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(corrected version)

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From JP

Key Indicators of Hispanic Student Achievement:



**National Goals and Benchmarks
for the Next Decade**

Key Indicators of Hispanic Student Achievement: National Goals and Benchmarks for the Next Decade

Education is the key to individual opportunity, the strength of our economy, and the vitality of our democracy. In the 21st century, this nation cannot afford to leave anyone behind. While the academic achievement and educational attainment of Hispanic Americans has been moving in the right direction, untenable gaps still exist between Hispanic students and their counterparts in the areas of early childhood education, learning English, academic achievement, and high school and college completion.

Hispanics will represent more than one-quarter of school-age children in the United States by 2025. These children are more likely than others to be educationally and economically disadvantaged. Presently, 36 percent of Hispanic students live in families whose income is below the poverty line. As a result, Hispanic students are concentrated in high-poverty, largely racially isolated schools, and they often have limited access to the resources needed for academic success, such as highly qualified teachers, small classes, 21st century technology, and modern school buildings.

As the fastest growing racial or ethnic group in America's public schools, Hispanic students have the unique potential to positively affect the economic and cultural future of the United States. Ensuring the promise of this diverse group of learners requires the attention and commitment of the entire country. We must work harder to close the educational achievement gaps between Hispanic students and the nation as a whole. This must begin with high expectations for achievement, clear goals for what must be accomplished, and specific benchmarks to measure our progress.

This report defines national goals for improving the educational achievement of Hispanic students. These include providing access to quality early childhood education, learning English, closing the academic achievement gaps, increasing the rate of high school completion, and doubling the rate of postsecondary degree attainment. These goals focus on results and, in some areas, include indicators that provide a clear picture of the progress that must be made. In other areas, key indicators must be developed to effectively gauge progress and achievement. This report is intended to serve not only as an annual measure of national progress, but as tool for use by stakeholders at all levels and in all sectors to galvanize action and boost Hispanic student achievement throughout the country.

GOAL 1: Early Childhood

Ensure that Hispanic American children have access to high-quality early childhood education and development programs and enter school prepared to succeed by increasing the Hispanic participation rate to the national participation rate in high-quality programs by 2010.

KEY OUTCOME INDICATOR:

	Baseline Year	Age	Hispanic	National
Percentage of 3-, 4-, and 5-year-old children who were enrolled in center-based or kindergarten programs. ¹	1999	3	26%	46%
		4	64%	70%
		5	89%	93%

All percentages rounded.

OTHER OUTCOME INDICATORS:

	Baseline Year	Hispanic	National
Percentage of eligible children who were enrolled in Head Start programs. ²	1998	36%	40%
Percentage of 3-to 5-year-olds who were read to by a family member on a daily basis. ³	1999	33%	53%

GOAL 2: Learning English

Respecting the importance of multi-lingualism, age-specific learning needs, different research-based instructional approaches, and the variety of developmental levels at which limited English proficient (LEP) children enter school, by 2010 all states and school districts will provide appropriate language instruction to ensure that all students graduate from high school having demonstrated proficiency in English.

KEY OUTCOME INDICATOR:

To be developed: There are more than 3.5 million children with limited English proficiency in U.S. schools. These children need sufficient proficiency to succeed in the full academic program, however, there are no national data on their progress in learning English. The Secretary of Education will be responsible for developing an adequate indicator to regularly measure the English language proficiency of these students, such as through the collection of state or national sample data.

GOAL 3: Eliminating the Achievement Gap

Provide a high-quality education with appropriate resources and support to ensure equal opportunity for all students in order to eliminate the achievement gap between Hispanic students and other students on appropriate state assessments and other indicators by 2010.

KEY OUTCOME INDICATORS:

To be developed: By 2001, under Title I of the Elementary and Secondary Education Act, states are required to have aligned assessments that test all students at three grade intervals and report data disaggregated by race and ethnicity, as well as by English proficiency.

	Baseline Year	Hispanic	National
Percentage of elementary, middle, and high school students in each state who scored at or above the proficient level on the reading and math sections of aligned state assessments.	2001	Data not yet available	Data not yet available

OTHER OUTCOME INDICATORS:

	Baseline Year	Hispanic	National
Percentage of <i>fourth</i> graders who scored at or above the proficient level on the reading section of the NAEP test. ⁴	1998	13%	31%
Percentage of <i>fourth</i> graders who scored at or above the proficient level on the mathematics section of the NAEP test. ⁵	1996	8%	22%
Percentage of <i>eighth</i> graders who scored at or above the proficient level on the reading section of the NAEP test. ⁶	1998	15%	33%
Percentage of <i>eighth</i> graders who scored at or above the proficient level on the mathematics section of the NAEP test. ⁷	1996	9%	24%
Students' average mathematics SAT score. ⁸	1999	458	511
Students' average verbal SAT score.	1999	457	505

GOAL 4: Eliminating the Gap in High School Completion

Increase the high school completion rate for Hispanic students to 90 percent by 2010.

KEY OUTCOME INDICATOR:

	Baseline Year	Hispanic	National
Percentage of 18- to 24- year olds who had either a high school diploma or a GED. ⁹	1998	63%	85%

OTHER OUTCOME INDICATORS:

	Baseline Year	Hispanic	National
Percentage of students ages 15 to 24 in grades 10-12 who were enrolled in high school the previous October but were <i>not</i> enrolled and had not graduated by the following October. ¹⁰	1998	9%	5%
Percentage of students ages 16 to 24 <i>born outside the U.S.*</i> who were <i>not</i> enrolled in school and did not complete high school. ¹¹	1997	39%	24%
Percentage of <i>first generation*</i> students aged 16-24 born within the U.S. who were not enrolled in school and did not complete high school.	1997	15%	10%

*Individuals born in Puerto Rico and the U.S. territories are considered *born outside the U.S.*.

Individuals are classified as *first generation* if they were born in the 50 states or DC and at least one of their parents was not.

GOAL 5: Increasing Postsecondary Completion

Double the percentage of Hispanic Americans who earn associate's and bachelor's degrees by 2010.

KEY OUTCOME INDICATORS:

	Baseline Year	Hispanic	National
Percentage of individuals ages 25- to 29 who held a bachelor's degree or higher. ¹²	1998	10%	27%
Percentage of individuals ages 25- to 29 who held an occupational or academic associate's degree.	1998	6%	9%

OTHER OUTCOME INDICATORS:

	Baseline Year	Hispanic	National
Percentage of high school graduates who completed four years of English and three years of mathematics, science, and social studies. ¹³	1998	40%	55%
Percentage of individuals ages 16 to 24 who had graduated from high school in the preceding 12 months and were enrolled in college the following October. ¹⁴	1998	55%	66%
Percentage of all 18- to 24-year-old high school graduates who were enrolled in institutions of higher education. ¹⁵	1998	34%	45%
Percentage of all 18- to 24-year-olds who were enrolled in institutions of higher education.	1998	20%	37%

Sources

- ¹ U.S. Department of Education, NCES. (2000). *The Condition of Education 2000*. Table 2-1.
- ² U.S. Department of Health and Human Services, Head Start Bureau. (June, 2000) Special computation by Craig Turner.
- ³ U.S. Department of Education, NCES. (1999). *National Household Education Survey, Parent Interview*. Special Tabulation by the Education Statistical Services Institute.
- ⁴ U.S. Department of Education, NCES. (1999). *NAEP 1998 Reading, A Report Card for the Nation and the States*. Table 13-2.
- ⁵ U.S. Department of Education, NCES. (May, 2000). *NAEP Summary data table*
<<http://www.nces.ed.gov/nationsreportcard/TABLES/SDTTOOL.HTM>>
- ⁶ U.S. Department of Education, NCES. (1999). *NAEP 1998 Reading: A Report Card for the Nation and the States*. Table 15-1.
- ⁷ U.S. Department of Education, NCES. (May, 2000). *NAEP Summary data table*
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- ⁸ The College Board. (2000). *1999 College-Bound Seniors*. New York.
- ⁹ U.S. Department of Education, NCES. (1999). *Dropout Rates in the United States: 1998*. Table 4.
- ¹⁰ U.S. Department of Education, NCES. (1999). *Dropout Rates in the United States: 1998*. Table 1.
- ¹¹ U.S. Department of Education, NCES. (June, 2000). *High School Dropouts by Race-Ethnicity and Recency of Migration*. Indicator of the Month.
- ¹² U.S. Census Bureau. Population Division. Education & Social Stratification Branch (1999) *Educational Attainment in the United States: March 1998 (Update)*. Table 1.
- ¹³ U.S. Department of Education, NCES. (1999). *Digest of Education Statistics 1999*. Table 142.
- ¹⁴ U.S. Department of Education, NCES. (1999). *Condition of Education 2000*. Table 32-1.
- ¹⁵ U.S. Department of Education, NCES. (1999). *Digest of Education Statistics 1999*. Table 189.

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B Read to Your **BUNNY**



ROSEMARY WELLS

 **SCHOLASTIC**

DRAFT

Hispanic Education Strategy Session
June 16, 2000

Goal 1: Increasing Access to High Quality Early Childhood Education for Hispanic Students

Facilitator : Sherrilynn Tolliver

Panelists :

Congressman Hinojosa
Flo Abel
Linda Espinosa
Rebecca Barrera
Ed Leo
Carole Fiore

Strategies/Key Issues:

Access

1. Good profiles on families, separated by culture and class
2. Reach Latino children wherever they are and not wait until they are in an organized program
3. Raise expectations of people, families to look for programs when children are 3 and 4
4. More strategies to reach out to the Latino community
5. Community mapping-look to see what is going on, where Latino population is growing
6. Scholarships, grants to pre-K children

Quality

1. Easily understood performance standards for pre-K
2. More funds; approach foundations for money
3. Work with the medical community
4. Need something besides text-based learning. Creating a career ladder.

Family Literacy

1. Culturally appropriate information for families
2. Work with Radio Network to promote the importance of parental role
3. Parents must be partners in the process
4. Creating programs such as reading programs, around culturally specific events, days, etc. (ex. Building on a holiday such as El Dia de Los Ninos)

Barriers/Challenges

1. Culturally/linguistically diverse teachers
2. Not all kids will come in with minimum standards
3. Public does not understand, appreciate bilingual skills. People are intimidated by multilingual skills
4. Lack of sophisticated lobby for policy issues at local, state and national levels.
5. Lack of research – understanding sub-groups in Latino community
6. Attracting, maintaining qualified staff. Creating a career ladder

Next Steps:

1. A one-week conference to build on this strategy session
2. Change public's view of funding early childhood education
3. "One size fits all" funding doesn't work either
4. Need an advocacy plan
5. Cross reference spending money now versus spending it later
6. Campaign to create home libraries

Summary of Breakout Session Comments

Goal 1: Increasing Access to High Quality Early Childhood Education for Hispanic Students

The participants in the Goal 1 breakout session offered the following strategies, obstacles, and next steps for achieving the goal of *increasing access to high quality early childhood education for Hispanic students*. The comments have been organized by three areas of focus presented by the Vice President and reiterated by the Chair and Congressman Hinojosa – access, quality, and family literacy.

Item No.	Access-A Quality-Q Family literacy-FL	Comment
Strategies		
1.	Q	Easily understood performance standards for pre-K.
2.	A	Good information (profiles) on families, separated by culture and class.
3.	A	Reach Latino children wherever they are and not wait until they are in an organized program.
4.	Q	More funds. Ask foundations for money.
5.	FL	Culturally appropriate information for families.
6.	FL	Work with Hispanic Radio Network to promote the importance of parental role.
7.	A	Raise expectations of people, families to look for programs when children are 3 and 4.
8.	Q	Work with the medical community.
9.	Q	Need something besides text-based learning.
10.	A	More strategies to reach out to the Latino community.
11.	A	Community mapping – look to see what is going on, where Latino population is growing.
12.	A	Scholarships, grants to pre-K children.
13.	FL	Parents must be partners in the process.
14.	FL	Creating programs, such as Reading programs, around culturally specific events, days, etc. (ex: building on a holiday such as El Dia de Los Ninos).

Summary of Breakout Session Comments

Goal 1: Increasing Access to High Quality Early Childhood Education for Hispanic Students, continued

Item No.	Access-A Quality-Q Family Literacy-FL	Comment
Obstacles		
15.	Q	Culturally/linguistically diverse teachers.
16.	Q	Not all kids will come in with minimum standards.
17.	A	Do not have full access to children (only serving 10-15%)
18.	Q	Public does not understand, appreciate bilingual skills. People are intimidated by multilingual skills.
19.	Q	Lack of a sophisticated lobby for policy issues at local, state, and national levels.
20.	A	Research – understanding sub-groups in Latino community.
21.	Q	Attracting, maintaining qualified staff. Creating a career ladder.
Next Steps		
22.	Q	A one-week conference to build on this strategy session.
23.	Q	Change public's view of funding early childhood education.
24.	Q	One size fits all funding doesn't work either.
25.	Q	Need an advocacy plan.
26.	Q	Cross reference spending money now versus spending it later.
27.	FL	Campaign to create home libraries.

- 1) **Ensure that all Hispanic American children have access to high quality early childhood education and development programs and enter school prepared to succeed by eliminating the gap between the Hispanic participation rate and the national participation rate in high quality programs by 2010.**

Strategies

- *Improve access to early childhood education programs:*
 - Work with states, local governments and employers to encourage proliferation of early childhood education; and
 - Increase state and federal investment in early childhood education, including Head Start and the Child Care and Development Block Grant; and
 - Ensure that both Head Start and the federal child care subsidies are targeted to Hispanic families.
- *Increase participation of Hispanic children in early childhood education program:*
 - Encourage intergenerational approaches that involve grandparents, parents and siblings in children's development;
 - Reach out to expecting parents and new parents through non-education institutions like hospitals, faith based organizations, health clinics, employment offices and community based organizations; and
 - Improve outreach efforts (including through Hispanic media) that underscore the value of early childhood education and provide information on how to access childcare subsidies, tax relief, and childcare or pre-K programs.
- *Improve quality of early childhood education programs and services serving Hispanic children:*
 - Improve data collection and invest in research focused on serving Hispanic families;
 - Reach out to educate parents and other family caregivers in homes;
 - Invest in Early Learning Fund;
 - Invest in professional development for early childhood educators; and
 - Increase the numbers of bilingual and/or bicultural staff in early childhood centers serving Hispanic children.
- *Encourage parental involvement in children's development:*
 - Reach out to parents through a variety of means, including non-education organizations;
 - Reach out to stay at home families to encourage participation and reading at home to supplement school activity;
 - Target Early Head Start and Even Start to further work on outreach to Hispanics through home visits;
 - Invest in parent education and literacy; and
 - Offer resources and motivation to parents to read to young children.

- 2) Respecting the importance of multilingualism age-specific learning needs, and different research-based instructional approaches, and the variety of developmental levels at which limited English proficient (LEP) children enter school, by 2010 all states and school districts will provide appropriate language instruction to ensure that all students graduate from high school having demonstrated proficiency in English.**

Strategies

- *Work with schools to develop effective programs to educate students who enter U.S. schools with limited English proficiency.*
- *Work with schools to develop effective programs to educate students who enter school with limited English proficiency, especially those who enter U.S. schools in the later grades:*
 - Disseminate effective, research-based practices for educating LEP students to achieve proficiency in English and other core academic subjects;
 - Foster the expectation that children entering our public schools at any time are capable of learning to high academic standards, and the understanding that it is the responsibility of educators to ensure they are offered the opportunity to do so;
 - Encourage businesses, community based organizations, schools and governments to offer more English as a Second Language (ESL) courses in the after school and evening hours for students and their families; and
 - Offer more supports to address limited English proficiency, illiteracy and prolonged reading difficulties in older students.
- *All LEP students will receive appropriate language services:*
 - Ensure that schools are offering sufficiently intensive English language services to LEP students, including more extended learning time; and
 - Recruit and train more teachers to use research-based approaches to teaching LEP students English and other academic subjects.
- *Ensure all teachers who teach LEP students have appropriate training and skills:*
 - Work with schools of education to ensure all new teachers are trained in effective, research-based approaches to teach LEP students English, while also ensuring progress in other academic areas; and
 - Ensure relevant and standards-based professional development is available to all teachers, especially those in areas with growing populations of LEP students.
- *Recruit and train more high-quality teachers bilingual ability:*
 - Increase federal investment in teacher recruitment and training;
 - Encourage talented, Hispanic mid-career professionals to use alternative routes to certification to become teachers; and
 - Encourage more Hispanics to serve as English tutors and mentors for LEP students.
- *Encourage all students to become proficient in both English and a second language:*
 - Promote the use of effective dual immersion programs;
 - Help students and educators appreciate the value of multilingualism; and
 - Recruit and train more foreign language teachers.

3) Provide a high quality education with appropriate resources and support to ensure equal opportunity for all students in order to eliminate the achievement gap between Hispanic students and other students on appropriate state assessments and other indicators by 2010.

