

⁷There were 68,244 dropouts out of the 292,054 persons of Puerto Rican origin born in the 50 states and the District of Columbia and 45,765 dropouts out of the 145,718 born in Puerto Rico but living in the 50 states and the District.

The findings on recency of arrival suggest that the overall dropout rate by itself is not a good measure of the success of U.S. schools in educating Hispanic youths. We estimate that the dropout rate for 16- to 24-year-old Hispanics who had some contact with U.S. schools was 26 percent (compared with the 30 percent rate for all 16- to 24-year-old Hispanics). In appendix III, we discuss how we derived this estimate. Note that this adjusted dropout rate is still considerably higher than the dropout rates for all non-Hispanic blacks and all non-Hispanic whites. (See figure 1.)

Which Hispanic Students Are Most at Risk of Dropping Out?

Efforts to reduce the high dropout rate among young Hispanics should be aided by an understanding of which Hispanic youths are at the greatest risk of dropping out. In order to determine which students were most at risk of dropping out, we studied PUMS data for Hispanic youths age 16 to 17, the age at which state laws against dropping out typically cease to apply.

Because we were interested in studying the factors that predict dropping out of U.S. schools, we excluded from this analysis 16- to 17-year-olds born outside the United States who had entered this country within the last 3 years. This procedure should have excluded from our analyses most Hispanics who had little or no contact with U.S. schools.⁸ However, even excluding recently arrived non-U.S.-born persons from the calculations, the dropout rate of Hispanic youths age 16 to 17 was still 11 percent.⁹

We reviewed the research on factors associated with a higher likelihood of dropping out—including both dropout research in general and research specifically focused on Hispanic dropouts—and found four factors that were commonly cited and for which data were available in PUMS: (1) not

⁸The excluded group probably also includes many who did have considerable contact with U.S. schools, but our objective in conducting this analysis was not to obtain an accurate measure of how many were influenced by U.S. schools. Rather, our priority was to exclude from the analysis those who had had little contact with U.S. schools.

⁹The dropout rate for our sample of 16- to 17-year-old Hispanics was 11 percent, compared with 10 percent for non-Hispanic blacks and 7 percent for non-Hispanic whites. These status dropout rates appear consistent with cohort dropout rates developed in the National Education Longitudinal Study of 1988 (NELS:88). Unlike the cross sectional nature of the dropout rates we use throughout this report, the "cohort dropout rate" obtained from NELS:88 tracked a sample of 8th graders gathered from 1988 through 1992. This cohort measure enabled us to determine the educational status of a group, such as a sample of 8th graders in 1988, both initially and then again—that is, the same individuals at a later period (such as 1992). By 1992, 18 percent of the Hispanics in the original sample had dropped out, compared with 15 percent for non-Hispanic blacks and 9 percent for non-Hispanic whites. One would expect NELS:88 dropout rates to be higher than those of the 16- and 17-year-olds because NELS:88 did not exclude recently arrived youths and because NELS:88 data were for older youths.

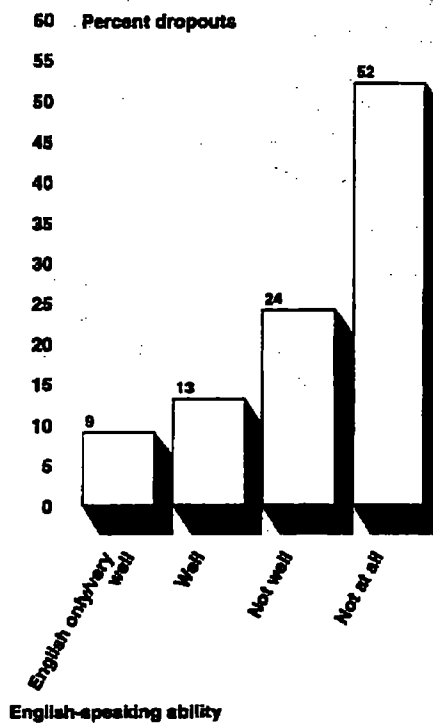
born in the United States, (2) lack of English-speaking ability, (3) low family income, and (4) marriage and childbirth.

Not born in the United States: Dropout rates were higher for persons born outside the United States than for U.S.-born Hispanics—14 percent versus 10 percent—even when recent entrants were excluded from the analysis.

Lack of English-speaking ability: The more limited the Hispanic students' ability to speak English, the higher the dropout rate.¹⁰ (See figure 5.) While dropout rates for U.S.-born Hispanics were lower the better they spoke English, the effect of English-speaking ability on the dropout rate of Hispanics born outside the United States was far more dramatic. (See figure 6.)

¹⁰English-speaking ability was measured by asking the family member who responded to the census to rate each member of the household.