Strategies

- *Ensure states are fully in compliance with Title I and other ESEA provisions.*
- *Involve parents in children's learning.*
- *Ensure schools are offering curricula aligned with state standards:*
 - Encourage school districts to work collaboratively with teachers to implement standards-based reform; and
 - Ensure schools do not only “teach to the test”, but impart content knowledge and skills.
- *Ensure states are using sound testing practices:*
 - Encourage the use of multiple measures in assessing students;
 - Develop appropriate assessments and accommodations for assessment;
 - Ensure LEP students are effectively included in state assessments;
 - Disseminate and promote guidance on appropriate testing and valid measures; and
 - Use disaggregated testing data and other strategies to help educators use assessment results to inform practices and allocate resources.
- *Ensure that teachers are prepared to teach to high standards:*
 - Train teachers in effective instructional practices for teaching all students including LEP students;
 - Align teacher preparation programs and schools of education with standards;
 - Provide more, long-term and sustained, research-based professional development aligned with state standards; and
 - Raise standards for all teachers by rigorously testing all new teachers (including testing middle and high school teachers in the subject they will teach, and elementary school teachers in their knowledge of teaching reading), ensuring all teachers are qualified according to state standards and have a major or minor or demonstrated knowledge in the subject they teach, and offering mentoring and other support to new teachers.
- *Encourage educators to have high expectations for all students:*
 - Offer professional development that promotes cultural understanding;
 - Inform educators on the importance of expectations in children's success; and
 - Eliminate the use of “tracking” and ensure all students have access to a challenging curriculum.
- *Ensure that all Hispanic students at all levels have high-quality teachers in their classrooms:*
 - Disseminate effective, research-based practices for educating LEP students to achieve academic excellence;
 - Work with schools of education to ensure all new teachers are trained in effective, research-based approaches to teach LEP students English, while also ensuring progress in other academic areas; and
 - Ensure relevant and standards-based professional development is available to all teachers, especially those in areas with growing populations of LEP students.
- *Recruit and train more high-quality teachers with bilingual ability:*
 - Help colleges and universities produce larger numbers of high-quality Hispanic teachers for the nation's K-12 schools;
 - Increase federal investment in teacher recruitment and training; and

- Encourage Hispanic mid-career professionals to use alternative routes to certification to become teachers.
- *Allocate resources effectively to address the learning needs of Hispanic students:*
 - Ensure that state resources are aligned with need;
 - Improve targeting of and access to federal investments and programs; and
 - Increase investment in programs that are effectively addressing the educational needs of Hispanic students, including HEAP.
- *Offer supports for migrant and other at-risk Hispanic children:*
 - Develop systems to transfer or share student records and achievement information; and
 - Implement practices of assessing students and using assessment to ensure appropriate learning opportunities.
- *Invest in closing the digital divide:*
 - Ensure teachers are trained in effective use of technology; and
 - Offer disadvantaged communities more access to technology through Community-based Technology Centers, school computer labs and other public resources.

4) Increase the high school completion rate for Hispanic students to 90 percent by 2010.

Strategies

- *Fund more research and data collection on effective practices for ensuring Hispanic students complete high school.*
- *Encourage partnerships among schools, community-based organizations and businesses to maximize efforts and resources designed to benefit Hispanic teenagers.*
- *Offer a curriculum that helps Hispanic students succeed:*
 - Ensure all students have access to challenging coursework including Advanced Placement courses and honors courses;
 - Offer more supports to address limited English proficiency, illiteracy and prolonged reading difficulties in older students;
 - Develop programs to educate students who enter U.S. schools with limited English proficiency in the later grades; and
 - Disseminate effective, research-based practices for educating LEP students to achieve academic excellence.
- *Offer programs and instruction that meet the needs and interests of students:*
 - Invest in programs that combine rigorous academic standards with useful skills and professional experience.
- *Offer more mentoring, tutoring and individualized instruction:*
 - Encourage business and community based organizations to establish mentoring, tutoring and internship programs; and
 - Create smaller schools and learning environments to foster connections and individual attention.
- *End the unsound practices of social promotion and ineffective retention in grade:*
 - Ensure all students have the support necessary to reach high standards; and
 - Align curriculum and learning expectations among grades and school levels (i.e. elementary, middle and high school).
- *Address out of school factors that contribute to high dropout rates, including alienation, poverty and the need to support family, malnutrition and other health problems, pregnancy, gang involvement, and juvenile crime:*
 - Involve parents in their children's education;
 - Provide for student counseling needs and social service access;
 - Invest in high-quality alternative schools for at-risk kids and dropout recovery, including charter schools;
 - Support dropout recovery and high-quality GED programs; and
 - Ensure that standards and content for flexible time, distance and other alternative learning systems are aligned with traditional high schools.
- *Expand programs that help Hispanic students see the potential benefit of high school completion and higher education:*
 - Increase federal investment in GEAR UP;
 - Expand TRIO to serve more Hispanic students;
 - Promote School-to-work and other career awareness efforts;
 - Encourage businesses and the federal government to offer more internship opportunities to Hispanic students; and

- Provide more college counselors and curriculum advisors that reach out to Hispanic students.
- *Recruit and train more Hispanics to diversify the teaching force and increase cultural and linguistic understanding and offer positive role models.*
- *Develop different ways to access learning including distance learning and flexible schedules.*
- *Encourage educators to have high expectations of all students:*
 - Offer professional development that promotes cultural understanding; and
 - Inform educators on the importance of expectations in children's success.
- *Help states, districts and schools to undertake productive systemic change so that it is not only problems that are addressed, but also the systemic causes of those problems:*
 - Develop stronger systems to train and recruit high-quality, diverse principals, superintendents and other administrators.

5) **Double the percentage of Hispanic Americans earning Associate's and Bachelor's degrees by 2010.**

Strategies

- *Work with families of Hispanic students to encourage college attendance:*
 - Invest in programs that reach out to families throughout a student's education to inform them of the importance of higher education, and the requirements and possibilities for attaining undergraduate and graduate degrees; and
 - Promote "Community Days" and "Family Days" at institutions of higher education that bring families onto campuses and familiarize them with the lifestyle and opportunities.
- *Increase amount and use of financial aid for Hispanic students:*
 - Undertake proactive outreach strategies to promote greater understanding and use of financial aid among Hispanic families;
 - Address the issue of lost income (reconsider income limits on federal grants and loans?);
 - Increase federal investment in Pell grants, work study and other financial aid programs;
 - Increase private and foundation investments in scholarships for Hispanic students; and
 - Address age limits in availability of financial assistance.
- *Encourage Hispanic college students to pursue graduate degrees:*
 - Intensify efforts to recruit and hire more Hispanic faculty at Institutions of Higher Education;
 - Encourage businesses, nonprofits and government to offer more professional internships and part-time or summer jobs; and
 - Enact the President's Dual Degree Program for Minority Serving Institutions to increase opportunities for an estimated 3,000 students at minority-serving institutions that offer four-year degrees. Eligible students in participating schools would receive two degrees within five years: one from a minority-serving institution, and one from a partner institution in a field in which minorities are underrepresented.
- *Strengthen Hispanic Serving Institutions:*
 - Increase state, local and federal investment in high-quality programs and faculty.
- *Increase cooperation between the K-12, community colleges and four-year colleges and universities in the areas of course credits and transfers.*
- *Increase support for local, state and federal programs that focus on college preparation and retention:*
 - Increase access to financial aid and support services to students at risk of dropping out;
 - Encourage the private, nonprofit and public sectors to partner with institutions of higher education to create more orientation programs, and offer more programs that help Hispanic students find caring communities and cultural affinity;
 - Enact the President's proposed College Completion Challenge Grants Program; and
 - Increase investment in GEAR UP and TRIO.

WHITE HOUSE HOSTS STRATEGY SESSION: IMPROVING HISPANIC STUDENT ACHIEVEMENT

June 15, 2000

Today, the Clinton-Gore Administration will host a White House Strategy Session on Improving Hispanic Student Achievement, underscoring the need for a national effort to close the achievement gap between Hispanic students and their peers. The session builds upon the Administration's long-standing efforts, led by Vice President Gore, to increase funding for Hispanic education programs, and follows up on the White House Convening of Latino Youth hosted by the First Lady in 1999. Today, the President will: 1) release a report from his Council of Economic Advisers that documents the gaps in educational outcomes between Hispanic students and their peers and the economic imperative of improving the educational opportunities and achievement of all Americans; 2) call for a national commitment to accomplish five major goals to improve Hispanic achievement over the next decade; and 3) announce the formation of the 2010 Alliance, a partnership of corporate, foundation and community leaders that will commit to bring resources and accountability to reach these goals by 2010. The President will meet with educators and leaders from the public, private and non-profit sectors in a roundtable to discuss strategies to achieve these goals. Others participating in the day-long session include: Secretary of Education Richard Riley, Secretary of the Army Louis Caldera, Governor Paris Glendening (D-MD), Lt. Governor Cruz Bustamonte (D-CA), Senator Jeff Bingaman (D-NM), Representatives Roybal-Allard (D-CA) and Hinojosa (D-TX), and other members of the Congressional Hispanic Caucus. The President will also note that progress towards these goals would be threatened by an education spending bill passed in the House yesterday that demands too little from our schools and invests too little in them.

HIGHLIGHTING THE NEED TO BOOST HISPANIC STUDENT ACHIEVEMENT. The President and Vice President have made education a top priority by focusing on high standards for all students, increasing accountability for results, and expanding investment in what works to raise student achievement. Today's strategy session will focus on the importance of raising the academic achievement of our nation's fastest growing population group. Today the President will release a report by his Council of Economic Advisers, *Educational Attainment and Success in the New Economy: An Analysis of Challenges for Improving Hispanic Students' Achievement*, which documents the gaps in educational outcomes between Hispanics and their peers and outlines the increasing importance of education for economic success. Prior research has shown that Hispanics have made gains since 1993 in areas such as early childhood education (Hispanic Head Start enrollment has increased by nearly 60,000), performance on math exams, high school completion, and college entrance and completion. Nonetheless, the CEA report illustrates that despite the fact that the average education level of native-born Latinos has increased over the last several decades, troubling gaps exist between Latino students and their peers at all levels. For example, Hispanics are underrepresented in early childhood programs; while 88% of white and African-American 25-29 year-olds have completed high school, the Hispanic number drops to 63%; and the proportion of Hispanics who graduate from four-year colleges is less than half that of whites. A case study on Hispanic employment in the information technology sector illustrates the importance of educating the most rapidly growing segment of our nation's population in order to support a key sector in our nation's economy. The report will point out the importance of increasing educational attainment for individual benefit, and the benefit of a new economy that requires more well-educated workers.

FUNDING EFFORTS TO ADDRESS THE GAP IN HISPANIC STUDENT ACHIEVEMENT. In 1998, the President and Vice President proposed and achieved funding increases for the Hispanic Education Action Plan (HEAP) in programs that help to improve the educational outcomes of Latinos and limited English proficient students, including: Title I grants to LEAs, Adult Education, Bilingual Education, and TRIO. The FY2000 budget included \$436 million in increases for these programs. The President's FY 2001 budget proposed increases of \$823 million for programs to enhance educational opportunity for Latinos, including: a \$416 million increase for Title I to provide supplemental education services for students who have fallen behind in school, in particular those in high-poverty communities; an increase of \$80 million for TRIO programs to help disadvantaged high school and college students prepare for, attend, and graduate from college; an increase of \$125 million for GEAR UP to help low-income students prepare for college; an increase of \$48 million for the Bilingual Education program to improve the quality of services offered to limited-English proficient (LEP) students and to provide 8,000 bilingual and ESL teachers with the high-quality training they need.

CHALLENGING THE NATION TO REACH KEY GOALS. President Clinton will announce five major goals and challenge the nation to achieve them by 2010. The goals (see attachment) address five areas critical to raising educational attainment:

- Increasing access to quality early childhood education
- Ensuring that Hispanic students achieve English language proficiency
- Eliminating the achievement gap on state assessments
- Increasing the rate of high school completion
- Increasing the rate of college completion.

To open the day, Secretary Riley will release the first of what will become an annual measure of progress toward achieving the President's five goals. The President will announce the formation of the 2010 Alliance, created in response to his national challenge, a partnership to achieve these goals over the next decade. The Alliance includes: Ford, Irvine, Kellogg, and Hazen foundations, AT&T, Univision, State Farm Insurance, General Motors Corporation, the National Council for Community and Education Partnerships, the National Association for Bilingual Education, the National Council of La Raza, and the National Association for Latino Elected Officials.

COMMITTING TO SUPPORT HISPANIC ACHIEVEMENT. Numerous federal agencies, nonprofits, and corporations have come forward to commit to bolstering the President's goals (see attachment) with new and expanded initiatives. These commitments include:

- Internship programs for Latino students with the Departments of Agriculture, Defense and Energy, Sears, Washington Mutual Bank, Inc., and companies in partnership with the Hispanic Association of Colleges and Universities;
- Outreach campaigns from Proctor & Gamble, the Discovery en Espanol channel, partnerships of the PTA and Hispanic Radio Network, Scholastic, Univision and The National Latino Children's Institute, and the White House Initiative on Educational Excellence for Hispanic Americans, HHS and HUD; and
- Innovative efforts such as the American Library Association's creation of an award for children's literature that reflects Latino culture, the Department of Commerce's professional exchange program with HSI faculty, and a partnership between Lightspan and HUD to close the digital divide by providing educational technology resources for the residents in 10 Neighborhood Network Centers in Hispanic communities.

INVESTING IN AMERICA'S PROSPERITY BY INVESTING IN EDUCATION. The President will note that the Clinton-Gore agenda of standards and accountability and investing in what works is producing results. The President's FY 2001 Budget continues its investment in programs that improve the educational achievement of Hispanic Americans, with a \$823 million increase to programs that are part of the Hispanic Education Action Plan. Unfortunately, in this year's appropriations bills the House underfunds this plan by more than \$650 million, and the Senate falls more than \$200 million short of the President's Budget request, including underfunding important programs such as Title I, GEAR UP, Bilingual Education, and Adult Education ESL/Civics. Finally, the President will reiterate his threat to veto the education spending bill passed by the House yesterday, which includes underfunding HEAP, fails to: strengthen accountability and turn around failing schools; reduce class size; fund emergency repairs and renovation of aging schools; sufficiently expand after-school opportunities; help prepare low-income students for college through GEAR UP; fund programs to improve teacher quality; help bridge the digital divide; and adequately fund child care and investments in Head Start.

DRAFT

Hispanic Education Strategy Session
June 16, 2000

Goal 1: Increasing Access to High Quality Early Childhood Education for Hispanic Students

Facilitator : Sherrilynn Tolliver

Panelists :

Congressman Hinojosa
Flo Abel
Linda Espinosa
Rebecca Barrera
Ed Leo
Carole Fiore

Strategies/Key Issues:

Access

1. Good profiles on families, separated by culture and class
2. Reach Latino children wherever they are and not wait until they are in an organized program
3. Raise expectations of people, families to look for programs when children are 3 and 4
4. More strategies to reach out to the Latino community
5. Community mapping-look to see what is going on, where Latino population is growing
6. Scholarships, grants to pre-K children

Quality

1. Easily understood performance standards for pre-K
2. More funds; approach foundations for money
3. Work with the medical community
4. Need something besides text-based learning. Creating a career ladder.

Family Literacy

1. Culturally appropriate information for families
2. Work with Radio Network to promote the importance of parental role
3. Parents must be partners in the process
4. Creating programs such as reading programs, around culturally specific events, days, etc. (ex. Building on a holiday such as El Dia de Los Ninos)

Barriers/Challenges

1. Culturally/linguistically diverse teachers
2. Not all kids will come in with minimum standards
3. Public does not understand, appreciate bilingual skills. People are intimidated by multilingual skills
4. Lack of sophisticated lobby for policy issues at local, state and national levels.
5. Lack of research – understanding sub-groups in Latino community
6. Attracting, maintaining qualified staff. Creating a career ladder

Next Steps:

1. A one-week conference to build on this strategy session
2. Change public's view of funding early childhood education
3. "One size fits all" funding doesn't work either
4. Need an advocacy plan
5. Cross reference spending money now versus spending it later
6. Campaign to create home libraries

Linda Espinosa:

Linda Espinosa provided an overview of the research on preschool programs for Hispanic preschool children. There are many areas of concern: Young Hispanic children are less likely to attend any type of preschool program and the programs they do attend tend to be of lesser quality. The available research on program features supports maintenance and development of primary language and support of home culture. The main challenges concern teacher preparation, teacher training, and policy development based on sound research.

Hispanic Demographics:

- * 1/7 of Adult Population_
- * 26% of Head Start: (22% Spanish-speaking, 4% Other)_
- * By 2030, 25% of school-age population will be Hispanic_
- 55% of Hispanics graduate from high school; 75% of Blacks; 86% of Whites

Carole Fiore:

Follow-up to

White House Strategy Session on Educational Excellence for Hispanic Students
Increasing Access to Quality Early Childhood Education

Public libraries are uniquely suited to provide quality early childhood educational experiences as libraries are free and available to all citizens from birth, are situated in nearly every community, have traditionally worked in partnership with other community agencies, and are a critical asset to underserved populations in every community. Born to Read, a program developed by the Association for Library Service to Children, a division of the American Library Association, has grown from its inception to over 500 sites nationally. Working in partnership with other child serving agencies, library sponsored Born to Read programs prepare expectant and new parents to be their child's first teacher, by providing them with necessary skills and materials, and by teaching them the importance of reading aloud to and sharing language and literacy experiences with their children. The American Library Association is committed to raising community awareness of the contribution of Latino authors and illustrators by enhancing and elevating a new children's literature award (Pura Belpré Award) to the status and recognition of the Newbery and Caldecott Awards.