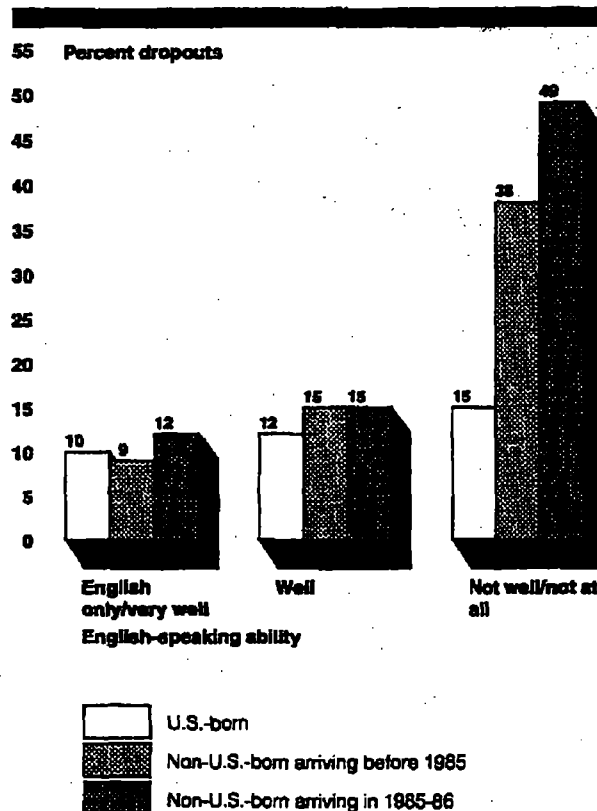
Figure 5: 1990 Dropout Rates for Hispanics Age 16 and 17, by English-Speaking Ability



Note: Excludes persons who arrived in the United States between 1987 and 1990.

Source: GAO analysis of 1990 decennial census PUMS.

Figure 6: 1990 Dropout Rates for Hispanics Age 16 and 17, by U.S.-Born and Non-U.S.-Born and by English-Speaking Ability



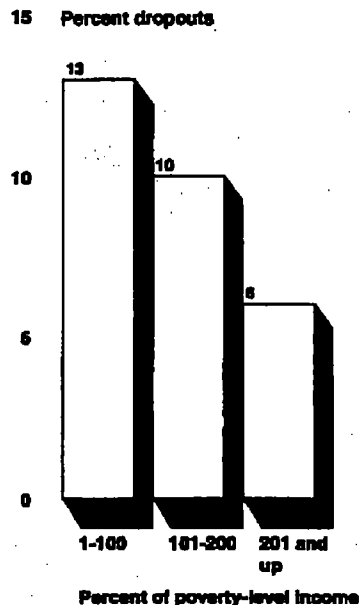
Note: Excludes persons who arrived in the United States between 1987 and 1990.

Source: GAO analysis of 1990 decennial census PUMS.

A lack of English-speaking ability was most strongly associated with dropping out among the more recent entrants to the United States. Among those who arrived in 1985 and 1986, those who spoke English "not well" or "not at all" had dropout rates 3 times the rate of those who spoke English "well." It may be that for those who speak English poorly or not at all, the combined difficulties of language and other complications associated with more recent arrival in this country are particularly disruptive of schooling. This educational disruption may be especially difficult for youths arriving in the United States in the later high school years, when the need to acquire skills for graduation (possibly including the wherewithal to pass a high stakes state examination) may be particularly daunting.

Low Family income: Hispanics age 16 and 17 from poorer families had higher dropout rates. (See figure 7.) We measured poverty by income relative to threshold poverty levels established for certain federal programs. Thus, we found the greatest poverty among those in "poverty level 1 to 100 percent," meaning a household income that is at or below the poverty level. Note that this poorest group also had the highest dropout rate.¹¹

Figure 7: 1990 Dropout Rates for Hispanics Age 16 and 17, by Income as a Percent of Poverty-Level Income



Note: Excludes persons who arrived in the United States between 1987 and 1990 and those not living with parents, stepparents, or grandparents or who were not in the same residence in 1985.

Source: GAO analysis of 1990 decennial census PUMS.

Marriage and childbirth: For both young Hispanic males and females, those who had ever been married had dropout rates about 5 times higher than those who had never married. (See table 1.)

¹¹For purposes of our poverty analyses only, we excluded persons who lived in less stable households. Therefore, it is not meaningful to compare the dropout rates in figure 7 with the rates in other figures. See appendix I for details of the methodology we employed for this poverty analysis.

Table 1: 1990 Dropout Rates for Hispanics Age 16 and 17, by Sex and Marriage Status

Sex	Dropout rate	
	Ever married	Never married
Males	47.0%	10.2%
Females	51.3	9.5

Source: GAO analysis of 1990 decennial census PUMS.

We found that child-bearing was also associated with higher dropout rates for Hispanic females 16 and 17 years of age, especially when combined with marriage. The dropout rate among married mothers was higher than the rate among married but childless females. Married mothers were also more likely to have dropped out than were unmarried mothers. (See table 2.) We do not have an explanation of this finding. It could be that unmarried women with children are more likely to be living with parents and thus have more resources for staying in school than do married women with children.

Table 2: 1990 Dropout Rates for Hispanic Females Age 16 and 17, by Motherhood Status and Marriage

Motherhood status	Dropout rate	
	Ever married	Never married
Had one or more children	66.0%	42.4%
No children	33.3	7.4

Source: GAO analysis of 1990 decennial census PUMS.

Young Hispanic females who had married and given birth had an average dropout rate of 66 percent, about 9 times that of their peers who had neither married nor given birth. While this 66-percent figure is dramatic, it pertains to a relatively small segment of the population. Nine of every 10 Hispanic females age 16 and 17 in this analysis had never been married and had no children.

The research literature cites many other risk factors for dropping out that we could not examine because measures were not available in the PUMS data set we analyzed. These include factors such as family and peer influences, academic performance, school behaviors (regularity of attendance, discipline problems, and so on), use of illegal substances, attitudes and behaviors of teachers and other school staff, and the like.