Rebecca Barrera:

Talking Points for Rebeca Barrera

Reading to young children promotes language acquisition and later on correlates with literacy development and overall school success

Storytelling has always been a core element of the Hispanic culture, and literature is highly valued, including poetry and theatre; however current

conditions, including educational achievement of parents, poverty, and language barriers create a disconnect between books and young Latino children

According to data from the U.S. Department of Education, Non-Hispanic children are more likely to be read to aloud every day (64%) than non-Hispanic black children (44%) or Hispanic children (39%) (Need better data, more complete research)

In addition, Latino children continue to be among the poorest children in the nation (39%), and have the least access to attending preschool (31%)

Current literacy campaigns may not reach Hispanics, ex:, one of the best , distributes books through pediatricians and hospitals, yet as the most uninsured group, Latino children may not have access to health care, therefore campaign may not reach them

New campaign Descubra el encanto - Discover the Excitement of Reading, joint venture of NLCI with Scholastic and Univision, offers new formula for promoting family literacy and reading to children

At national level, print and media campaign led by Scholastic and Univision, public service announcements, resource materials, celebrity spokespersons, increase number of Hispanic authors

At local level, NLCI will coordinate community partner efforts, first in five markets, then expand throughout the country

Information from 100 La Promesa de un Futuro Brillante community organizations will serve to create the cultural foundation for reaching the community

Family gatherings, block parties, community events, and cultural traditions will form the basis for creating messages and making books available, the whole family will be encouraged to participate

Community partners such as REFORMA (National Association to promote Library and Information Services to Latinos and Spanish Speaking) and chapters of National Association for Bilingual Education (NABE) will work with La Promesa programs to instill excitement of reading locally

April 30th El día de los niños-Celebrating Young Americans will serve as a rallying point for book fairs and special events already created by NABE and REFORMA

National Goals for Educational Excellence for Hispanic Americans

(Eventually replace this paragraph with summary of White House message for the conference.) *This draft is an attempt to articulate national goals that could be used to hold policymakers and educators accountable for progress over the next decade. To that end, each goal is stated according to a readily quantifiable measure. The Department of Education is preparing a "report card" that will present a snapshot of current status on indicators relevant to these goals, and where possible, status in 1990. Following each goal are examples of strategies that could be used to reach the goal. This is not meant to be an exhaustive list of strategies, but should offer a point of departure to facilitate breakout discussions to identify priorities. These priorities will create a framework that can be used to develop a national action agenda for achieving educational excellence for Hispanic students.*

- 1) Ensure that all Hispanic American children have access to high quality early childhood education and development programs and enter school prepared to succeed by eliminating the gap between the Hispanic participation rate and the national participation rate in high quality programs by 2010.
- 2) Respecting the importance of multilingualism, age-specific learning needs, different research-based instructional approaches, and the variety of developmental levels at which limited English proficient (LEP) children enter school, by 2010 all states and school districts will provide appropriate language instruction to ensure that all students graduate from high school having demonstrated proficiency in English.
- 3) Provide a high quality education with appropriate resources and support to ensure equal opportunity for all students in order to eliminate the achievement gap between Hispanic students and other students on appropriate state assessments and other indicators by 2010.
- 4) Increase the high school completion rate for Hispanic students to 90 percent by 2010.
- 5) Double the percentage of Hispanic Americans earning Associate's and Bachelor's degrees by 2010.

Accomplishing these ambitious goals will require a significant investment of resources and energy by governments, educators, businesses, foundations, nonprofit organizations and individuals. Following are some of the key strategies each sector can undertake to do its part in advancing educational opportunities for Hispanic Americans. Ultimately, this battle for our country's future success will only be won with partnerships among all stakeholders, innovation at all levels and a serious commitment to excellence.

Federal, state and local governments:

- Increase investment in educational programs that work for Hispanic children.
- Allocate and target resources more effectively.

Private sector:

- Partner with schools and institutions of higher education to provide mentors, tutors, internships, scholarships, part-time jobs, continuing education courses and other educational supports.

- Support adult involvement in education with flexible schedules, leave for parent-teacher conferences, worksite schools, childcare centers and other supports.

Foundations:

- Support cohesive, collaborative and comprehensive research on “what works” for Hispanic children.
- Support replication of successful programs supporting education and success for Hispanic children and families.

Educators:

- Insist on high expectations for every child, and offer every child the support to achieve academic and other success.
- Ensure a qualified, well-prepared, talented, supported and committed teacher in every classroom.

Nonprofit organizations:

- Use networks to communicate important information about the value of education, the possibilities for long-term academic success and effective practices for supporting Hispanic students.
- Partner with schools, businesses and others to support networks and activities that help Hispanic students succeed.

Individuals:

- Get involved with children’s learning as a parent, tutor, mentor, educator, employer, or community partner.
- Lobby educators, businesses, legislators and nonprofit organizations to adopt, invest in, expand or continue practices that successfully support Hispanic students.

White House Strategy Session: Improving Hispanic Student Achievement
Breakout Session #1: Increasing Access to Quality Early Childhood Education

Date: June 15, 2000
Location: The Old Executive Office Building, Room 100
Start Time: 10:45 am
End Time: 12:45 pm
Staff Contact: Ann O'Leary 456-6275 (page: 757-5000)

Session Title and Focus

YOUR Breakout Session is Breakout #1: Increasing Access to Quality Early Childhood Education.

In your session, panelists and participants will discuss the following goal: *Ensure that Hispanic American children have access to high quality early childhood education and development programs and enter school prepared to succeed by increasing the Hispanic participation rate to the national participation rate in high quality programs by 2010.*

Please see attached documents on the conference background and increasing access to quality early childhood education. The aim of the session is for participants to discuss the barriers to access to quality early childhood education for Hispanic children and the key strategies and steps needed to significantly increase access to early childhood education for Hispanic students by 2010.

Session Format

The session will begin at 10:45 am. **Ann O'Leary**, head of the children and families team of the Domestic Policy Council at the White House, will open the session by describing the format of the breakout and then she will turn the session over to **YOU**.

YOU will have 4-5 minutes to welcome the participants, make an opening statement outlining the goal and the issue, and introduce the panelists in the order provided either all at once or prior to their comments.

YOU will call upon each panelist. Panelists should not speak for more than 5 minutes. If needed, **YOU** should remind speakers to wrap up and ask them to stop. Staff at the breakout will assist with keeping time.

At the close of the panelists' remarks, **YOU** will have the option of making some remarks and then **YOU** will introduce and turn the session over to the professional facilitator for the session, **Sherry Tolliver**. **Ms. Tolliver** will then facilitate a discussion until 12:40 pm. The facilitated discussion will focus on three major questions for participants:

1. What are the key strategies that need to be in place if we are to reach our goal of increasing the Hispanic participation rate in early childhood education programs by

2010? (NOTE: In preparation, we have discussed three strategies: greater access, improved quality, and supporting family literacy efforts.)

2. What are the major barriers to implementing the key strategies and achieving the goal?
3. What key actors and resources need to be involved in order to surmount the barriers and reach the goal?

YOU are welcome and encouraged to participate in the discussion.

At approximately 12:40 pm, **Sherry Tolliver** will close the discussion and turn it back over to **YOU**. At this time, **YOU** should make any closing remarks and close the session.

Following the session, participants will move to the Indian Treaty Room for a buffet lunch.

BREAKOUT PARTICIPANTS

Chair

The Honorable Ruben Hinojosa, Chair
Congressional Hispanic Caucus Education Task Force

Facilitator

Sherry Tolliver

Panelists

Linda Espinosa, Ph.D
University of Missouri – Columbia

Florence (Flo) Abel
Director, Family Resource Agency
North Georgia Head Start

Rebecca Barrera
President, National Latino Children's Institute

Carole Fiore
Library Program Consultant, Born to Read Program Director
State Library of Florida

Other Participants

See attached list

**THE HEAD START PROGRAM:
Steps to Improve Access for
Under-served Populations**

Spring 2000 Update

Since its inception in 1965 as a summer program launched during President Lyndon B. Johnson's "War on Poverty," Head Start has helped more than 16 million children and their families. Head Start was designed to help break the cycle of poverty by providing preschool children with a program to meet their emotional, educational, social, health, nutritional, and psychological needs. The idea was that, with a little help—a *head start*—children from even the most disadvantaged families could begin elementary school at the same level as their more advantaged peers.

In the last three decades, the United States population has undergone some dramatic demographic changes yielding a far more culturally diverse population. Children in Head Start now come from scores of different countries and speak approximately 140 different languages. While Head Start has always been committed to providing culturally relevant services to children and families from all racial and ethnic backgrounds, these changing national demographics mean that Head Start must continue to strengthen efforts to encourage the participation of new populations and tailor programs to meet their unique needs.

In Spring 1999, the Head Start Bureau conducted an analysis of how it has been reaching out to and meeting the needs of populations that have traditionally been under-served, with a particular focus on the growing Hispanic population. At that time, the Bureau identified six major areas for ongoing action and set out specific steps to improve outreach and services for under-served groups. We are pleased to report that the Bureau has accomplished many of the actions that were planned and that these steps are showing results: in the last year alone, the percentage of Hispanic children served rose by 1.7 percentage points, from 26.1% to 27.8%. Through these actions and additional efforts planned for FY 2000, Head Start is building the infrastructure for sustained improvement in outreach and service to currently under-served populations.

1. Give greater priority to under-served groups in the expansion grant process.

ACF currently provides specific incentives for local Head Start grantees to reach under-served populations with Head Start expansion funding.

ACTION (FY98): The Head Start Bureau added language to its competitive expansion announcement encouraging grantees to focus on under-served populations.

ACTION (FY99): This language about under-served populations was strengthened in FY 1999. Specifically, the language in the FY99 expansion announcement said:

This expansion provides an opportunity for Head Start programs to reach neighborhoods, communities and groups within their service area that they have been unable to serve in the past. These may include a variety of special populations of low-income families, such as seasonal farmworkers, recent immigrant families, non-English speaking groups or American Indian families outside of Federal Indian Reservations. All applicants are encouraged to base their applications on a careful assessment of the community, including identification of special

populations who are not being served by Head Start.

Applicants are then rated on, among other things, the degree to which they have identified new and under-represented populations, and their strategy for serving these groups.

ACTION (FY99): The point system for grant awards was revised to put more weight on addressing existing need for service, particularly among new or under-served populations. The points awarded in this area increased by 50% in FY99 and now represent close to a third of the total points.

ACTION (FY00): ACF included new language in the FY 2000 expansion announcement that puts further emphasis on reaching under-served populations. For example, one part of the announcement states "Applicants that propose to serve unserved or underserved populations will be given special consideration when making decisions about which acceptable proposals to fund and in what amount." Another part of the announcement specifies that "the extent to which the applicant provides data on the needs of young children, families and communities ... and any special unserved or underserved populations or groups" will be one of the factors used in determining the score of the application.

ACTION (FY00): In order to increase the number of grant application reviewers who have expertise in serving language minority children, ACF has sent mailings to more than 50 Hispanic organizations seeking the names of parties who might be interested in serving as reviewers. ACYF also created a website on which prospective reviewers can sign up or be nominated, which includes an opportunity for a potential reviewer to indicate a special knowledge area, including bilingual/multicultural practice.

2. Increase funding to serve the children of migrant and seasonal farmworkers.

In the 1998 reauthorization of Head Start, Congress gave the Head Start program explicit authority to serve the children of seasonal farmworkers, and the Bureau is mobilizing to take advantage of this opportunity through the Migrant Head Start program. Seasonal farmworkers are typically families who were formerly migrant workers but who decided to settle in a particular agricultural community. The vast majority of seasonal farmworkers are Hispanic, the largest under-served population in Head Start.

ACTION (FY99): To begin to better meet the needs of seasonal farmworker families, many of whom are not currently served by Head Start, the FY99 Head Start expansion resulted in awards of \$5.1 million (out of a total of \$37 million) in new funding to serve migrant and seasonal farmworker families, resulting in an increase in enrollment of 941 children.

ACTION (FY00): The FY2000 budget includes a \$27 million increase for Migrant Head Start, which, in addition to providing cost-of-living and quality improvement increases, provides \$10 million to serve as many as 2,000 additional migrant and seasonal farmworker children through existing grantees.

ACTION (FY00): In addition to the \$10 million for expansion in existing service areas, the Head Start Bureau issued in May 2000 a competitive announcement for \$2 million in funding to provide Head Start services to areas that are currently unserved by migrant Head Start programs.

The President's Budget for FY 2001 includes \$241million – an increase of \$41 million – for Migrant Head Start.

3. Provide information, training, and technical assistance to promote the recruitment of children and families from under-represented populations, and identify culturally appropriate social service organizations in the area to serve them.

Head Start's training and technical assistance network employs consultants with expertise in the field of conducting community assessments and using the data collected from these assessments to design programs that most effectively serve all families in the community. Grantees who need assistance conducting a thorough and accurate community assessment, or who have not appropriately used the assessment to design their program, have access to these consultants who are able to help programs better serve all members of the community with culturally relevant and responsive programs.

ACTION (FY99): On June 28, 1999, ACYF issued an Information Memorandum that reiterated Head Start's policy to ensure that all eligible families within a grantee's service area are given fair consideration for enrollment in the Head Start program. Grantees have been reminded that 45CFR Part 1305.3 requires them to conduct community assessments at least once every three years. This assessment provides data on "the demographic make up of Head Start eligible children and families, including their estimated number, geographic location and ethnic composition." This information is then used by each Head Start grantee to decide in which part of its service area it will recruit. The need for Head Start services should be the basis for determining which communities to serve, and how many children in each community to enroll, not historical enrollment patterns. Grantees were advised that they must be sensitive to demographic changes in their service area and that as new families and children move into their service area, they must also be given consideration for enrollment.

ACTION (FY99): In September 1999, Head Start contracted with Ellsworth Associates to collect demographic data at the state and county levels that can be used to make judgements about how well grantees are doing in terms of enrolling families that reflect the overall make-up of their community. The first phase of data collection was completed in April 2000 and is currently being analyzed to determine areas of under-representation. In the second phase of data collection, the contractor will conduct in-depth interviews with grantees with large or rapidly emerging Hispanic populations to better understand the challenges they face and effective strategies that have been employed. Once this data collection is complete, Head Start will, as discussed below, focus on working with grantees who seem to be having the most difficulty serving all the populations of their communities.

NEXT STEP (FY00): To assist grantees with community assessments and appropriate changes in practice, the Head Start Bureau will work with its training and technical assistance (T/TA) providers to ensure that they assist grantees who are experiencing demographic changes within their service area in designing their programs, when appropriate, so that grantees can better serve new populations in culturally sensitive programs

NEXT STEP (FY00): In FY 2000, ACF will, using the data collected through the process discussed above, identify at least ten communities where the unmet need of emerging populations is most dramatic. ACF will then work closely with existing and potential grantees and leaders in these communities in order to implement various outreach and T/TA strategies designed to improve representation of under-represented children, and, where appropriate, facilitate the participation in Head Start of local organizations representing these groups. In this way, while generally broadening its efforts using current techniques, ACF can also (1) develop and test the effectiveness of new T/TA and outreach strategies designed to improve the representation of underserved children into Head Start; (2) actively work with grantees and local leaders to ensure that the skills, expertise and capabilities of local organizations in underrepresented communities are effectively utilized; (3) provide focused attention to the communities with the most dramatic problems; and (4) ultimately, point to these model communities as examples where the representation of underserved groups has improved and where that progress has effectively drawn upon the skills of community groups dedicated to addressing the needs of under-represented populations.

NEXT STEP (FY00): In areas with large under-represented populations, ACF will work with grantees to identify social service organizations that work with families from these populations. For smaller Head Start grantees, these organizations can serve as valuable partners in recruiting from new communities. Where grantees are large enough to have sub-grantees, they will be encouraged to consider making these organizations delegate agencies based on their demonstrated potential to run a Head Start program and their commitment to hire culturally representative staff.

4. Support professional development of Head Start staff to foster practice that is both developmentally and culturally appropriate.

ACTION (FY00): The Administration on Children, Youth and Families (ACYF) announced on May 17, 2000 the availability of \$1,000,000 annually for each of four years to support approximately seven Head Start-Higher Education Hispanic Service Partnerships (HS-HEHSP). This funding will be awarded through a competitive process. The HS-HEHSP initiative is designed to improve the quality and long term effectiveness of Head Start and Early Head Start programs in serving Hispanic children and families by developing models of professional development through partnerships with higher education institutions. HS-HEHSP projects are specifically intended to support joint efforts between local Head Start or Early Head Start agencies that are serving significant numbers or proportions of Hispanic children and families and local higher education institutions with proven capability in educating and preparing professionals to work effectively with Hispanic young children and their families. All proposed projects must

provide academic training and credit hours that could be credited towards the award of an Associate (AA) or Baccalaureate (BA) degree in fields related to the work of Head Start staff and managers. This funding announcement closes on July 12 and grants are expected to be awarded in September 2000.

5. Assure equitable access and efforts to reach under-served communities following grant terminations and relinquishments.

If Head Start grantees relinquish their grants or are terminated due to an inability to meet Head Start Performance Standards, an assessment will be made to determine if service areas should be reconfigured to assure equitable access for all children in the community. For instance, when the large Denver Head Start grantee was terminated, ACF chose to split the single Denver grant up into several smaller grants that better met local needs. In doing so, one of the grantees, Rocky Mountain SER/Jobs for Progress, was specifically chosen to help address the unmet needs of eligible Hispanic families in the Denver area. A similar process occurred in Houston, which resulted in new services to Hispanic children and families and the funding of Avance, Inc. as a Head Start grantee.

NEXT STEP (FY00): ACF will institutionalize this existing practice of outreach and community needs assessment, including the needs of underserved populations, as grant terminations or relinquishments occur. In these cases, we will identify interested organizations that represent the makeup of the community (including Hispanic advocacy groups) to ensure that they are aware of the opportunity to apply for Head Start funding.

6. Reinforce federal oversight to ensure that grantees serve new and under-represented populations.

Each Head Start program, as required by law, must be monitored, on-site, at least once every three years by a team led by a federal employee. Head Start grantees must also apply every three years for refunding.

ACTION (FY99): In an Information Memorandum that was issued in June 1999, ACF discussed the role of the monitoring process in helping grantees work towards greater equity in reaching under-served populations.

ACTION (FY00): At the ACF regional staff training meeting in March 2000, there was a discussion of how the regional monitoring teams can build on current procedures to create a stronger emphasis on assuring that grantees have conducted comprehensive community assessments and have used the data from these assessments to design their Head Start programs. Grantees will need to be able to explain clearly why they have chosen to serve the specific communities and populations they have and, conversely, why they are not serving other communities or populations. Grantees who are not using community assessment data properly or adhering to Head Start regulations regarding the selection and recruitment of children will be found "out-of-compliance" and will be required to implement a corrective action plan. Head Start

staff will closely monitor these grantees to ensure that they are in compliance within one year. This approach will help assure that all families eligible for Head Start will be given fair and equitable consideration for enrolling their child in Head Start and that Head Start programs will increasingly serve families that are representative of the diversity of their service area.

ACTION (FY 00): In developing a revised, three-year grant application for the refunding of Head Start programs, increased emphasis was placed on the grantee's planning and decision-making process concerning recruitment and enrollment (as required by 45 CFR 1305). This will help routinely focus the attention of ACF regional offices and grantees on the importance of conducting meaningful community assessments and carefully analyzing which groups are recruited, what areas are served and who is involved in these decisions.

7. Continue to track and provide updates on outreach to under-served communities.

In FY99, 27.8 % of all children served in Head Start were Hispanic. While still below the national percentage of low-income preschool children who are eligible for Head Start (33%), this represents a significant increase from FY98 when 26.1% of enrolled children were Hispanic. Hispanic enrollment increased from approximately 214,000 children in FY98 to 230,000 in FY99.

NEXT STEP (FY00): Head Start will issue a report by the end of FY 2000, detailing its efforts and accomplishments in extending access to under-represented populations.

Jun-00

DRAFT

Goal # 1 **Increasing Access to Quality Early Childhood Education** *Eisenhower Executive Office Building Room 100*

Chair:

Honorable Ruben Hinojosa (D-TX)
Member of Congressional Education Task Force
Representative, U.S. Congress, Washington, DC

Panelist:

Flo Abel
Family Resource Agency of Northern Georgia, Rossville, GA
Rebecca Barrera
President, National Latino Children's Institute, Austin, TX
Linda Espinosa
Professor, University of Missouri, Columbia, MO
Carole Fiore
Born to Read Program, Tallahassee, FL

Participants:

Able, Edward H.
President and CEO, American Association of Museums, Washington, DC
Eskelsen, Lily
National Education Association, Salt Lake City, UT
Igo, Shirley
President Elect, National PTA, Chicago, IL
Karp, Naomi
Director, U.S. Department of Education National Institute on Early Childhood, Washington, DC
Lombardi, Joan
Child and Family Policy Specialist, Alexandria, VA
Montoya, Patricia
Commissioner, Children, Youth and Families Department, Health and Human Services,
Washington, DC
Pastor, Verna
Education Consultant, WestED
Olchefske, Joseph
Superintendent, Seattle Public Schools, Seattle, WA
Ramos, Predro A.
President, Board of Education School District of Philadelphia, Philadelphia, PA
Welburn, Brenda L.
Executive Director, National Association of State Boards of Education, Alexandria, VA

White House Strategy Session: Improving Hispanic Student Achievement
Breakout Session #1: Increasing Access to Quality Early Childhood Education
Biographical Sketches of Panelists

Linda Espinosa, Ph.D
University of Missouri – Columbia
Columbia, Missouri

Florence E. Abel
Director
Family Resource Agency
North Georgia Head Start
Rossville, Georgia

Flo Abel is closing in on her 21st year working with or for Head Start programs. She holds a bachelor's degree in education from Michigan State University, in addition to having completed graduate work at Oakland University. She has been Director of Family Resource Agency of North Georgia Head Start in Rossville, Georgia since 1994. With a total funding level of over \$4.5 M, the program operates in six northwest counties of Georgia. A full-time staff of 160 provides services to 783 children and their families in 42 classrooms located in 14 centers in these counties. This program is located in an area of Georgia where there has been a large influx of Central American Hispanic families immigrating to the area in the last five years. In the last year alone, the Hispanic population has risen from 40% to 50-60%. The Family Resources Head Start program took note of the changing demographics and worked to proactively hire bilingual teachers, staff and other coordinators, and to provide more home visits for families that were not immediately comfortable with coming to the center. Flo is active in the Georgia Head Start Association as Chair of the Training/Technical Assistance and Site Selection Committee and a member of the Association's management team. She also represents Georgia as a Director representative to the Region IV Head Start Association. She serves as Chair of the Training/Technical Assistance and Site Selection Committee of this group and member of the management team as well.

Rebecca Maria Barrera
President
National Latino Children's Institute
Austin, Texas

Rebecca Barrera is the president of the National Latino Children's Institute (NLCI), an organization that is the voice for young Latinos. Currently, she is directing NLCI's new literacy campaign – Descubra el Escunto – Discover the Excitement of Reading. Because Hispanic children are the least likely to be read to on a daily basis and continue to be among the poorest children in the nation, current literacy campaigns may fail to reach them. Through the use of family gatherings, block parties, community events, and cultural traditions, the whole family will be encouraged to participate in creating messages and making books available to Hispanic children. Barerra has worked for the Intercultural Development Research Association, and as Director of the AMANECER Project. She has also co-authored several curriculum programs and

is currently working on community development kits to implement the National Latino Children's Agenda. She is the first Latina to serve on the Board of Directors of Scholastic, Inc. a global publisher of children's books and magazines. Rebecca Barrera is the recipient of the 1997 Matt Garcia Award for Community Service given by the Mexican American Legal Defense and Educational Fund (MALDEF) and the 1998 Community Service Award from the National Hispanic Employees Association. Barrera is also a tenth-generation Tejana and claims to have unremovable dirt under her fingernails, a quality she wears proudly as a part-time farmer/rancher in South Texas.

Carole D. Fiore
Library Program/Youth Services Consultant
State Library of Florida
Tallahassee, Florida

Carole D. Fiore holds a B.S. in Early Childhood and Elementary Education from Temple University and an M.S. in Library Science from Drexel University. She is currently a library program specialist/youth services consultant with the State Library of Florida, where she directs the award-winning Florida Library Youth Program (FLYP). Under her direction, the FLYP program was awarded a John Cotton Dana Library Public Relations Award and a Davis Productivity Award. Additionally, while under her direction, Florida was the first state to implement a statewide Born to Read program. The purpose of the program is to work with at-risk teen parents or parents-to-be to teach them about the importance of reading to their babies. The program helps these parents develop necessary skills to be effective as their child's first teacher and provides age and developmentally appropriate materials to do so. Because members of the target population have not traditionally been library users, it is important that outreach programs be an integral part of the local library's activities. The early intervention program can help to break the cycle of illiteracy. Fiore, active in local, state, and national library and youth-serving organizations, currently serves on the Florida Starting Points Steering Committee, and is one of six nationally recognized trainers for the Public Library Association. She was also recently elected to serve as the Vice President/President Elect of The Association for Library Service to Children and will be President of that organization for 2001-2002.

EARLY CHILDHOOD EDUCATION AND HISPANICS

OVERALL GOAL

The primary goal the Administration has set out to accomplish is to increase access to and participation in high quality early childhood education and development programs, and make sure that all kids enter school prepared to succeed.

BACKGROUND

Demographic Trends

- The Hispanic population is among the fastest growing segments of American society and is very young. Today, 10% of Hispanics are under age 5 and make up over 15% of their age group in the U.S. population.
- By the year 2030, they will make up 25% of the total school-age population. The projected increase in the number of Hispanic children in preschool brings with it critical strengths and challenges to the nation's educational system. [Bureau of the Census, CPS Report, No. P25-1130, 1996]

Economic Indicators

- Since President Clinton and Vice President Gore took office, Hispanic poverty has dropped from 30.6 percent to 25.6 percent, the lowest level since 1979. The Hispanic child poverty rate has fallen 15.9 percent since 1993. While this marks significant progress, President Clinton will continue to fight for policies that help to raise incomes and reduce poverty. [WH Press paper 3/00]
- In 1998, the median family income for Hispanics was about \$28,000 while the overall median income was \$39,000. Research shows that families with higher incomes are more likely to enroll their 3- and 4-year-olds in early childhood education than those with lower incomes. [NCES, The Condition of Education, 1999, Indicator 44] [Bureau of the Census, CPS Report, No. P60-206, 1998]

Early Childhood Enrollment Facts

- Hispanic children under age 5 are less likely to be enrolled in early childhood education programs. In 1998, only 20% of Hispanic 3-year-olds were enrolled in early childhood programs, compared to 42% of whites and 44% of blacks. Of 4-year-olds, less than 60% of Hispanics were enrolled in early childhood programs, compared to 67% of whites and 73% of blacks. [Bureau of the Census, CPS Report, No. P20-521, Table-2]
- In 1998, differences in the enrollment of 5-year-olds largely disappeared between Hispanics (90%), whites (94%) and blacks (95%). [Bureau of the Census, CPS Report, No. P20-521, Table-2]
- As parents' educational attainment increases, so does the early childhood enrollment rate of their children. However, in 1997, fewer Hispanics age 25 and older had completed high school than their black and white counterparts—55% of Hispanics, 75% of blacks, and 86% of whites had completed high school. [NCES, Digest of Education Statistics, 1998, Table 8]
- Hispanic Head Start enrollment has increased by nearly 60,000 [58,700] during the Clinton Administration, with the program now reaching approximately 230,000 [229,700] Hispanic children. Despite these increases, however, Hispanic children remain under-represented,

comprising less than 25 [24.9] percent of Head Start enrollment (excluding Puerto Rico) compared to 29.8 percent of all low income, pre-school children in the nation. [OMB, 2/2000]

School Readiness

- Approximately 70% of teachers said they felt only moderately, somewhat, or not at all prepared to address the needs of students with limited English proficiency or from diverse cultural backgrounds. This lack of preparation has profound implications for the large population of Hispanic students in early childhood today. [NCES, The Condition of Education, 1999, Indicator 23]
- Hispanics are more likely to tell their child a story than read to them. Three to 5-year-olds may start school better prepared to learn if they are read to or told a story once a week. In 1996, of 3- to 5-year olds, 80% of Hispanics were told a story--consistent with blacks (77%) and whites (84%). Hispanic children were less likely to be read to--65% of Hispanics were read to in the last week, compared to about 75% of blacks and nearly 90% of whites. [NCES, The Condition of Education, 1999, Indicator 34]
- Even Start evaluations show that second-language families achieve greater gains than English-only families. The evaluation of Even Start projects in Kansas indicates that projects serving migrant families show greater gains than State Part B projects serving English-only families. Anecdotally, these families and the projects that serve them express a more urgent sense of needing to acquire English, prepare their children for school, and establish families economic self-sufficiency in the communities where they migrate. [Dept of Ed]

STRATEGIES TO ACHIEVE GOAL

Strategy #1: Improve Access and Improve Participation of Hispanic Children in Quality Early Childhood Programs

a) Increasing Head Start Participation

Head Start will serve 294,000 Hispanic children by 2001, an increase of 62,000 from 1999, and will serve Hispanics at a level that is at least comparable to the percentage eligible in the population within the next 10 years.

Strategies:

The President's budget boosts funding for Head Start by \$1 billion -- the largest funding increase ever proposed for the program -- to provide Head Start and Early Head Start slots to approximately 950,000 children, nearing the President's goal of serving one million children in 2002. To ensure that this expansion reaches Hispanic children and families, the Head Start Bureau has been taking action and will continue to:

- Give greater priority to underserved groups in the expansion process by making increasingly specific the importance of and increasing by 50% the number of points awarded for reaching underserved populations in the expansion announcements.
- Increase funding for the children of migrant and seasonal farmworkers.
- Provide information, training, and technical assistance to promote the recruitment of children and families from under-represented populations, help reach out to Hispanic families to

overcome any cultural gaps around enrolling young children in center-based programs, and identify local organizations to help ensure that services are culturally appropriate.

- Reinforce monitoring to ensure that grantees serve new and under-represented populations.

[Note: HHS is currently updating the Head Start Hispanic Action Plan and it will be finalized shortly.]

b) Targeting CCDBG

Target CCDBG to Hispanic Families In the federally subsidized child care system, establish a baseline for Hispanic participation and serve Hispanics at a level that is at least comparable to the percentage eligible in the population within the next 10 years.

Strategies to Increase Access:

- *Set baseline:* The Child Care Bureau has already put in place the data element in the State child care reports to the federal government requiring information on who is being served by race/ethnicity. However, States must then change how they are collecting information from child care providers, which may take time. It is expected that we will begin getting reliable data in 2002 or shortly thereafter with which we can develop a baseline.
- *Address affordability issues:* In his FY 2001 budget, the President proposed to make the CDCTC refundable so that families with no tax liability can receive up to \$2,400 to help offset the cost of child care. Additionally, the President's current budget proposal boosts the Child Care and Development Block Grant by \$817 million, enabling the program to provide child care subsidies to nearly 150,000 more children next year. We need to improve our outreach efforts to eligible Hispanic families.
- *Address access/cultural-appropriateness of care:* The Child Care Bureau and States should work in partnership with Hispanic advocates and communities to build local capacity for culturally-appropriate quality care settings. We may consider setting professional guidelines for cultural training of child care providers [either ensuring that a bi-lingual provider is available, or providing cultural training for providers].

c) [Pre-Kindergarten participation goal – TBD by Education]

Strategies to Encourage Participation [DO WE WANT TO MOVE THIS TO PARENTAL INVOLVEMENT SECTION]:

- Model after Head Start efforts to engage and enroll more Hispanic children in Head Start [efforts announced at FL Hispanic Convening]
- Use other programs to encourage participation [WIC, Food Stamps for low-income]
- Find ways to use faith-based and community organizations to encourage participation.

Strategy #2: Ensure High Quality Services for Young Hispanic Children

a) Double the number of early childhood care/education providers who obtain nationally recognized credentials (e.g. CDA, AA, BA).

Strategies:

- Establish a baseline for the early childhood field.

- The Head Start Bureau is working with higher education institutions to ensure that their coursework and training helps improve classroom quality and allows the program to meet the statutory requirement that half of all Head Start teachers have either an AA or a BA by 2003. Head Start has invested \$120 million in this effort over the last two years, and is planning to invest a minimum of \$80 million per year going forward. In addition, the Bureau will provide at least \$1 million per year specifically to Hispanic-serving institutions of higher education for at least the next 3 years.
 - To ensure that children have access to early childhood programs that promote their cognitive development, the President's budget includes \$3 billion over five years for the Early Learning Fund to help improve child care quality and early childhood education for children under five years old. The Early Learning Fund will provide community grants for activities that foster cognitive development, improve child care quality and promote readiness for school. Resources could be used to help child care providers get training or certification, facilitate licensing or accreditation of child care centers, and reduce child-to-staff ratios -- factors associated with positive developmental outcomes for young children.
- b) By 2010, the majority of early childhood programs will have set child-to-staff ratios at the levels recommended by the National Association of Education for Young Children (NAEYC) or Head Start.

Strategies:

- The President's budget includes \$30 million to ensure that well-trained professionals are teaching our young children. We know that the training and education of early childhood educators and caregivers are directly related to the quality of the early education they provide, and the quality of their service, in turn, is directly related to children's readiness for school. As a result, early childhood educators with more education and training provide the higher-quality language stimulation and literacy experiences that are critical for children's success in schools. The Early Childhood Professional Development initiative will provide competitive grants to local partnerships that provide professional development for teachers such as universities, local school districts that provide pre-school, and child care providers such as Head Start. The initiative would focus on equipping early childhood educators with the tools they need to help children develop the language and literacy skills that are the foundations for academic success.
- Child Care and Development Block Grant -- increased funding (\$817 M) ?
[See language in 3/10 White House draft document]

c) By 2010, every early childhood program that serves Hispanic children and families will have (or have access to) someone with a bicultural background and bilingual ability.

Strategies:

- This is currently a Head Start standard. Head Start is also conducting a Training and Technical Assistance effort to help programs respond appropriately to changing demographics.

[If an outcome measure is desired on language and literacy or math skills, the best measures/sources would be the data that is collected for kindergarten children by the Department

DRAFT, 4/6/00

of Education through the ECLS study or the National Assessment of Elementary Progress. Therefore, HHS will defer to ED on the specifics of this goal, if we choose to have one.]

Improving Professional Training [from ED?]

Building Language and Literacy Skills [from ED?]

Strategy #3: Encouraging Parental Involvement

- Reach out to stay at home families – to encourage participation and reading at home to supplement school activity. Target Early Head Start and Even Start – to further work on outreach to Hispanics through home visits.

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2 216
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432

June 20th + 2pt

Hispanic Education National Meeting

Friday, April 7, 2000

OEOB Rm. 180

11:00 a.m.