Characteristics of the Hispanic Dropout Population

Because 3 of every 10 young Hispanic adults are dropouts, it would be helpful to know more about this pool of young dropouts and what barriers may exist to their returning to classes to get a high school education. We cannot simply rely on the information in the previous section because that analysis excluded 16- to 17-year-old dropouts who arrived in the United States within the last 3 years and all young adult dropouts aged 18 and over. Put another way, the previous section told us a lot about who drops out of U.S. schools but little about the educational qualifications of the Hispanic young adult labor force.

From the PUMS data set, we derived the following estimates of the characteristics of the population of 16- to 24-year-old dropouts:

- Of the 1.15 million Hispanic dropouts, 59 percent are male.
- Over one fourth were not in the United States when they were of school age—that is, they were born outside the United States and were age 18 or older when they entered this country.
- More than 7 of every 10 Hispanic dropouts are of Mexican origin, and 1 of 10 is of Puerto Rican origin.
- The dropouts are concentrated geographically: 44 percent are living in California, 18 percent in Texas, and 8 percent in New York. Thus, 7 of every 10 Hispanic dropouts are located in these 3 states. (See table 3.)

Table 3: the 1990 Distribution of Hispanic Dropouts Age 16 to 24, by State

State	Number of Hispanic dropouts	Percent of all Hispanic dropouts	Cumulative percentage
Arizona	33,759	3%	3%
California	505,412	44	47
Colorado	16,806	2	49
Florida	50,065	4	53
Illinois	49,557	4	57
Massachusetts	15,784	1	58
New Jersey	28,251	3	61
New Mexico	16,440	1	62
New York	89,734	8	70
Texas	210,956	18	88
All remaining states	130,152	11	99 ^a
Total	1,146,916	99^a	99^a

^aPercentages do not add to 100 because of rounding.

Source: GAO analysis of 1990 decennial census PUMS.

The foregoing information on the concentrations of the dropout population is useful, for example, in considering how to set up programs to ease the return to school for Hispanic dropouts. We are not arguing that the foregoing patterns are unique; they do, in fact, generally reflect the distribution of the 16- to 24-year-old Hispanic population.

These 1.15 million young dropouts include many individuals who will spend years working in the United States, suggesting an economic interest on the part of the U.S. government in improving their preparation for full and useful participation in the labor force.

However, there is one substantial unknown in our analysis. Almost two thirds of these young Hispanic dropouts were born outside the United States, often in Mexico.¹² It is not clear how many of these young dropouts intend to remain in the United States and thus have an incentive to resume their education in order to obtain a high school diploma or an equivalency certificate.¹³ In any case, Hispanic dropouts face the following formidable barriers to completing their education.

Lack of English-speaking ability: We noted earlier that the risk of dropping out was especially high for those with limited English-speaking ability. Unfortunately, this is a common liability: 40 percent of Hispanic dropouts, nearly 456,000 persons, speak English "not well" or "not at all." Research shows that limited English-speaking ability also deters dropouts from further pursuing an education. Dropouts born outside the United States who have a limited command of English and expect to return to their homelands may see high costs and few benefits in returning to school. Yet, where the demand for further education exists, the geographic concentration of dropouts might make the delivery of educational services to persons with a very limited command of English more practical than would be the case if dropouts were more dispersed. Of course, funds for such services may well not be made available.¹⁴

¹²There were 542,011 dropouts of Mexican origin who were born outside the United States. They represent 73 percent of all 16-to 24-year-old Hispanic dropouts born outside the United States and 47 percent of all 16- to 24-year-old Hispanic dropouts.

¹³Kevin F. McCarthy and R. Burciaga Valdez, Current and Future Effects of Mexican Immigration in California (Santa Monica, Calif.: Rand Corporation, 1985), sections II and III.

¹⁴See our recent report Limited English Proficiency: A Growing and Costly Educational Challenge Facing Many School Districts, GAO/HEHS-94-38 (Washington, D.C.: January 1994).

Years of education needed: Many dropouts have a long way to go to get a high school diploma. Over half need 3 years or more of education, having at most completed grade 9. (See table 4.)

Table 4: Educational Attainment of Hispanic Dropouts Age 16 to 24 in 1990

Grade level	Number of Hispanic dropouts	Percent of all Hispanic dropouts	Cumulative percentage
Grade 4 and below	166,325	14%	14%
Grades 5 to 8	294,523	26	40
Grade 9	184,252	16	56
Grade 10	166,704	14	70
Grade 11	171,024	15	85
Grade 12 but no diploma	164,078	14	99 ^a
Total	1,146,916	99^a	99^a

^aPercentages do not add to 100 because of rounding.

Source: GAO analysis of 1990 decennial census PUMS.

Poverty: Whatever the causal connection may be between poverty and dropping out, poverty is a potential barrier for dropouts who may want to go back to school to complete a high school education. Some experts suggest that poor dropouts do not have the luxury of long-term thinking; their present needs for cash overwhelm any longer-term plans. Over one third of the Hispanic dropouts 16 to 24 years old are living on incomes that place them at or below the federally defined poverty line (data not shown).