Agenda

I. Developments Since Last Meeting:

- A. Meeting Date Set! $\rightarrow$ June 15th $\rightarrow$ Thursday
- B. Welcome back, Kendra!
- C. Efforts of stakeholders – Initiative & Andy
- D. Outreach plan/efforts – Brian

Brian & Andy
 $\downarrow$
Dante & Kiki

II. Next Steps and Action Items

- A. Status of Goals: 1-page summary, efforts to shop same around -- DPC
- B. Structure and format of event
- C. Commitments and Deliverables
- D. Status of participant's list (both invitees and presenters) – need for separate meeting?
- E. Department of Education "report card" (suggestion from NCLR)

$\rightarrow$ Herb & Renee Tuller

Deborah
Kurtz
 $\downarrow$
Deborah
Kurtz

Anne Ray Tuller pro as conf.
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Goal # 1 **Increasing Access to Quality Early Childhood Education** *Eisenhower Executive Office Building Room 100*

Chair:

Honorable Loretta Sanchez (D-CA)
Member of Congressional Education Task Force
Representative, U.S. Congress, Washington, DC

Panelist:

Flo Abel
Family Resource Agency of Northern Georgia, Rossville, GA
Rebecca Barrera
President, National Latino Children's Institute, Austin, TX
Linda Espinosa
Professor, University of Missouri, Columbia, MO
Carole Fiore
Born to Read Program, Tallahassee, FL

Participants:

Able, Edward H.
President and CEO, American Association of Museums, Washington, DC
Igo, Shirley
President Elect, National PTA, Chicago, IL
Karp, Naomi
Director, U.S. Department of Education National Institute on Early Childhood, Washington, DC
Lombardi, Joan
Child and Family Policy Specialist, Alexandria, VA
Montoya, Patricia
Commissioner, Children, Youth and Families Department, Health and Human Services,
Washington, DC
Pastor, Verna
Education Consultant, WestED
Olchefske, Joseph
Superintendent, Seattle Public Schools, Seattle, WA
Ramos, Predro A.
President, Board of Education School District of Philadelphia, Philadelphia, PA
Welburn, Brenda L.
Executive Director, National Association of State Boards of Education, Alexandria, VA

DRAFT

Goal #2 **Ensuring that Hispanic Students Achieve English Proficiency** *Eisenhower Executive Office Building Room 180*

Chair:

Panelist:

Margarita Calderon

CRESPAR, El Paso, TX

Ken Noonan

Superintendent, Oceanside Unified School District, Oceanside, CA

Alba Ortiz

Director, Office of Bilingual Education, University of Texas at Austin, Austin, TX

Migdania Vega

Principal, Coral Way Elementary Bilingual School, Miami, FL

Participants:

Anzaldua, Gilberto

Superintendent, El Paso Independent School Board, El Paso, TX

Crane, Jonathan

National Center for Research on Social Programs, Arlington, VA

Cruz, Miriam

President, Equity Research Corporation, Washington, DC

Driscoll, David

Commissioner of Education, Commonwealth of Massachusetts, Malden, MA

Hunt, Ken

United Auto Group, Deluth, GA

Lechtenberg, Jennie, Sister

PUENTE Learning Center, Los Angeles, CA

Long, Sarah

President, American Library Association, Chicago, IL

Ortiz, Solomon P.

Representative (TX), U.S. Congress, Washington, DC

Paiz-Archuleta, Erlinda

Director, Regional Educational Services Unit Colorado Department of Education, Denver, CO

Pompa, Delia

Executive Director, National Association for Bilingual Education, Washington, DC

Rotherham, Andrew

Democratic Leadership Council, Washington, DC

DRAFT

Goal # 3 **Eliminating the Achievement Gap** *Vice President's Ceremonial Office Room 274*

Chair:

Honorable Carlos Romero-Barcelo (D-PR)
Member of Congressional Education Task Force,
Representative, U.S. Congress, Washington, DC

Panelist:

Dan Domench
Superintendent, Fairfax County Schools, Fairfax, VA
David Hernandez
Teacher, National Education Association, San Jose, CA
Aida Hurtado
Department of Psychology, UC Santa Cruz, Santa Cruz, CA
Paul Ruiz
Education Trust, Washington, DC

Participants:

Amato, Anthony
Superintendent, Hartford School District, Hartford, CT
Brown, Sarita
Executive Director, White House Initiative on Educational Excellence for Hispanic Americans,
Washington, DC
Chambers, Clarice L.
President, National School Boards Association, Harrisburg, PA
Chase, Robert
President, National Education Association
Codero-Guzman, PhD., Hector R.
Milano Graduate School of Management and Urban Policy, New York, NY
Fajardo, Victor
Secretary, Puerto Rico Department of Education, San Juan, PR
Hatton, Sylvia
Executive Director, Region One Education Service Center, Edinburg, TX
Hernandez, Sonia
Commission on Educational Excellence for Hispanic Americans, Sacramento, CA
Katzier Dan
Director, The Board Foundation, Los Angeles, CA
Kernan, John T.
Chairman and CEO, Lightspan, Inc., San Diego, CA
O'Neill, Beverly, Hon.
Mayor, City of Long Beach, Long Beach, CA
Quiroz, Lisa M
Publisher, People en Espanol, New York, NY
Taveras, Barbara A.
President, Edward W. Hazen Foundation, New York, NY
Vega-Rivera, Carmen
Executive Director, East Harlem Tutorial Program, New York, NY
Zacarias, Ruben
Former Superintendent, Los Angeles Unified School District, Chatsworth, CA

DRAFT

Goal #4
Increasing the Rate of High School Completion
Eisenhower Executive Office Building Room 472

Chair:

Secretary Louis Caldera
Secretary of the Army, Department of Defense

Panelist:

John Quinones
Journalist, ABC News Inc., New York, NY
Patricia Gandara
Division of Education, University of California, Davis, CA
Manuel Isquierdo
Principal, J. Sterling Morton East High School, Arlington Heights, IL

Participants:

Blackburn-Moreno, Ronald
President, ASPIRA Association, Washington, DC
Feldman, Sandra
President, American Federation of Teachers, Washington, DC
Gammon, Thomas
Teacher, Miami Springs High School, Miami-Dade County Public Schools, Miami, FL
Garewal, Harry
President, National Caucus of Hispanic School Board Members, Phoenix, AZ
Martin, Carmel
Rep. Senator Jeff Bingaman, U.S. Congress, Washington, DC
Merenda, Daniel W.
President and CEO, National Association of Partners in Education, Inc., Alexandria, VA
Orfield, Gary
Co-Director, The Civil Rights Project Harvard University, Cambridge, MA
Riojas-Esparza, Alma
President and CEO, MANA, Washington, DC
Santiago, Deborah
Deputy Director, White House Initiative on Educational Excellence for Hispanic Americans,
Washington, DC
Santiago, Isaura, Dr.
University Professor, Graduate Center, City University of New York, New York, NY
Trevino, Julian H.
President, Board of Trustees, San Antonio Independent School District, San Antonio, TX
Tukeva, Maria
Principal, Bell Multicultural High School, Washington, DC
Velazquez, Loida
President, HEP/Camp Association, Washington, DC

DRAFT

Goal # 5 **Increasing the College Completion Rate** *Eisenhower Executive Office Building Room 476*

Chair:

Gene Sperling

Assistant to the President and Director, National Economic Council, The White House

Maria Echaveste

Deputy Chief of Staff, The White House

Panelist:

Juliet Garcia

Presidential Advisory Committee for Educational Excellence for Hispanic Americans,
Brownsville, TX

Laura Rendon

Professor, California State University at Long Beach

Gustavo Roig

Associate Dean of Engineering for Outreach, Florida International University; Miami, FL

Participants:

Cotrell, Charles

President, St. Mary's University, San Antonio, TX

Fernandez-Haar, Ana Maria

President and CEO, The IAC Group, Inc., Miami, FL

Flores, Antonio

President, Hispanic Association of Colleges and Universities, Washington, DC

Garcia, Juliet V.

President, University of Texas at Brownsville, Brownsville, TX

Guerra, John C.

Vice President, AT&T Consumer Services SW Region, Dallas, TX

Guzman, Ana M. "Cha"

Senior Advisor to the Secretary, U.S. Department of Education, Washington, DC

Johnson, Karen R.

Deputy Chief of Staff, Governor Glendening – State of Maryland, Annapolis, MD

Padron, Eduardo J.

President, Miami-Dade Community College, Miami, FL

Petrovich, Janice

Director, Education, Knowledge and Religion Division, Ford Foundation, New York, NY

Reyes, Frank G.

Assistant to the Chancellor, San Bernardino Valley College, San Bernardino, CA

Rodriguez, Carlos

Principal Research Scientist, Pelavin Research Center of the American Institute for Research,
Washington, DC

Santos- Laanan, Frankie

Assistant Professor, Department of Human Resource Education, University of Illinois at Urbana-
Champaign, Champaign, IL

Vargas, Arturo

Executive Director, National Association of Latino Elected and Appointed Officials, Los
Angeles, CA

Vela, Charles

Executive Director, Center for the advancement of Hispanics in Science and Engineering
Education, Washington, DC

**WHITE HOUSE STRATEGY SESSION:
IMPROVING HISPANIC STUDENT ACHIEVEMENT**
Program Draft 6/14/2000 7:30 a.m.

2:25 pm () escorts participants to head table.

2:30 pm **THE PRESIDENT** is announced into room. **THE PRESIDENT** proceeds to table and takes seat.

2:33 pm **THE PRESIDENT** makes remarks. Following remarks, **THE PRESIDENT** explains that **Senator Bingaman, Congressman Hinojosa, Governor Glendening, Guillermo Linares and Secretary Riley** will offer brief remarks before the discussion.

2:43pm **Senator Jeff Bingaman** makes remarks.

2:47pm **Congressman Ruben Hinojosa** makes remarks.

2:51pm **Governor Paris Glendening** makes remarks.

2:55pm **Guillermo Linares** makes remarks.

2:59pm **Secretary Riley (TBD)** makes remarks.

3:03pm The Press is escorted out of East Room.

Discussion

3:05pm **THE PRESIDENT** introduces the other participants at the table, and explains that he is going to ask some of the folks at the table to give him an informal report the morning's breakout sessions. **THE PRESIDENT** makes brief remarks on Goal 1 (early childhood education) and poses a question to **Flo Abel**, Executive Director of the Family Resource Agency of Northern Georgia.

Question: "Flo, I know that in Georgia you have been experiencing rapid growth in the Hispanic population. What have you learned there that we as a country should be doing to ensure access and encourage participation of Hispanic families in early childhood programs?"

THE PRESIDENT makes brief remarks on Goal 2 (English language proficiency), acknowledging political tensions around this issue, and making a strong statement about the importance of having a goal on English language proficiency. **THE PRESIDENT** then poses a question to Migdania Vega, principal of Coral Way Bilingual Elementary School:

"Migdania, as I understand it, ____% of your students enroll with limited English proficiency, yet your school has some of the highest academic achievement in the county, including your English language reading scores. Based on your experience,

what are some of the strategies we need to use to ensure our students graduate from high school proficient in English?"

THE PRESIDENT makes remarks on Goal 3 (closing the achievement gap), including a strong comment on the importance of standards, accountability, state assessments and investment in what works. **THE PRESIDENT** then poses question to school district Superintendent (Hartford or Seattle):

"Hartford has been making some great strides in improving the educational achievement of all students. Your district (statistics on student achievement). What are the key strategies that are working in Hartford that schools and districts across the country should be using to leverage this kind of improvement?"

THE PRESIDENT makes remarks on Goal 4 (high school completion rate), then directs question to David Driscoll, Massachusetts Chief State School Officer or Tom Gammon, teacher, Miami Springs High School:

"When people talk about the high school completion rate for Hispanics, they most often focus on the disproportionately high dropout rate of Hispanic immigrant students or the financial support many Hispanic families need from their children's work. But people who pay attention to this issue say there are many other important factors. What else should schools and communities be doing to ensure more Hispanic students complete high school?"

THE PRESIDENT makes remarks on Goal 5 (college completion rate), then poses question to Juliet Garcia, President, UT-Brownsville.

"We have been working hard to open the doors of college to all Americans, and it's working. 66% of Americans are now going directly to college from after high school graduation (compared to what when we took office?). But roughly 1/3 of Hispanic students are dropping out before their second year. What needs to happen to continue to increase the pipeline, but also to ensure more students graduate?"

OR

"Today we are setting a goal to double the college completion rate for Hispanics over the next decade, but we know it took twenty years to double the rate to where it is today. What are we going to have to do to reach such an ambitious goal?"

- | | |
|--------|---|
| 3:30pm | THE PRESIDENT comments on some of the crosscutting themes from the responses (parental involvement, resource allocation, expectations) and opens the discussion with a question... |
| 4:20pm | THE PRESIDENT provides closing remarks and asks participants to move to the State Dining room for a reception. |
| 4:30pm | Program concludes. |

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President's List

HISPANIC CONFERENCE - Thursday JUN 15 2000 - 9:00 AM State Floor - Business - Penn. Ave. Entrance

Page 1

THE PRESIDENT AND FIRST LADY

REPORT DATE: June 13, 2000
REPORT TIME: 6:19 PM

Accepts and No Responses

- ✓ A **Ms. Florence Abel**
Family Resource Agency of Northern Georgia
Rossville, GA
- A **Mr. Edward H. Able**
President & CEO, American Association of Museums
Washington, DC
- A **Dr. Gilberto Anzaldua**
Superintendent, El Paso Independent School Board
El Paso, TX
- A **Ms. Erlinda P. Archuleta**
Director, Regional Educational Services Unit, Presidential Advisory Committee for Educational
Denver, CO
- A **Honorable Joe Baca**
Washington, DC
- ✓ A **Ms. Rebeca Barrera**
President, National Latino Children's Institute
Austin, TX
- A **Hon. (Rep.) Xavier Becerra**
D-California, House of Representatives
Washington, DC
- A **Hon. (Sen.) Jeff Bingaman**
D-New Mexico, United States Senate
Washington, DC
- A **Mr. Ronald Blackburn-Moreno**
National Executive Director, ASPIRA
Washington, DC
- A **Mr. Dan Katzier (Substitute for: Eli Katzier)**
- A **Ms. Sarita E. Brown**
Executive Director, White House Initiative on Educational Excellence for Hispanic Americans
Washington, DC
- A **Hon. Cruz M. Bustamante**
Lt. Governor, State Capitol
Sacramento, CA
- A **Hon. Louis Caldera**
Secretary of the Army
Washington, DC
- A **Ms. Margarita Calderon**
CRESPAR
El Paso, TX
- Mr. Michael D. Casserly**
Executive Director, Council of the Great City Schools
Washington, DC

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Page 2

REPORT DATE: June 13, 2000
REPORT TIME: 6:19 PM

Accepts and No Responses

- A **Ms. Clarice Chambers**
National School Boards Association
Harrisburg, PA
- A **Mr. Robert Chase**
President, National Education Association
Washington, DC
- A **Hon. Michael Cohen**
Assistant Secretary, Office of Elementary and Secondary Education, United States Department of Education
Washington, DC
- A **Mr. Hector Cordero-Guzman**
Chaplin Hall Center for Children
- Mr. David J. Cortiella**
President, Latino Professional Network
Dorchester, MA
- A **Dr. Charles Cotrell**
President, St. Mary's University
San Antonio, TX
- A **Mr. Jonathan Crane**
Arlington, VA
- A **Ms. Miriam Iris Cruz**
President, Equity Research Corporation
Washington, DC
- Hon. (Rep.) Lincoln Diaz-Balart**
R/Florida, House of Representatives
Washington, DC
- Hon. (Sen.) Christopher J. Dodd**
D/Connecticut, United States Senate
Washington, DC
- A **Mr. Daniel Domenech**
Superintendent, Fairfax County Schools
Fairfax, VA
- A **Mr. David Driscoll**
Chief of Counsel of Chief State School Officers
Malden, MA
- A **Dr. Orlando Edreira**
Professor, New Jersey State Board of Education
Elizabeth, NJ
- A **Ms. Alma Riojas Esparza**
President, MANA
Washington, DC
- ✓ (A) **Dr. Linda Espinosa Ph.D**
Professor, University of Missouri-Columbia
Columbia, MO
- #1
- OK

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Page 3

REPORT DATE: June 13, 2000
REPORT TIME: 6:19 PM

Accepts and No Responses

A **Mr. Victor Fajardo**
Secretary of Education
San Juan, PR

(A) **Ms. Sandra Feldman**
President, American Federation of Teachers
Washington, DC

OK

A **Ms. Ana Maria Fernandez-Haar**
Miami, FL

✓A **Ms. Carole Fiore**

A **Mr. Antonio Flores**
President, Hispanic Association of Colleges and Universities
Washington, DC

A **Mr. Tom V. Gammon**
Teacher, Miami Springs High School
Miami Springs, FL

A **Ms. Patricia Gandara**
Division of Education, University of California, Davis
Davis, CA

A **Dr. Juliet Villareal Garcia**
Presidential Advisory Committee for Educational Excellence for Hispanic Americans
Brownsville, TX

A **Mr. Harry Garewal**
President, IGA
Phoenix, AZ

Hon. (Rep.) Richard A. Gephardt:
D-Missouri, Minority Leader, United States House of Representatives
Washington, DC

A **Hon. (Gov.) Parris N. Glendening**
Governor, State of Maryland
Annapolis, MD

Hon. (Rep.) Charles Gonzalez
D-Texas, United States House of Representatives
Washington, DC

Mrs. Sarah M. Greene
Chief Executive Officer, National Head Start Association, Partnership Project
Alexandria, VA

(A) **Mr. Antonio Guernica**
President, Hispanic Radio Network
Arlington, VA

FAX

A **Mr. John C. Guerra Jr.**
Vice President, Corporate Affairs, AT&T Southwest LSO Business
Dallas, TX

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REPORT DATE: June 13, 2000
REPORT TIME: 6:19 PM