Job and family responsibilities: Combined duties (both job and family) can limit the time available for dropouts to pursue their education. Responsibilities are quite different for male and female Hispanic dropouts. Males are more likely than females to be in the labor force (82 versus 46 percent) but are less likely to be married (25 versus 48 percent). A minority have neither a job nor family responsibilities (16 percent of males and 29 percent of females). In addition, relatively few Hispanic dropouts have both job and family responsibilities. For males, only 20 percent of dropouts are both married and in the labor force, and some men are working part-time or are separated from their families. For females, only 16 percent of dropouts are both married and in the labor force.¹⁵

¹⁵The results are similar if we look at whether the female dropout has child-care responsibilities rather than at marital status: 15 percent of female dropouts are both in the labor force and living with their own children. PUMS does not include data on whether males are living with their own children.

Concluding Observations

This report has concentrated on describing and showing the diversity within the Hispanic population in terms of high school completion, using cross-sectional demographic data from the 1990 census. This descriptive information is useful background for understanding the varied segments of the Hispanic dropout population and the fact that status dropout figures do not represent the rate at which Hispanics drop out of U.S. schools.

However, presenting cross-sectional demographic data on a single group has three important limitations that merit brief discussion. First, although these data tell us who drops out of school, they neither tell us why students cease to attend nor reveal the dynamics of students' decisions. For example, we know from these data that married Hispanic teenagers are more likely to have dropped out than those who have never married, but we cannot say whether marriage causes or even precedes departure from school. Information on students' decisions to drop out is available from cohort studies such as NELS:88 and observational studies.¹⁶

Second, while the census includes data on individual dropouts, it does not include information about the schools such students attended or the educational resources in their communities. Thus, census data do not suggest educational policy solutions that might help to reduce the dropout rate. We know from other studies that poor, ethnic-minority, and language-minority students are likely to attend high poverty schools in communities that offer limited options for out-of-school learning. Such studies were among the materials reviewed by the Congress in connection with the 1994 reauthorization of the major federal elementary and secondary education programs.¹⁷

Finally, our focus on Hispanics might lead readers to form an exaggerated notion of the differences between Hispanics and other racial or ethnic groups. True, the overall dropout rate for 16- to 24-year-old Hispanics was markedly higher than for other groups. However, when comparison is limited to persons of comparable background who attended U.S. schools, this dramatic difference disappears. For example, the NELS:88 data indicate Hispanics who actually attend U.S. schools are no more likely to drop out

¹⁶For a useful summary of statistical data, with references to observational studies, see the annual publication Dropout Rates in the United States issued by the National Center for Education Statistics.

¹⁷For a summary of these studies, see Reinventing Chapter 1: The Current Chapter 1 Program and New Directions. Final Report of the National Assessment of the Chapter 1 Program. (Washington, D.C.: U.S. Department of Education, February 1993).

than are non-Hispanic blacks or whites of the same sex and similar socioeconomic status.¹⁸

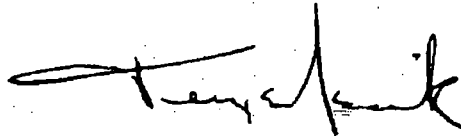
Agency Comments

We met with responsible officials of the Department of Education who agreed that, in view of the fact that our analysis was entirely based on Bureau of the Census data, they did not need to review this report. Further, because our report is largely descriptive in nature, we decided not to request written agency comments.

We performed our work in accordance with generally accepted government auditing standards between February 1993 and January 1994. The names of the experts we consulted are listed in appendix IV.

We will send copies of this report to the Chairman and Ranking Minority Member of the Committee on Education and Labor, the Ranking Minority Member of the Senate Committee on Labor and Human Resources, the Secretary of Education, and the Secretary of Labor. We will also make copies available upon request to others who are interested.

If you have any questions or would like additional information, please call me at (202) 512-2900 or Robert York, Director of Program Evaluation in Human Services Areas, at (202) 512-5885. Other major contributors to this report are listed in appendix V.



Terry E. Hedrick
Assistant Comptroller General

¹⁸Philip Kaufman and Denise Bradby, *Characteristics of at-Risk Students in NELS:88*, NCES 92-042 (Washington, D.C.: National Center for Education Statistics, August 1992), p. 8.

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Contents

Abbreviations

GAO	General Accounting Office
CPS	Current Population Survey
GED	General Education Development (certificate)
NELS:88	National Education Longitudinal Study of 1988
PUMS	Public Use Microdata Sample

1990 Census of Population and Housing Public Use Microdata Samples

In this appendix, we describe the 1990 census and the sample that we used, explain why we chose it, identify its limitations, and provide a rationale and description of the samples within PUMS that we analyzed.

The 1990 Census and PUMS

The 1990 census consisted of two questionnaires: the 100-percent questionnaire composed of a core set of questions asked of everyone and about every housing unit and the "long-form" questionnaire that included a more extensive set of questions asked of a sample of subjects at approximately one out of every six housing units, as well as of one out of six persons in group quarters. The 100-percent questionnaire asked about some basic demographic characteristics, such as race, age, relationship, housing value, and rent. The long-form questionnaire asked more detailed questions about characteristics such as education, ancestry, year of entry into the United States, income, and housing costs, in addition to the basic demographic and housing information covered in the 100-percent questionnaire.

PUMS contains most of the population and housing information collected in the 1990 census, but PUMS is a subset of the census sample (the sample receiving the "long-form" questionnaire). The largest public-use microdata sample, which we used for our analyses, is the 5-percent sample. Although PUMS is a subset of the census sample, the 5-percent sample is still quite large, including over 12 million persons nationwide.

Selection of PUMS

The PUMS data were particularly useful for examining the extent of the Hispanic dropout problem and the characteristics of dropouts. This sample provides for national estimates that can be generalized and, because of its large size, allows for estimates with relatively small errors of smaller Hispanic populations, based on such characteristics as marriage and origin.

We had considered using the Current Population Survey because it would give us more recent national estimates, but the much larger sample size of PUMS was a compelling advantage. Further analysis of data from longitudinal studies, such as the National Education Longitudinal Study of 1988, did not seem useful.

Limitations of PUMS

PUMS does not include all the variables that other research has suggested are associated with dropping out. Thus, we had to limit our analysis to the

demographic data found in PUMS. Also, since the data in PUMS are not longitudinal, we were unable to know with certainty that the (changeable) characteristics of dropouts—such as poverty, early marriage, or early childbearing—preceded the act of dropping out. Thus, although we are more certain of the predictive value of our analysis of fixed characteristics (such as year of U.S. entry) and relatively fixed characteristics (such as English-speaking ability), we had to make some assumptions for our analysis of the other variables.

We discuss sampling errors in appendix II. Nonsampling errors are inaccuracies introduced during collecting or processing the data. For example, some respondents may incorrectly answer questions, interviewers may incorrectly code some questions, or those editing the data may incorrectly impute characteristics based on other data. Recognizing that some nonsampling error is inevitable in the large and complex operations of the decennial census, the Bureau of the Census has programs to minimize it in several primary areas—undercoverage of persons and housing units, respondent and enumerator error, processing error, and nonresponse to particular questions.

We identified two concerns about nonsampling error. First, according to the Bureau of Census studies themselves, the 1990 census had a net undercount of between 1.6 and 1.8 percent of the population. Moreover, the net undercount varied by age, race, and sex. Thus, we probably slightly underestimate the number of Hispanics and Hispanic dropouts among the youths and young adults in our analyses. We did not attempt to adjust estimates for undercounts.

Our second concern about nonsampling errors involved the reliability of the key variable in our study, dropping out. Initially, we had intended to analyze dropout patterns of Hispanics as young as 11 years old, but our concern about the reliability of the dropout data, most particularly for ages younger than 16, led us to limit our analysis to ages 16 and older. Our analysis of the PUMS data would suggest that 11- to 14-year-old Hispanics had a dropout rate of about 4 or 5 percent, which is about 4 or 5 times greater than the estimate derived from the October 1990 CPS. Census officials were aware that attendance rates are depressed in the 1990 census relative to both the 1990 CPS and the 1980 census. However, they cannot explain the discrepancy, although it may be a measurement error in the 1990 census. We thus limited our analysis to Hispanics 16 and older because the estimated degree of measurement error for this group, if any, in the 1990 census data was far less than for younger age groups. (While

we would have liked to have examined dropout patterns for persons younger than age 15, the unreliability of the census data as discussed previously made this impractical.)

Samples Within PUMS

For much of our study, we described the characteristics of 16- to 24-year-old Hispanics. Note that we studied predictors of dropping out and that we did not try to determine "causes" of dropping out using census data on individuals at one point in time. We did, however, make certain analytical decisions to make our analysis of dropout risk more meaningful. PUMS provided a large sample size for each year of age and for the combined age groups. (See table I.1.) For the analysis of predictors of dropping out, we analyzed 16- and 17-year-olds. We restricted the sample to those who were U.S.-born or who had entered the United States before 1987. Since we were interested in studying the factors that predict dropping out by students in U.S. schools, we hoped to exclude the dropouts who were the most recent immigrants and who thus never or only briefly attended U.S. schools.

Table I.1: Number of Hispanics Age 16 to 24 in PUMS

Age in April 1990	Sample size
16	18,803
17	19,342
18	20,021
19	21,064
20	21,028
21	20,338
22	20,372
23	20,611
24	20,850
Total	182,429

In table I.2, we show the reduction in sample size that occurs when the sample is limited to persons born in the United States and persons who entered before 1987. The analyzed sample can be generalized to 89 percent of all Hispanics age 16 and 17 but to only 71 percent of the dropouts. We judged the gain in ensuring that we were generalizing about students in U.S. schools to be worth the loss in scope.

Appendix I
1990 Census of Population and Housing
Public Use Microdata Samples

**Table L2: PUMS Sample Sizes and
 1 Population Estimates for 16- and
 17-Year-Old Hispanics**

16- and 17-year-old Hispanic population	Sample size		Estimated population	
	Total	Dropouts	Total	Dropouts
All	38,145	5,312	752,567	104,294
Excluding those who entered in 1987-90	34,203	3,815	673,500	74,540

For our analysis of poverty levels, we further restricted our scope to persons who were living with parents, stepparents, or grandparents, as well as those or who had resided in the same place for 5 years at the time when the census data was gathered. We assumed that these persons were in relatively stable households, and that the family income of those households reflected the dropouts' income levels before they dropped out of school. We were less certain that the family income of persons in other household situations reflected income levels of the dropouts before they dropped out. To the extent that dropouts were leaving their prior household situations and their moving affected family income level, an analysis that included this group would have biased our predictive analysis. For example, if dropouts tended to leave their parents' households after dropping out to form poorer households, then including such dropouts in our analysis would exaggerate the extent to which poverty predicts dropping out (since greater poverty in this example is the result, rather than a predictor, of dropping out).