Accepts and No Responses

- A **Hon. (Rep.) Luis V. Gutierrez**
D/Illinois, House of Representatives
Washington, DC
- A **Dr. Ana Margarita "Cha" Guzman**
Senior Advisor to the Secretary, United States Department of Education
Washington, DC
- A **Dr. Sylvia Hatton**
Executive Director, Region One Education Service Center
Edinburg, TX
- A **Mr. David Hernandez**
Teacher, National Education Association
San Jose, CA
- A **Ms. Sonia Hernandez**
Chief of Staff & Policy Coordinator, Presidential Advisory Committee for Educational
Sacramento, CA
- A **Hon. (Rep.) Ruben E. Hinojosa**
D/Texas, US House of Representatives
Washington, DC
- A **Mr. Kenneth Hunt**
Deluth, GA
- A **Ms. Aida Hurtado**
- A **Mr. Manuel Isquierdo**
Principal, J. Sterling Morton East High School
Arlington Heights, IL
- ✓ A **Ms. Naomi Karp**
Director, National Institute on Early Childhood Development and Education Office, United States Department of
Education
Washington, DC
- A **Hon. (Sen.) Edward M. Kennedy**
Ranking Member, Committee on Health, Education, Neighbor, and Pensions, United States Senate
Washington, DC
- A **Mr. John Kernan**
CEO and Founder, Lightspan, Inc.
San Diego, CA
- A **Mr. Frankie Sanots Laanan**
Assistant Professor, Department of Human Resource Education, University of Illinois
Champaign, IL
- A **Sister Jennie M. Lechtenberg**
Executive Director, PUENTE Learning Center
Los Angeles, CA
- Mr. Nicholas Lehman**
The New Yorker Magazine
New York, NY

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REPORT DATE: June 13, 2000
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Accepts and No Responses

- #1 ✓ (A) **Mr. Edward Louis Leo** (OK)
Principal, Sanchez Elementary School
Austin, TX
- A **Honorable Guillermo Linares Jr.**
Member, New York City Council
New York, NY
- A **Dr. Joan Lombardi**
Deputy Assistant Secretary for Policy & External Affairs, US Department of Health and Human Services,
Washington, DC
- A **Mrs. Sarah Ann Long**
President, American Library Association
Wheeling, IL
- A **Ms. Shirley Igo (Substitute for: Ginny Igo)**
Hon. (Rep.) Robert Menendez
D/New Jersey, U.S. House of Representatives
Washington, DC
- A **Mr. Daniel W. Merenda**
President & CEO, National Association of Partners in Education
Alexandria, VA
- A **Mr. Manuel Mirabal**
National Puerto Rican Coalition
Washington, DC
- A **Ms. Patricia Montoya**
Commissioner, Administration on Children, Youth, and Families, United States Department of Health and Human
Services
Washington, DC
- A **Hon. (Rep.) Grace Napolitano**
D-California, United States House of Representatives
Washington, DC
- A **Mr. Kenneth Anthony Noonan**
Superintendent, Oceanside Unified School District
Oceanside, CA
- A **Hon. Beverly O'Neill**
Mayor, City of Long Beach
Long Beach, CA
- A **Mr. Joe Olchefske**
- A **Mr. Gary Orfield**
Co-Director and Professor of Education and Social Policy, The Civil Rights Project
Cambridge, MA
- A **Dr. Alba Ortiz**
University of Texas at Austin
Austin, TX

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REPORT DATE: June 13, 2000
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Accepts and No Responses

- A **Hon. (Rep.) Solomon P. Ortiz**
D/Texas, House of Representatives
Washington, DC
- Hon. Rodney Pacheco**
California State Representative, IGA
Riverside, CA
- A **Dr. Eduardo J. Padron**
President, Miami Dade Community College
Miami, FL
- A **Ms. Verma Pastor**
Phoenix, AZ
- A **Ms. Janice Petrovitch**
The Ford Foundation
New York, NY
- A **Ms. Delia Pompa**
Executive Director, National Association of Bilingual Education
Washington, DC
- A **Mr. John Quinones**
ABC News Inc.
New York, NY
- A **Ms. Lisa Quiroz**
Publisher, People En Espanol
New York, NY
- A **Ms. Heidi Ramirez**
Special Assistant to the Deputy Secretary, Department of Education, Office of the Deputy Secretary
- A **Hon. Saul N. Ramirez Jr.**
Deputy Assistant Secretary, Department of Housing and Urban Development
Washington, DC
- A **Mr. Pedro A. Ramos**
President, Pennsylvania School Board
Philadelphia, PA
-  **Hon. (Sen.) John F. "Jack" Reed**
D/Rhode Island, United States Senate
Washington, DC
-  **Hon. (Sen.) Harry Reid**
D/Nevada, United States Senate
Washington, DC
- A **Mrs. Laura Rendon**
- A **Mr. Frank G. Reyes**
San Bernadino, CA

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REPORT DATE: June 13, 2000
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Accepts and No Responses

- A **Hon. (Rep.) Silvestre Reyes**
D/Texas, House of Representatives
Washington, DC
- A **Hon. Bill Richardson**
Secretary, Department of Energy
Washington, DC
- A **Hon. (Sec.) Richard W. Riley**
Secretary of Education, United States Department of Education
Washington, DC
-  **Ms. Ingrid Rivera**
Director of External Relations & Corporate Marketing, Procter and Gamble: Puerto Rico, US Hispanic and Caribbean Markets
Guaynabo, PR
- A **Mr. Carlos Rodriguez**
Senior Research Analyst, Pelavin Research Center of the American Institut
Washington, DC
- A **Hon. (Rep.) Ciro Rodriguez**
D/Texas, United States House of Representatives
Washington, DC
- A **Mr. Gustavo Roig**

Mr. Waldemar Rojas
Superintendent, Dallas Unified School District
Dallas, TX
- Hon. Roy R. Romer**
Convention Chair, Democratic National Committee
Washington, DC
- A **Hon. (Rep.) Carlos A. Romero-Barcelo**
D/Puerto Rico, House of Representatives
Washington, DC
- Hon. (Rep.) Ileana Ros-Lehtinen**
Washington, DC
- Mr. Larry Rosen**
Chairman, aplauso.com
Miami, FL
- A **Mr. Andrew Rotherham**
Education Policy Analyst, Progressive Policy Institute
Washington, DC
- A **Hon. Lucille Roybal-Allard**
Representative (D-CA); Chair, Congressional Hispanic Caucus
Washington, DC
- A **Mr. Paul Ruiz**
Education Trust
Washington, DC

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Accepts and No Responses

- A **Hon. (Rep.) Loretta L. Sanchez Brixey**
D/California, US House of Representatives
Washington, DC
- A **Ms. Deborah A. Santiago**
Deputy Director, White House Initiative on Education Excellence for Hispanic Americans
Washington, DC
- A **Ms. Isaura Santiago**
Upper Saddle River, NJ
- A **Mr. Charles E. Vela M. Sc., M.Eng (Substitute for: Paloma Vela M. Sc., M.Eng)**
Executive Director, CAHSEE
Potomac, MD
- (A) **Hon. (Rep.) Jose E. Serrano** OK
D/New York, House of Representatives
Washington, DC
- A **Mr. Mario Sifuentes**
Chairman, National People of Color Student Coalition
- The Honorable Anthony Suarez**
Winter Park, FL
- A **Ms. Barbara Taveras**
Executive Director, Hazen Foundation
New York, NY
- A **Dr Gerald Tirozzi**
National Executive Director, Association of Secondary School Principals
Reston, VA
- Mr. James Traub**
The New York Times Magazine
New York, NY
- A **Dr. Julian Trevino**
Superintendent, San Antonio Independent School District
San Antonio, TX
- A **Ms. Maria L. Tukeva**
Principal, Bell Multicultural High School
Washington, DC
- Hon. Robert Underwood**
Member of Congressional Hispanic Caucus
Washington, DC
- A **Mr. Arturo Vargas**
Executive Director, National Association of Latino Elected Officials "NALEO"
Washington, DC
- A **Ms. Migdania Vega**
Miami, FL

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REPORT DATE: June 13, 2000
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- A **Ms. Carmen Vega-Rivera**
East Harlem Tutorial Program
New York, NY
- A **Ms. Loida Velasquez**
President, National HEP-CAMP Association and National Association for Migrant Education
Washington, DC
- Hon. Nydia M. Velazquez**
- A **Honorable Samuel F. Vigil**
State Representative, New Mexico State House of Representatives
Las Vegas, NM
- A **Dr. Brenda L. Welburn**
Executive Director, National Association of State Boards of Education
Alexandria, VA
- A **Dr. Ruben Zacarias**
Deputy Superintendent of Schools, LA Unified School District
Los Angeles, CA
- A **Mr. Steven Zwerling**
Senior Director, EMAC/EKA
New York, NY

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Regrets

- R **Mr. Michael Armstrong**
Chairman and CEO, AT&T Broadband Internet Services
Basking Ridge, NJ
- R **Hon. Zoe E. Baird**
President, Markle Foundation
New York, NY
- R **Mr. Craig Barrett**
President and CEO, Intel
Chandler, AZ
- R **Hon. Jarrett Barrios**
State Representative from Massachusetts, IGA
Boston, MA
- R **Ms. Susan Berresford**
President, Ford Foundation
New York, NY
- R **Hon. (Rep.) Henry Bonilla**
R-Texas, United States House of Representatives
Washington, DC
- R **Mr. Eli Broad**
Chairman, President & CEO, SunAmerica Incorporated
Los Angeles, CA
- R **Ms. Sarah Spaght Brown**
President & Director, The National Campaign to Prevent Teen Pregnancy
Washington, DC
- R **Ms. Cecilia Preciado Burciaga**
Member, Presidential Advisory Committee for Educational Excellence for Hispanic Americans
Seaside, CA
- R **Mr. George Castro**
Associate Dean, Presidential Advisory Committee for Educational Excellence for Hispanic Americans
San Jose, CA
- R **Ms. Darlene Chavria Chavez**
Tucson, AZ
- R **Mr. Gery J. Chico**
President, Chicago School Reform Board of Trustees, Altherman & Gray
Chicago, IL
- R **Hon. Henry Cisneros**
Los Angeles, CA
- R **Dr. Pablo Clausell**
Perth Amboy Board of Education
Perth Amboy, NJ
- R **Hon. (Rep.) William L. Clay Sr.**
Ranking Member, Committee on Education and the Workforce, House of Representatives
Washington, DC

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REPORT DATE: June 13, 2000
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Regrets

- R **Mr. Ramon Cortines**
Superintendent, LA Unified School District
Los Angeles, CA
- R **Mr. John Doerr III**
Partner, Kleiner, Perkins, Caufield & Byers
Menlo Park, CA
- R **Mr. Richard Dovalina**
President, League of United American Citizens (LULAC)
Washington, DC
- R **Mr. James Escalante**
Granite Bay, CA
- R **Mr. Fernando Espuelas**
StarMedia Network, Inc.
New York, NY
- R **Mr. Vincent L. Ferrandino**
Executive Director, National Association of Elementary School Principals
Alexandria, VA
- R **Hon. Fernando Ferrer**
Borough President of the Bronx
Bronx, NY
- R **Mr. Hector Garza**
Vice President, American Council on Education
Washington, DC
- R **Mrs. Melinda French Gates**
The Bill and Melinda Gates Foundation
Seattle, WA
- R **Mr. Louis V. Gerstner Jr.**
Chairman & CEO, IBM Corporation
Armonk, NY
- R **Mr. Javier Gonzalez**
Teacher, Pioneer High School
Whittier, CA
- R **Dr. Jose R. Gonzalez**
Rio Piedras, PR
- R **Hon. (Rep.) William F. Goodling**
Chairman, Committee on Education and the Workforce, House of Representatives
Washington, DC
- R **Mr. Jack Greenberg**
Chief Financial Officer & Vice Chairman, McDonald's Corporation
Oak Brook, IL
- R **Ms. Antonia Hernandez**
President, Mexican American Legal Defense and Education Fund
Washington, DC

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REPORT DATE: June 13, 2000
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Regrets

- R **Mr. Emilio Hernandez**
State Board of Education, IGA
Salem, OR
- R **Dr. Paul D. Houston**
Executive Director, American Association of School Administrators
Arlington, VA
- R **Prof. Caroline Minter Hoxby**
Cambridge, MA
- R **Mr. Stanley O. Ikenberry**
President, American Council of Education
Urbana, IL
- R **Mr. Durk I. Jager**
President and COO, The Procter & Gamble Company
Cincinnati, OH
- R **Hon. (Sen.) James M. Jeffords**
Chairman, Committee in Health, Education, Neighbor and Pensions, United States Senate
Washington, DC
- R **Ms. Nancy Keenan**
Superintendent of Public Instruction, Office of Public Instruction
Helena, MT
- R **Ms. Ginny Markel**
President, National PTA
- R **Hon. (Rep.) Matthew G. Martinez**
D/California, United States House of Representatives
Washington, DC
- R **Ms. Sara Martinez Tucker**
Hispanic Scholarship Fund, President and Corporate Executive Officer
San Francisco, CA
- R **Hon. (Rep.) George W. Miller**
D/California, United States House of Representatives
Washington, DC
- R **Mr. Arnold Levy Mitchem**
Associate Executive Director, Council for Opportunity in Education
Washington, DC
- R **Mr. John P. Morgridge**
Chairman of the Board, Cisco Systems
San Jose, CA
- R **Mr. Cipriano Munoz**
Chairman, Dallas-Mexico Partnership
Dallas, TX
- R **Hon. Rene O. Oliveira**
State Representative, Texas House of Representatives
Brownsville, TX

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Regrets

- R **Mr. Harry Pachon Jr.**
Elected & Appointed Official, The Tomas Rivera Policy Institute
Claremont, CA
- R **Hon. (Rep.) Edward L. Pastor**
D/Arizona, House of Representatives
Washington, DC
- R **Hon. Luis Quintana**
Treasurer of the Hispanic Elected Local Officials, Office of the City Council
Newark, NJ
- R **Mr. Robert Reiner**
CEO, Castle Rock Entertainment
Beverly Hills, CA
- R **Dr. William C. Richardson F.S.C.**
President & CEO, W. K. Kellogg Foundation
Battle Creek, MI
- R **Mr. Richard Robinson**
President, Chairman, and CEO, Scholastic Inc.
New York, NY
- R **Mr. Edward B. Rust Jr.**
CEO, State Farm Insurance
Bloomington, IL
- R **Ms. Paloma Santiago**
Associate Director, The George Washington University
Washington, DC
- R **Mr. John Phillip Santos**
Program Officer, Ford Foundation
New York, NY
- R **Ms. Cristina Saralegui**
Host, The Cristina Show, Univision
- R **Hon. (Sec.) Donna E. Shalala**
Secretary of Health and Human Services, United States Department of Health & Human Services
Washington, DC
- R **Mr. Elliot Shapleigh**
El Paso, TX
- R **Mr. Henry Shimbarger**
President and CEO, Coca-Cola Enterprises
Atlanta, GA
Guest: Mr. John Alm (Substitute for: Henry Alm)
- R **Mr. Leonard Shryock**
Norwalk, CA
- R **Mr. John F. "Jack" Smith Jr.**
Chairman and CEO, General Motors Corporation
Detroit, MI

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REPORT DATE: June 13, 2000
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Regrets

- R **Hon. Hilda L. Solis**
State Senator, State of California
El Monte, CA
- R **Dr. Fernando E. Torres-Gil**
Los Angeles, CA
- R **Mr. Solomon D. Trujillo**
CEO, US West Incorporated
Denver, CO
- R **Hon. Victor Fajardo Velez**
Secretary of Education, IGA
San Juan, PR
- R **Ms. Diana Wasserman**
Board Member, Boward County School System
Fort Lauderdale, FL
- R **Ms. Marilyn Whirrey**
National Teacher of the Year, Council of Chief State School Officers National Teacher of the Year Program
Washington, DC
- R **Mr. Raul Yzaguirre**
President, National Council of La Raza
Washington, DC

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REPORT DATE: June 13, 2000
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Number of Accepts:	106
Number of Regrets:	68
Number of No Responses:	23
Number of Unknown Guests:	0
Number of Expected Attendees:	129

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June 14, 2000

STRATEGY SESSION IMPROVING HISPANIC STUDENT ACHIEVEMENT

DATE: THURSDAY, JUNE 15, 2000
TIME: 2:30PM
LOCATION: EAST ROOM
THE WHITE HOUSE
FROM: MARIA ECHAVESTE
MICKEY IBARRA
MARY BETH CAHILL
BRUCE REED
BRIAN BARRETO

I. PURPOSE

You will participate in a strategy session on improving Hispanic student achievement.

II. BACKGROUND

This Strategy Session is a follow-up to the First Lady's convening on Latino youth last August. Prominent educators, researchers, national, state, and local elected officials, and leaders from the private sector and the philanthropic community will be in attendance. The session will highlight your work on behalf of Hispanic Americans including the efforts of your Advisory Commission on Educational Excellence for Hispanic Americans, and will establish five national goals to hold America accountable for addressing these issues (see attached goals).

The opening session will feature Vice President Gore (via satellite), Secretary Riley, California Lieutenant Governor Cruz Bustamonte, and chair of the Congressional Hispanic Caucus, Rep. Roybal-Allard. Secretary Riley will announce and release a Progress Report on Hispanic Education that will be the first installment of an annual measure of the nation's progress toward meeting the five goals. Following the opening, each participant will attend a small discussion session on the major challenges and strategies for addressing one of the five key issue areas: 1) early childhood education, 2) English language acquisition, 3) closing the achievement gap, 4) high school completion, and 5) college completion.