This restriction of our poverty analysis resulted in a disproportionate loss of dropouts in this age group. (See table L3.) Our findings about poverty are thus limited to persons in this age group whom we judged to be in stable households. Although this is an important limitation, we judged it better to be more certain about our findings for this restricted sample than to present possibly misleading findings about the whole sample. While this restriction may have led us to underestimate or overestimate the predictive strength of poverty, the thrust of our findings is similar to that of many other studies—that is, those from poorer families are more likely to drop out.

**Table L3: PUMS Sample Sizes and
 Population Estimates for 16- and
 17-Year-Old Hispanics, Excluding
 Those Entering the United States in
 1987-90**

16- and 17-year-old Hispanic population, excluding persons who entered in 1987-90	Sample size		Estimated population	
	Total	Dropouts	Total	Dropouts
All	34,203	3,815	673,500	74,540
Only persons in apparently stable households	31,560	2,845	619,230	55,418

Confidence Intervals

In this appendix, we present confidence intervals for the estimates contained in this report.

Because the estimates that we made in our analysis of the 1990 census data were based on a sample, they may differ from what would have been obtained if we had had information on all persons represented by the estimate. Each estimate has a sampling error indicating how closely we could reproduce from a sample the results that we would have obtained if we had made a complete count of the population using the same measurement methods. By both adding the sampling error to and subtracting it from the estimate, we developed upper and lower bounds for each estimate. This range is called a "confidence interval." We calculated these confidence intervals at the 95-percent confidence level; this means that if we had taken 100 samples and constructed confidence intervals for each sample, we could have expected 95 of these confidence intervals to include the actual value for the characteristic we were estimating.

There are two methods of calculating confidence intervals on 1990 census data available in PUMS. The first and simpler method is based on already calculated standard errors for specific sizes of estimated totals and percentages, as well as a design factor for specific variables being estimated. (The design factor adjusts the standard error to take account of the fact that the census sample is a complex design rather than a simple random sample.) The second method allows more precise estimates of standard errors but requires more complicated data processing. This method, called the random group method, requires the estimation of a standard error from the variability in estimations of up to 100 random groups within the sample.¹

For calculating confidence intervals for our estimates, we used the more precise random-group method. For estimations involving comparisons between Hispanics and other groups, we used the simpler method, which gives less precise estimates of the standard errors. Because the estimated confidence intervals for these other populations were small and generally conservative, this simpler method sufficed for our purposes.

Both methods of calculating standard errors fail to capture all aspects of nonsampling error that may be present in the data. The nonsampling error, if present, could introduce bias into the data and add errors in estimation

¹The Bureau of the Census does not release details about the complex sampling design of the census in order to maintain the legally required confidentiality of respondents. This confidentiality prevents the use of other methods of calculating standard errors for complex sampling designs.

beyond those attributable to sampling. Therefore, the estimated standard errors should be considered a lower bound of total error. Further, the confidence intervals based on these standard errors may not meet the 95-percent level of confidence.

Nature and Extent of the Hispanic School Dropout Problem

Table II.1: Dropout Rates of 16- to
24-Year-Olds

Ethnicity/race	Dropout rate	Standard error (+/-) ^a
Hispanic	30.5%	0.4%
Non-Hispanic		
White	10.3	0.1
Black	17.7	0.7

^aAt 95-percent confidence level.

Table II.2: Estimated Dropout Rate of
16- to 24-Year-Old Hispanics, by
Selected Characteristics

Characteristic	Dropout rate	Standard error (+/-) ^a
Hispanic origin ^b		
Central American	35.7%	1.1%
Cuban	14.3	1.0
Dominican	26.3	1.8
Mexican/Mexican-American	34.3	0.4
Puerto Rican	26.6	0.9
South American	12.4	1.1
Other	18.7	0.7
U.S. born/year of entry		
U.S. born	19.9	0.3
Entered before 1985	35.4	0.6
Entered 1985-90	52.2	0.7

^aAt 95-percent confidence level.

^bIn 1990, the estimated number of 16- to 24-year-old Hispanics in the United States was 1,146,916, with a standard error of +/-17,094.

Appendix II
Confidence Intervals

Table II.3: Estimated Percent of 16- to 24-Year-Old Hispanic Dropouts, by Place of Birth

Place of birth	Percent of dropouts	Standard error (+/-) ^a
U.S. born	35.6%	0.6%
Born outside U.S.	64.4	0.6

^aAt 95-percent confidence level.

**Which Hispanic
Students Are Most at
Risk of Dropping Out?**

Appendix II
Confidence Intervals

**Table II.4: Estimated Dropout Rates of
16- 17-Year-Old Hispanics,
Excluding Persons Born Outside the
United States Who Entered After 1987**

Characteristic	Dropout rate	Standard error (+/-)^a
Born in U.S.	10.0%	0.5%
Most recent year of entry		
1987-90	37.6	1.7
1985-86	22.8	2.5
Before 1985	12.3	1.0
English-speaking ability		
Only English or very well	9.4	0.4
Well	13.3	1.2
Not well	23.7	3.2
Not at all	51.8	5.4
U.S. born or year of U.S. entry, and English-speaking ability		
U.S. born/only or very well	9.5	0.5
U.S. born/well	12.2	1.4
U.S. born/not well or not at all	15.4	2.9
1985-86/only or very well	12.0	3.3
1985-86/well	14.6	4.1
1985-86/not well or not at all	48.7	5.5
Before 85/only or very well	8.8	0.9
Before 85/well	14.9	2.3
Before 85/not well or not at all	38.4	4.3
Ever married, by sex		
Male, never married	10.2	0.6
Male, ever married	47.0	3.2
Female, never married	9.5	0.6
Female, ever married	51.3	2.2
Female, ever married/ever given birth		
Never married, no birth	7.4	0.5
Never married, birth	42.4	3.8
Married, no birth	33.3	4.6
Never married, birth	66.0	5.7
Poverty level income ^b		
1-100%	12.8	0.9
101-200	10.0	0.7
201 and above	6.1	0.4

^aAt 95-percent confidence level.

^bOnly persons in stable households and not in institutions, military quarters, or college dormitories.

Characteristics of the Hispanic Dropout Population

**Table II.5: Estimates of 16- to
24-Year-Old Hispanic Dropouts, by
Selected Characteristics**

Characteristic	Percent of dropouts	Standard error (+/-) ^a	Number of dropouts	Standard error (+/-) ^a
Gender				
Male	58.6%	0.5%	672,079	11,869
Female	41.4	0.5	474,837	8,409
Age				
16	3.3	0.2	37,663	2,003
17	5.8	0.2	66,631	2,565
18	9.4	0.3	107,544	3,296
19	11.3	0.3	129,716	3,823
20	13.3	0.3	152,123	4,551
21	13.4	0.3	153,391	4,052
22	14.4	0.3	164,929	4,963
23	14.6	0.4	167,611	4,831
24	14.6	0.3	167,308	4,335
U.S. citizenship				
Born in U.S.	35.6	0.6	408,565	6,929
Born in Puerto Rico or outlying territories	4.0	0.2	46,159	2,718
Born abroad of U.S. parents	1.3	0.1	14,497	1,322
Naturalized	7.7	0.3	88,077	3,538
Not U.S. citizen	51.4	0.6	589,618	13,323
Origin				
Central American	7.9	0.4	90,272	4,460
Cuban	1.5	0.1	16,684	1,231
Dominican	1.9	0.2	22,290	2,186
Mexican/ Mexican American	72.3	0.6	829,384	14,201
Puerto Rican	9.9	0.4	114,009	4,752
South American	1.7	0.2	19,137	1,877
Other	4.8	0.2	55,140	2,684

(continued)

Appendix II
Confidence Intervals

Characteristic	Percent of dropouts	Standard error (+/-)*	Number of dropouts	Standard error (+/-)*
State				
Arizona	2.9	0.2	33,759	2,515
California	44.1	0.7	505,412	11,879
Colorado	1.5	0.1	16,806	1,554
Florida	4.4	0.2	50,065	2,850
Illinois	4.3	0.2	49,557	2,986
Massachusetts	1.4	0.2	15,784	1,732
New Jersey	2.5	0.2	28,251	2,382
New Mexico	1.4	0.1	16,440	1,558
New York	7.8	0.4	89,734	4,204
Texas	18.4	0.2	210,956	6,136
Other 40 states	11.4	0.4	130,152	5,180
English-speaking ability				
Only English	14.6	0.4	167,408	4,411
Very well	30.6	0.5	350,756	7,676
Well	15.1	0.4	173,036	5,397
Not well	21.1	0.5	241,507	6,961
Not at all	18.7	0.5	214,209	6,567
Educational attainment				
0-4th grade	14.5	0.4	166,335	6,204
5th-8th grade	25.7	0.5	294,523	7,370
9th grade	16.1	0.4	184,252	4,931
10th grade	14.5	0.4	166,704	4,319
11th grade	14.9	0.4	171,024	4,275
12th grade, no diploma	14.3	0.4	164,078	4,729

*At 95-percent confidence level.

Appendix II
Confidence Intervals

Table II.6: Estimates of 16- to 24-Year-Old Hispanic Dropouts, by Selected Characteristics

Characteristic	Percent of male or female dropouts	Standard error (+/-) ^a	Number	Standard error (+/-) ^a
In labor force				
Male	81.5%	0.5%	547,866	10,141
Female	46.4	0.7	220,513	5,529
Married in 1990				
Male	22.6	0.5	151,786	4,541
Female	41.2	0.7	195,637	4,629
In labor force and married				
Male	20.3	0.5	136,278	4,332
Female	16.5	0.6	78,515	2,832
Females in labor force and living with children	15.0	0.5	71,390	2,630

^aAt 95-percent confidence level.

Table II.7: Estimates of 16- to 24-Year-Old Hispanic Dropouts, by Poverty Level

Characteristic	Percent of dropouts ^a	Standard error (+/-) ^a	Number of dropouts ^a	Standard error (+/-) ^a
Poverty level in 1989				
1-100%	35.5%	0.6%	406,527	8,325
101-200	32.7	0.6	375,400	8,464
201-300	16.9	0.5	193,995	6,085
301-400	7.1	0.3	81,848	3,677
401 and higher	4.9	0.2	55,995	2,791

^aExcludes institutionalized persons and persons in military group quarters or college dormitories.

^bAt 95-percent confidence level.

Estimate of the Dropout Rate for Hispanics Who Had Contact With U.S. Schools

Using PUMS data on entry periods and age as of April 1990, we can estimate the number of Hispanics entering the United States at the age of 18 or older. It is reasonable to assume that many, if not most, of these entering the United States beyond the compulsory school age had little or no experience in U.S. public schools. We derived an adjusted dropout rate for 16-to 24-year-olds who had contact with U.S. schools by subtracting the late-entry group from the calculation of the dropout rate among Hispanics.