After lunch, you will lead an interactive "roundtable" discussion with fifteen individuals representing the education, nonprofit, business, and policymaking communities, including Secretary Riley, Governor Glendening, Senator Bingaman, Representative Hinojosa, and Guillermo Linares, the chair of your commission on Hispanic Education. The discussion will be attended by the strategy session's other 100 participants. At the conclusion of the session, there will be a small reception in the State Dining Room.

III. BACKGROUND ON NATIONAL GOALS

Goal #1: Improving Access to Quality Early Childhood Education

The major policy issues involved in improving early childhood education for all children include breaking down barriers to access and improving the quality of child-care and early childhood education programs. The importance of improving access to early childhood education is heightened in the Hispanic community due to the fact Hispanic children under age 5 are less likely to be enrolled in early childhood education programs. In 1998, for example, only 20 percent of Hispanic 3 year-olds were enrolled in early childhood programs, compared to 42 percent of whites and 44 percent of blacks. Your Administration has worked hard to include more Hispanic children in Head Start and, as a result, enrollment has increased by nearly 60,000 during the Clinton Administration, with the program now reaching approximately 230,000 Hispanic children. Despite these increases, however, Hispanic children remain under-represented, comprising less than 25 percent of Head Start enrollment compared to nearly 30 percent of all low-income, preschool children in the Nation.

Goal #2: Ensuring that Hispanic Students Achieve English Proficiency

Bilingual education tends to be controversial, more for political, rather than educational reasons. Throughout the country there are good examples of bilingual education programs, dual-language programs, English as a Second Language (ESL) programs, English-immersion programs and other instructional methods that are helping children reach high academic standards while becoming proficient in English. Evidence is mixed on which is most effective. Bilingual education programs use the native-language to provide academic instruction in the content areas, while using ESL strategies to teach English. This is designed to enable limited English proficient (LEP) students to make a transition to all-English instruction, without losing ground in core academic subjects. Bilingual programs should emphasize the development of English-language skills as well as academic achievement, grade promotion and graduation requirements. Likewise, these programs may not be appropriate for all schools or students, depending on the number of students speaking the same language, and the number of bilingual teachers available. Only 2.5% of teachers are certified to teach bilingual education or ESL. The GAO report also found that many school districts with high concentrations of LEP students were not adequately providing bilingual services. Your Administration fought for and won a 35% increase in bilingual and immigrant education in 1997, and won another \$24 million increase in FY 2000.

Goal #3: Eliminating the Achievement Gap

Overall, Hispanic students consistently perform below the national average in the National Assessment of Educational Progress and other academic indicators. Disparities begin as early as kindergarten and by age nine, Hispanic students lag behind their non-Hispanic peers in reading, mathematics and science proficiency. Even as the numbers of Latino high school graduates increase, they are still less likely than white graduates to have completed a college prep curriculum, which includes four years of English and three years of science, social studies, and mathematics (44 percent compared to 54 percent in

1994). In addition to results on assessments, data show that when compared to non-Hispanic students, Hispanic students are:

- less likely than black or white students to have access to a computer at home or in school
- 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

Many of the investments in your Hispanic Education Action Plan (HEAP) address these disparities, including increases in Title I funds, bilingual education programs, and migrant education programs.

Goal #4: Increasing the Rate of High School Completion

A significant gap in the rate of high school completion exists between Hispanic students and their peers. Among 18 through 24 year-olds, 90.2% of non-Hispanic whites and 81.4% of non-Hispanic Blacks had completed high school in 1998. For Hispanic youth, the figure stands at only 62.8%. Furthermore, the rate of high school completion among Hispanic youth has fluctuated greatly in recent years. The 1998 number is approximately where rates were in the mid-1980s and represents a 6% decline since 1997.

Many experts correctly point out that the Hispanic rate is a dual story—while US-born Hispanic youth aged 16 through 24 with both parents also born in the US have a dropout rate of 15.8%, immigrant Hispanic youth reflect a 44.4% drop-out rate. However, the fact remains that the lowest dropout rate for Hispanic youth (that of US born with US born parents) is still twice that of their non-Hispanic white peers and greater than the rate for non-Hispanic Blacks.

Goal #5: Increasing the College Completion Rate

Currently 11 percent of Hispanics ages 25 and older have a B.A., compared to a national average of 27 percent. U.S.-born Hispanics earn 21 percent less than non-Hispanic whites, a gap that is largely explained by differences in educational achievement. Key strategies to increase Hispanic American attainment of college degrees include: stronger academic preparation for college, including challenging core courses starting in middle school and high expectations for students and families; (2) strengthening articulation agreements between community and four-year colleges because Hispanic students are disproportionately likely to first enroll in a two-year college; and (3) strengthening Hispanic-Serving Institutions. As you know, your Administration's efforts to broaden college opportunity include (1) creating the GEAR UP initiative and expanding the TRIO programs to provide academic support and mentoring for disadvantaged students from middle school through college; (2) doubling student financial aid to \$60 billion, including the Hope and Lifetime Learning tax credits and the Direct Student Loan program; (3) proposing College Completion Challenge Grants to fund college efforts to strengthen student retention through additional scholarships and summer bridge programs, and (4) providing \$100 million to help develop Hispanic-Serving Institutions.

IV. PARTICIPANTS

Event Participants:

YOU

Secretary Richard Riley

Senator Jeff Bingaman

Representative Ruben Hinojosa

Guillermo Linares, Chair of your commission on Hispanic Education

Governor Paris Glendening

Key leaders from the education, business and Hispanic advocacy communities.

V. SEQUENCE OF EVENTS

2:00 P.M. **YOU** will be briefed in the Red Room.

Pre-Brief Participants

Maria Echaveste

Mickey Ibarra

Bruce Reed

Brian Barreto

Bethany Little

2:20 P.M. **YOU** proceed to the Blue Room.

2:20 P.M. **YOU** will greet the following in the Blue Room:

Blue Room Participants

Secretary Richard Riley

Governor Paris Glendening (D-MD)

Congressman Ruben Hinojosa (D-TX)

Senator Jeff Bingaman (D-NM)

Lieutenant Governor Cruz Bustamante (D-CA)

Mayor Beverly O'Neill (Long Beach, CA)

Chairman Guillermo Linares

2:30 P.M. **PROGRAM (Open Press)**

YOU will be announced to HONORS into the East Room.

YOU make remarks and introduce Governor Paris Glendening.

Governor Paris Glendening makes remarks. **YOU** thank Governor Glendening and introduce Senator Jeff Bingaman.

Senator Jeff Bingaman makes remarks. **YOU** thank Senator Bingaman and introduce Congressman Ruben Hinojosa.

Congressman Ruben Hinojosa makes remarks. **YOU** thank Congressman Hinojosa and introduce Guillermo Linares, Chairman, White House Commission on Educational Excellence for Hispanic Americans.

Guillermo Linares makes remarks. **YOU** thank Guillermo Linares and introduce Secretary Riley.

Secretary Riley makes remarks.

3:03 P.M. The Press is escorted out of the East Room.

3:05 P.M. **STRATEGY SESSION (Closed Press)**

See attached script.

4:30PM Program concludes.

VI. PRESS

Open press for formal remarks at beginning of program.
Press will be escorted out of East Room following formal remarks.

VII. ATTACHMENTS

- National Goals.
- Script for Strategy Session.

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WH Hispanic Education Strategy Session

BREAKOUT #1: Improving Access to Quality Early Childhood Education

Moderator - Secretary Donna Shalala (HHS- Cabinet Affairs is formally checking with the Secretary, but please let me know if you think this will be possible)

"On the Future" @ Summit

Panelists:

National Organization -

Rebecca Barrera
 Executive Director

National Children's Latino Institute

Austin, TX

512-472-9971

512-472-5845

NCLI focuses on issues concerning Latino children, youth and families by raising awareness, building capacity in the field, and building public and private partnerships.

(HHS- Do you have more information on the specifics of their early childhood work?)

Researcher -

Linda Espinosa, Ph.D.

University of Missouri - Columbia

6396 South Sabine

Columbia, MO 65203

(ED - Do you have a phone number for Dr. Espinosa?)

Dr. Espinosa specializes in studies related to the learning and development of young children from diverse backgrounds. She also is a member of the National Research Council's committee that is conducting the Study of Early Childhood Pedagogy.

Practitioners -

Head Start:

The Family Resource Agency of Northern Georgia

1217 Lafayette Road

Rossville, Georgia 30741

[Flo Abel at 706-861-0105]

(HHS - Is Flo Abel the Director of the project? Who should be invited to speak?)

litig
+
Cuz
Wuz

577
482-2659

[Family]

early childhood
two projects

@ hands for the future
project to create
public education
for Hispanic
in

Access, equity, family

577-882-6572

Dr. Espinosa
to explore
topics

groups, states, other
researchers
childcare
+ this

may go
push on date

② Rank your work
in terms of
impact +
sustainability
litig champion

③ do we have enough
to do

④ Dept. DOT
- child passing
thing
fing - the kids

LM

Pre-K:

(ED – Do you have a phone number for Mr. Leo?)

Policy Deliverables:

Access to Child Care Deliverables:

Outreach Strategy through Public Housing:

- Under the leadership of the Dept. of Health and Human Services, the Early Childhood Working Group of the White House Initiative on Educational Excellence for Hispanic Americans will launch a collaborative effort with the Department of Housing and Urban Development (HUD) and the Department of Education to disseminate bilingual information on early childhood (early brain development/parents as first teachers, child care, Head Start, etc.) through HUD community networks. This will be accomplished through one-day events to draw attention to the available resources, bring in speakers and offer services like immunizations. HHS is planning to pilot this in approximately 5 communities in early summer. **(HHS - Can we include information on helping Hispanic families take advantage of EITC, CDCTC, and**

CHIP?? Also – please let me know when you'll have specifics on locations and timing.)

Outreach Strategy through Hospitals/Pediatricians:

- Reach Out and Read, a non-profit organization dedicated to providing parents with information on the importance of language development and literacy during routine well-baby check-ups, will be launching an effort to focus on reaching Latino families. They have hired a pediatrician to focus on Hispanic issues and, in 2000, will be doing major outreach to migrant families (more details to follow). **(ED- Could we do a conference all together with Matt Vino to discuss whether we should highlight their current work or whether they can go further?)**

Outreach Strategy to Local Pre-K and Early Childhood Education Leaders:

- The U.S. Dept. of Education will begin a major outreach effort to provide more and higher quality services to very young Hispanic children through Title I pre-school programs. The Department of Education will send out a letter encouraging local school districts to use Title I funds for preschool, urging schools to reach out to Hispanic families, and explaining the flexibility in Title I schoolwide programs in selecting participants and in providing services to Hispanic children and their parents.
- In addition, the Dept. will prepare policy guidance on the use of Title I funds for preschools with examples of high quality programs serving large numbers of Hispanic preschoolers. **(ED- Can this information packet – letter and policy guidance be sent from the Secretary as a follow-up to the Hispanic strategy session?)**

In addition, as part of an access deliverable, the White House will announce that both the Department of Health and Human Services and the Dept. of Education will monitor and set a base-line of Hispanic participation in their key early childhood programs.

Quality Deliverables:

Research deliverable?

- Improve quality of services for Head Start programs serving Hispanic children and their families. Announce \$1 million in new funding available in FY 2000 for approximately 7 grant awards of up to \$150,000 per year for four years through the Head Start-Higher Education Hispanic Service Partnerships (HS-HEHSP) grant program to improve Head Start services to Hispanic children and families. This grant program will support efforts to improve the quality and long-term effectiveness of Head Start and Early Head Start programs serving Hispanic children and their families by developing models of academic training and forming partnerships between the Higher Education Institutions and local Head Start and Early Head Start programs. Eligible applicants will be institutions of higher education, in partnership with 1 or more local Head Start or Early Head Start grantees.

- Highlight the recently released, “New Teachers for a New Century: The Future of Early Childhood Professional Preparation” and, specifically, the chapter that focuses on the preparation for early childhood educators who work with young English Language Learners. Also, highlight the President’s budget for the Early Childhood Professional Development initiative.

Parent/Family Involvement Deliverables:

- Scholastic Inc., a global children’s publishing and media company, will launch a new literacy campaign targeting Hispanic parents and their children. (more details to follow)
- American Library Association (ALA) children’s book award to promote excellence in children’s literacy that reflects the Latino culture.



"Agee, Eve" <Eve_Agee@ed.gov>

06/02/2000 05:47:22 PM

Record Type: Record

To: "Bradley, Bridget" <Bridget_Bradley@ed.gov>, Ann O'Leary/OPD/EOP

cc:

Subject: RE: TAKE 2: Re: Early Childhood Component of Hispanic Education Strategy Meeting

Ann-

The phone numbers for Linda Espinosa are (573)882-6572 and (573)882-2659.

Ed Leo can be reached at (512)414-3040. Doing a conference call with Matt

Vino sounds great.

Eve

-----Original Message-----

From: Bradley, Bridget

Sent: Friday, June 02, 2000 2:37 PM

To: Agee, Eve

Subject: FW: TAKE 2: Re: Early Childhood Component of Hispanic Education Strategy Meeting

hey-

I cut and paste the first attachment below -- the other is the old draft of the conference deliverables, etc. Let me know if you need a print-out!

Thanks for the message about Prescription for Rdg...

Bridget

WH Hispanic Education Strategy Session

BREAKOUT #1: Improving Access to Quality Early Childhood Education

Moderator - Secretary Donna Shalala (HHS- Cabinet Affairs is formally checking with the Secretary, but please let me know if you think this will be possible)

Panelists:

National Organization -

Rebecca Barrera

Executive Director

National Children's Latino Institute

Austin, TX

512-472-9971

NCLI focuses on issues concerning Latino children, youth and families by raising awareness, building capacity in the field, and building public and private partnerships.

(HHS- Do you have more information on the specifics of their early childhood work?)

Researcher -

Linda Espinosa, Ph.D.
University of Missouri - Columbia
6396 South Sabine
Columbia, MO 65203

(ED - Do you have a phone number for Dr. Espinosa?)

Dr. Espinosa specializes in studies related to the learning and development of young children from diverse backgrounds. She also is a member of the National Research Council's committee that is conducting the Study of Early Childhood Pedagogy.

Practitioners -

Head Start:

The Family Resource Agency of Northern Georgia
1217 Lafayette Road
Rossville, Georgia 30741
[Flo Abel at 706-861-0105]

(HHS - Is Flo Abel the Director of the project? Who should be invited to speak?)

This program is located in an area of Georgia where there is a large carpet making industry. While at one time there were hardly any Hispanics in the area, starting in 1995, there was an influx of Central American Hispanic families immigrating to the area. In the last year alone, the Hispanic population has risen from 40% to 50-60%. The Family Resources Head Start program took note of the changing demographics and worked to proactively hire bilingual teachers, staff and other coordinators, and to provide more home visits for families that were not immediately comfortable with coming to the center.

Pre-K:

Ed Leo
Principal
Sanchez Elementary School
Austin, TX

(ED - Do you have a phone number for Mr. Leo?)

Mr. Leo runs an early childhood language and literacy class for 4-year-olds in his public school. The program is funded by the Dana Foundation and

staffed by AmeriCorps volunteers and mothers who live in the neighborhood. He believes that this program is one way to stop the achievement gap before it begins.

Policy Deliverables:

Access to Child Care Deliverables:

The White House will announce a major outreach effort to Hispanic Families to provide information on the importance of early childhood education and to provide information on resources that they can access. This effort will be a public-private effort with the following components:

Outreach Strategy through Public Housing:

· Under the leadership of the Dept. of Health and Human Services, the Early Childhood Working Group of the White House Initiative on Educational Excellence for Hispanic Americans will launch a collaborative effort with the Department of Housing and Urban Development (HUD) and the Department of Education to disseminate bilingual information on early childhood (early brain development/parents as first teachers, child care, Head Start, etc.) through HUD community networks. This will be accomplished through one-day events to draw attention to the available resources, bring in speakers and offer services like immunizations. HHS is planning to pilot this in approximately 5 communities in early summer. (HHS - Can we include information on helping Hispanic families take advantage of EITC, CDCTC, and CHIP?? Also - please let me know when you'll have specifics on locations and timing.)

Outreach Strategy through Hospitals/Pediatricians:

· Reach Out and Read, a non-profit organization dedicated to providing parents with information on the importance of language development and literacy during routine well-baby check-ups, will be launching an effort to focus on reaching Latino families. They have hired a pediatrician to focus on Hispanic issues and, in 2000, will be doing major outreach to migrant families (more details to follow). (ED- Could we do a conference all together with Matt Vino to discuss whether we should highlight their current work or whether they can go further?)

Outreach Strategy to Local Pre-K and Early Childhood Education Leaders:

· The U.S. Dept. of Education will begin a major outreach effort to provide more and higher quality services to very young Hispanic children through Title I pre-school programs. The Department of Education will send out a letter encouraging local school districts to use Title I funds for preschool, urging schools to reach out to Hispanic families, and explaining the flexibility in Title I schoolwide programs in selecting participants and in providing services to Hispanic children and their parents.

· In addition, the Dept. will prepare policy guidance on the use of Title I funds for preschools with examples of high quality programs serving large numbers of Hispanic preschoolers. (ED- Can this information packet - letter

and policy guidance be sent from the Secretary as a follow-up to the Hispanic strategy session?)

In addition, as part of an access deliverable, the White House will announce that both the Department of Health and Human Services and the Dept. of Education will monitor and set a base-line of Hispanic participation in their key early childhood programs.