PUMS provides multiyear entry periods rather than a year of entry. For each entry period and age (16 to 24) as of April 1990, we calculated the range of possible ages at the time of entry. When the range fell entirely below 18 years or entirely above 17 years, persons in these entry and 1990 age combinations were assigned to the appropriate age-at-entry category. Other ranges include both 17 and 18 years as possible ages at entry. For example, those who were 24 on April 1, 1990, could have been 16 to 19 years old at the time of their entry if they entered between 1982 and 1984. For these ranges, the proportion of Hispanics who were 18 or older at the time of entry was calculated by assuming a uniform distribution of birthdays between April 2, 1989, and April 1, 1990, and a uniform distribution of entry across the entry period. The estimated numbers for each combination were then summed across each age and entry combination to produce the total estimates shown in table III.1.

Table III.1: Dropout Estimates for 16- to 24-Year-Old Hispanics, by Estimated Age at U.S. Entry

Estimated age at U.S. entry	Number of dropouts	Number of persons	Dropout rate	Percent of total dropouts	Percent of total persons
18 or older	304,989	545,338	55.9%	26.6%	14.5%
17 or younger, or U.S. born	841,927	3,214,911	26.2	73.4	85.5
Total	1,146,916	3,760,249	30.5	100	100

These estimates highlight the effect of older entrants, most of whom U.S. schools have had little opportunity to influence. Over one quarter (26.6 percent) of all dropouts among 16- to 24-year-old Hispanics appear to have dropped out with little or no experience of U.S. schools. Based on this analysis, the dropout rate for the remainder—26.2 percent—is our estimate of the dropout rate for Hispanics who probably have had contact with U.S. schools.

These estimates are clearly not precise for two reasons. First, their calculation relies upon an estimated age at U.S. entry and, second, the estimated age at entry is a proxy for a direct measure of the extent of U.S.

Appendix III
Estimate of the Dropout Rate for Hispanics
Who Had Contact With U.S. Schools

schooling. With respect to the first imprecision—stemming from estimating age of entry and apportioning dropouts—the effect is likely to be an underestimation of the number of dropouts among those with little or no contact with U.S. schools. Although we have apportioned dropouts in ranges of age-at-entry (39 percent of the total estimate of those entering at age 18 or older), assuming a uniform dropout rate across ages, our analyses elsewhere suggest that dropout rates are considerably higher among older age-cohorts. The consequence is that the percentage of dropouts who entered at age 18 and older is likely to have been greater than the estimated 26.6 percent and their dropout rate thus even higher than we estimated (assuming no change in the denominator). Conversely, and still assuming no change in the denominator, the estimated dropout rate of 26.2 percent for those under the influence of U.S. schools is probably too high.

With respect to the second imprecision—caused by selecting 18 years of age as a proxy for attendance in U.S. schools—the likely net effect on the dropout rate is far from clear, since several factors could affect both the numerator and denominator of the rate. On the one hand, results may underestimate the extent of U.S. schooling—for example, for the person who has had multiple entries into the United States or who entered at age 18 or older and pursued an education in the United States. (Note that a discontinuous U.S. education may present other educational obstacles to graduation, and we estimate by our methodology that only about 8 percent of those entering at age 18 or older were still pursuing a high school education or equivalency certificate in 1990.) Adjusting for this effect would increase the number of persons attending U.S. schools and could disproportionately increase the number of dropouts in this group as well.

On the other hand, our results overestimate the extent of U.S. schooling in that they exclude those entering at age 17 or younger who never or only briefly attended U.S. schools. Adjusting for this effect would have the opposite consequence: fewer persons would be counted as attending U.S. schools, and perhaps fewer dropouts would be included as well. Regardless of these adjustments, the dropout rate for Hispanics who had contact with U.S. schools is unlikely to be less than 20 percent, which is the rate for 16- to 24-year-old Hispanics who were born in the United States.

Expert Sources

Experts denoted by an asterisk are those who reviewed our draft report.

Antonio Carbajal
University of Northern Colorado
Greeley, Colo.

Xavier Del Buono
Workforce LA
Los Angeles, Calif.

Richard Duran
University of California, Santa Barbara
Santa Barbara, Calif.

Rosa Castro Feinberg
Dade County School Board
Miami, Fla.

Maria Robledo Montecel
Intercultural Development Research Association
San Antonio, Tex.

Gary Natriello*
Columbia University
New York, N.Y.

Aaron M. Pallas*
Michigan State University
East Lansing, Mich.

Russell W. Rumberger
University of California, Santa Barbara
Santa Barbara, Calif.

Jay Smink
National Dropout Prevention Center
Clemson University
Clemson, S.C.

Appendix IV
Expert Sources

Marta Tienda*
Population Research Center
University of Chicago
Chicago, Ill.

Richard Valencia
University of Texas, Austin
Austin, Tex.

William Velez
University of Wisconsin, Milwaukee
Milwaukee, Wis.

Major Contributors to This Report

Program Evaluation and Methodology Division

Gail S. MacColl, Assignment Manager
Patrick C. Seeley, Communications Analyst

Denver Regional Office

James D. Espinoza, Project Manager
Terry Hanford, Operations Research Analyst
Pamela Tumler, Reports Analyst

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