Quality Deliverables:

Research deliverable?

- Improve quality of services for Head Start programs serving Hispanic children and their families. Announce \$1 million in new funding available in FY 2000 for approximately 7 grant awards of up to \$150,000 per year for four years through the Head Start-Higher Education Hispanic Service Partnerships (HS-HEHSP) grant program to improve Head Start services to Hispanic children and families. This grant program will support efforts to improve the quality and long-term effectiveness of Head Start and Early Head Start programs serving Hispanic children and their families by developing models of academic training and forming partnerships between the Higher Education Institutions and local Head Start and Early Head Start programs. Eligible applicants will be institutions of higher education, in partnership with 1 or more local Head Start or Early Head Start grantees.

- Highlight the recently released, "New Teachers for a New Century: The Future of Early Childhood Professional Preparation" and, specifically, the chapter that focuses on the preparation for early childhood educators who work with young English Language Learners. Also, highlight the President's budget for the Early Childhood Professional Development initiative.

Parent/Family Involvement Deliverables:

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- American Library Association (ALA) children's book award to promote excellence in children's literacy that reflects the Latino culture

-----Original Message-----

From: Ann_O'Leary@opd.eop.gov [mailto:Ann_O'Leary@opd.eop.gov]
Sent: Thursday, June 01, 2000 4:44 PM
To: Karp, Naomi; Ramirez, Heidi; Wilhelm, Susan; jbosland@acf.dhhs.gov; pmontoya@acf.dhhs.gov; Agee, Eve; Santiago, Deborah; Bethany_Little@opd.eop.gov; Bradley, Bridget; Eric_J._Morse@opd.eop.gov
Subject: TAKE 2: Re: Early Childhood Component of Hispanic Education Strategy Meeting

My apologies. Now with the correct attachment:

(See attached file: WH Hispanic - Early Childhood.doc)

Ann O'Leary
06/01/2000 04:32:53 PM

Record Type: Record

To: See the distribution list at the bottom of this message

cc: Eric J. Morse/OPD/EOP@EOP
Subject: Early Childhood Component of Hispanic Education Strategy Meeting

Thank you all very much for your help on the early childhood portion of the WH Hispanic Education Strategy meeting, scheduled for June 15th. Based on your wonderful recommendations, I have put together the following proposal of panelists and policy deliverables. Please review and note questions that I have directed at your various agencies. If you could provide me with feedback ASAP so I can begin to invite panelists and nail down these deliverables, I would appreciate it greatly.

Thanks again for all of your help and my apologies for the disorganization on our end.

Please call me with any questions -- 456-6275.

(See attached file: Hispanic early childhood.doc)

Message Sent

To: _____

Naomi_Karp@ed.gov @ inet
Heidi_ramirez@ed.gov @ inet
susan_wilhelm@ed.gov @ inet
jbosland@acf.dhhs.gov @ inet
pmontoya@acf.dhhs.gov @ inet
Eve_Agee@ed.gov @ inet
deborah_santiago@ed.gov @ inet
Bethany Little/OPD/EOP@EOP
Bridget_Bradley@ed.gov @ inet

**U.S. DEPARTMENT OF EDUCATION INFORMATION
FOR
THE WHITE HOUSE STRATEGY SESSION ON HISPANIC EARLY
CHILDHOOD EDUCATION**

Strategy #1: Access/Participation

Title I, Part A

Approximately 2 percent of the children served in Title I, or 264,141 children, are in preschool. Overall, over 30 percent of the children served through Title I are Hispanic. Hispanic children also represent the fastest growing population served by the program. There are many opportunities for Title I to reach out to Hispanic families and to provide more and higher quality services to very young Hispanic children. Following are a few examples:

- Send a letter to the field from the Director encouraging the use of Title I funds for preschool, urging schools to reach out to Hispanic families, and explaining the flexibility in Title I schoolwide programs in selecting participants and in providing services to Hispanic children and their parents. (the Director has agreed to issue this letter)
- Prepare policy guidance on the use of Title I funds for preschools with examples of high quality programs serving large numbers of Hispanic preschoolers. (this guidance is currently being prepared by a contractor)

Strategy #2: Quality

The President's budget proposal includes \$30 million for **Early Childhood Educator Professional Development**, a program which would help improve the school readiness of children by creating high-quality professional development opportunities especially in high-need communities. Staff from Title I preschools, Even Start, Head Start and public child care programs could receive training on providing high-quality language stimulation and literacy experiences for children.

ED will issue **guidance and a program self-assessment** instrument on improving the quality of Title I preschool programs and the early childhood components of Even Start programs. Both products will focus specifically on emergent literacy, language development, and early reading and math concepts. The guidance and self assessment instrument will address issues of quality related to cultural appropriateness, quality components of programs serving Hispanic children including those whose first language is not English. (The quality guide and self-assessment instrument are in the early planning stages in ED in an initiative led by PES for Title I and Even Start preschools).

Research On The Importance Of Participation In Quality Programs

- The Early Childhood Institute is funding a three-year study, Literacy Environments in Preschool Programs (LEPP) to determine how the LEPP intervention impacts both teaching and young children's language and literacy development. The research also will document if the program improves Head Start teachers' understanding of language and literacy development and their teaching skills. One-third of the children in the study will come from Spanish-speaking homes, and assessments will be conducted in Spanish and English.
- A three-year evaluation of universal preschool in New Jersey began in October 1999. New Jersey is under court order to provide universal, high quality, intensive preschool programs in 29 of the State's most disadvantaged school districts. Through a random assignment design, this evaluation will address how well a state can implement high quality preschool services on a state-wide basis and determine if such programs can prevent children in poverty from falling behind in social and academic competencies. There will be large numbers of Hispanic and African-American children in the study.

Parental Involvement In High Quality Programs

- A three- year study of partnerships between schools and immigrant families in Boston has found that parent-teacher conferences can be used as a valuable way to build and strengthen partnerships with families and kindergarten and early elementary school teachers. By using literacy portfolios, families developed more security and competency in helping their children (66% of the children spoke English as a second language) with school assignments. Both children and families improved their English skills.
- *Ready to Learn Television Programming* is supported by the Early Childhood Institute. The purpose of this activity is to provide the Corporation for Public Broadcasting and the Public Television System with funds to create new television programs for an early childhood audience. As part of the overall project, a Ready to Learn network of PBS affiliates has developed. There are specific outreach activities to families whose primary language is not English. Some specific data include:
 - a. 88 of the 130 affiliates work with Hispanic populations
 - b. 123,00 copies of *PBS Families* have been printed in Spanish (*Para la familia*) and distributed through the affiliates; This is about 11% of the distribution total.

Announcements And Initiatives To Highlight

- A Study of Early Childhood Pedagogy is being completed at the National Academy of Sciences. Funded by the U.S. Department of Education, the study committee is

answering three questions: a) If children are to be successful when they arrive at kindergarten, what should they be experiencing, doing, and learning between 2 and 5 years of age?; b) What are the best ways for them to experience and learn these things?; and c) How do we best measure what they have learned? When the report is released in June, Secretary Riley will convene teams of early childhood experts from all 50 states and representatives from national organizations to learn about the contents of the report and determine how to implement the findings.

- The United States is participating in a 12 nation study of early childhood education and care policies. The study is being conducted by the Organization for Economic Cooperation and Development (OECD) and is collaboratively funded by the Office of Educational Research and Improvement (OERI) in the U.S. Department of Education and the Office of the Assistant Secretary for Planning and Evaluation (ASPE) and the Administration for Children Youth and Families (ACYF) in the U.S. Department of Health and Human Services. The comparative report will be released in the winter of 2000. Department of Education staff are beginning to make plans to hold a policy conference shortly after the report is released. The comparative report will have major implications for how we improve the ways in which we serve America's diverse populations of children.
- The National Center on Early Development and Learning (NCEDL), located at the University of North Carolina at Chapel Hill and funded by the Early Childhood Institute in the U.S. Department of Education, is about to launch a study of public school involvement in prekindergarten programs. The study will run from 2000 through 2003 and will focus on the following areas of study:
 - a. Funding and Financing of Prekindergarten Programs – How public education dollars are being used with Head Start and Child Care dollars to provide high quality programs;
 - b. Professional Development – What qualifications, certification, and education the adults in prekindergarten programs have; what they adults know about language/literacy and numeracy development and how they teach young children these concepts;
 - c. Family Involvement – How high quality programs reach out to families, particularly families who do not speak English; and
 - d. Children's Outcomes – What effects do prekindergarten programs that include public education dollars have on young children's learning and development, particularly in the areas of social-emotional development, language and literacy, and numeracy.
- The Office of Educational Research and Improvement (OERI) and the National Institute on Child Health and Human Development (NICHD) in the U.S. Department of Health and Human Services are jointly funding a research initiative, the Development of Early Language in Spanish-Speaking Students. The first awards for research centers and individual studies will be awarded in the summer of 2000.

III. Research-Based Publications

- The Even Start program worked with the Early Childhood Institute to support the publication of the booklet Building Your Baby's Brain: A Parent's Guide to the First Five Years. This publication, printed in English and in Spanish, is the result of a research conference sponsored by the Early Childhood Institute on the critical periods in brain development. Close to 20, 000 booklets were printed in English and Spanish, and this publication will soon be reprinted because of its popularity with families, educators, and policy makers.
- *Como estimular el cerebro infantil: Una guía para padres de familia* – This publication is available from the Early Childhood Institute in the U.S. Department of Education. It is designed for families, Even Start program directors, child care providers, Head Start teachers, and others who work with families of young children. The booklet contains information about young children's brain development and is based on a research conference, "Critical Thinking About Critical Periods." Each of the chapters in the 50-page booklet contains basic information about development and has activities that adults can do with young children in order to maximize young children's learning experiences.
- *Early Childhood Digests* are published 4 times a year by the Early Childhood Institute. They are designed to help families and early childhood and early elementary school educators build partnerships. The *Digests* also provide families with research-based suggestions for improving time management, finding resources, and solving other everyday problems. The Spanish *Digests* include: *Familias Latinas: Participando en la educacion de sus hijos* and *Ayudando a los padres a comunicarse mejor con las escuelas*.
- *New Teachers for a New Century: The Future of Early Childhood Professional Preparation* is a new publication by the Early Childhood Institute. The book contains five chapters that describe how colleges of education prepare students who receive bachelor's, master's, and doctoral degrees in early childhood education. All of the chapters describe exemplary programs, where the field should be in the next five years, recommendations for future research, and implications for policy and practice. One of the chapters focuses on the preparation of early childhood educators who work with young English Language Learners.
- The Early Childhood Institute and the Substance Abuse and Mental Health Services Administration (SAMHSA) in the U.S. Department of Health and Human Services will release a new publication in the summer of 2000. It will be a report of the result of a three-year study funded by the two agencies that investigated how intensive, integrated services for children from birth through seven years of age improved their mental health and overall development and learning. The children's parents all had substance abuse and mental health problems, and the families received mental health and other services in community-based programs. The report will highlight interagency collaboration at the sites, which were located in Tucson, Los Angeles,

Parsons, Kansas, and Detroit. A large number of Hispanic children and families were included in the study. The report will include future research recommendations and implications for policy and professional development.



Julie Bosland <jbosland@acf.dhhs.gov>

06/02/2000 03:26:35 PM

Please respond to jbosland@acf.dhhs.gov

Record Type: Record

To: Ann O'Leary/OPD/EOP

cc:

Subject: re: TAKE 2: Re: Early Childhood

Form: Reply

Text: (123 lines follow)

Okay, a few responses on the document :

First, yes, Flo Abel in Georgia is the Head Start Director and we talked to the ACF regional administrator who feels she would be articulate and a good representative of Head Start.

Second, on the bilingual outreach piece, we don't foresee a problem with adding other bilingual materials, but let me do some checking to see what's available in those areas. Also, I know that we sent you the language that was used to describe it, but on re-reading it, I'm afraid that it may be HHS heavy and I don't want our partner agencies to feel slighted. Could we reword to something like:

The Early Childhood Working Group of the White House Initiative on Educational Excellence for Hispanic Americans, chaired by Patricia Montoya of the Department of Health and Human Services [or you can cut this if you don't want a name reference], will launch a collaborative effort between HHS, Education and HUD ... The Departments [rather than HHS] are planning to pilot this in XX communities in early summer.

As for getting you sites and timelines, we had some trouble with the first list of sites because those that met our criteria were all on the East Coast except for one in Washington state. We have an urgent request out to some midwest and southwest regions and should finalize this on Monday. I'm hoping that we can then get you final sites and dates by the end of the week?

Third, I noticed your wording on the Head Start Hispanic higher education partnerships piece indicated this as an announcement and I just wanted you to know that, while we definitely think you should be highlighting this at the strategy session, this funding announcement went out in May. Apparently there was no way that they could hold it till mid-June due to the schedule for grant panelling and the timeframe set for when grant decisions must be finalized and processed. So it is still a great thing to highlight, but I didn't want you to be surprised by the fact that it is not a traditional announcement in the sense that it is already out there but we won't know the awardees yet. I'm sorry if there was any confusion on this one.

Finally, the update to the Head Start "action" document that was prepared with OMB last year is in an expedited Dept. clearance right now. This would be a good piece to distribute, either to all participants or just those in the Early Childhood group. It essentially goes through the areas for action that were proposed last year, outlining steps that have been taken to date and some remaining next steps. It also highlights the significant increase in % of Head Start children who are Hispanic last year. I'm fairly confident that this should clear without much trouble as the document on which it is based was already public, but we'll let you know as soon as it is available.

Feel free to call with any questions. Have a good weekend (hopefully not working on this).

Julie Bosland
Special Assistant to the Commissioner
Administration on Children, Youth and Families
U.S. Department of Health and Human Services
phone: 202-401-2887
fax: 202-205-9721
----- Original Text -----

From: <Ann_O'Leary@opd.eop.gov>, on 6/1/2000 4:51 PM:

SUBJECT too long. Original SUBJECT is
TAKE 2: Re: Early Childhood Component of Hispanic Education Strategy Meeting

----- Original Message Follows -----

My apologies. Now with the correct attachment:

(See attached file: WH Hispanic - Early Childhood.doc)

Ann O'Leary
06/01/2000 04:32:53 PM

Record Type: Record

To: See the distribution list at the bottom of this message

cc: Eric J. Morse/OPD/EOP@EOP
Subject: Early Childhood Component of Hispanic Education Strategy Meeting

Thank you all very much for your help on the early childhood portion of the WH Hispanic Education Strategy meeting, scheduled for June 15th. Based on your wonderful recommendations, I have put together the following proposal of panelists and policy deliverables. Please review and note questions

that I have directed at your various agencies. If you could provide me with feedback ASAP so I can begin to invite panelists and nail down these deliverables, I would appreciate it greatly.

Thanks again for all of your help and my apologies for the disorganization on our end.

Please call me with any questions -- 456-6275.

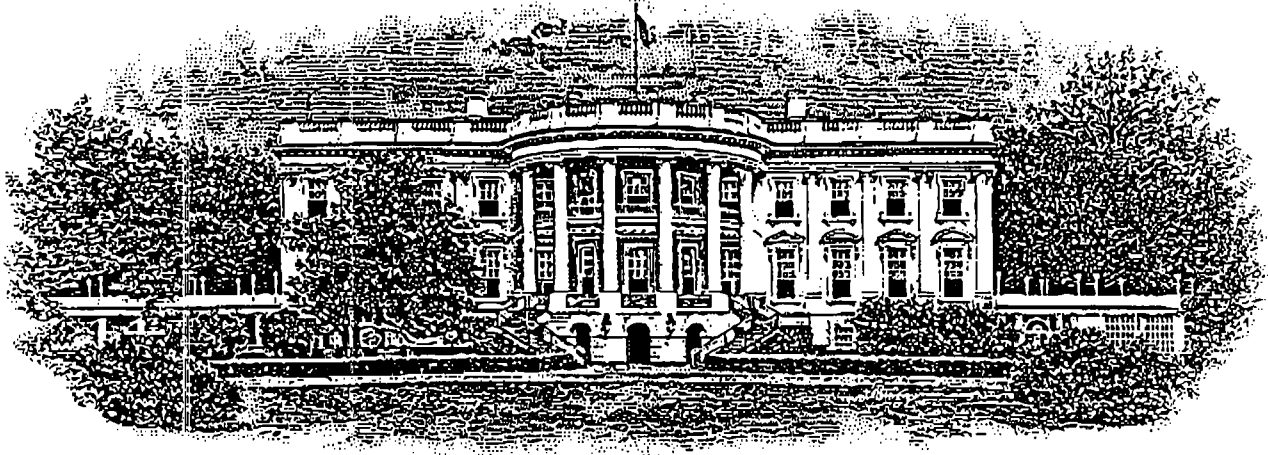
(See attached file: Hispanic early childhood.doc)

Message Sent

To: _____

Naomi_Karp@ed.gov @ inet
Heidi_ramirez@ed.gov @ inet
susan_wilhelm@ed.gov @ inet
jbosland@acf.dhhs.gov @ inet
pmontoya@acf.dhhs.gov @ inet
Eve_Agee@ed.gov @ inet
deborah_santiago@ed.gov @ inet
Bethany Little/OPD/EOP@EOP
Bridget_Bradley@ed.gov @ inet

THE WHITE HOUSE
OFFICE OF INTERGOVERNMENTAL AFFAIRS



FAX COVER SHEET

To: Ann O'

From: Jackie Lain

Date: 6-5-00 No. of Pages: 4

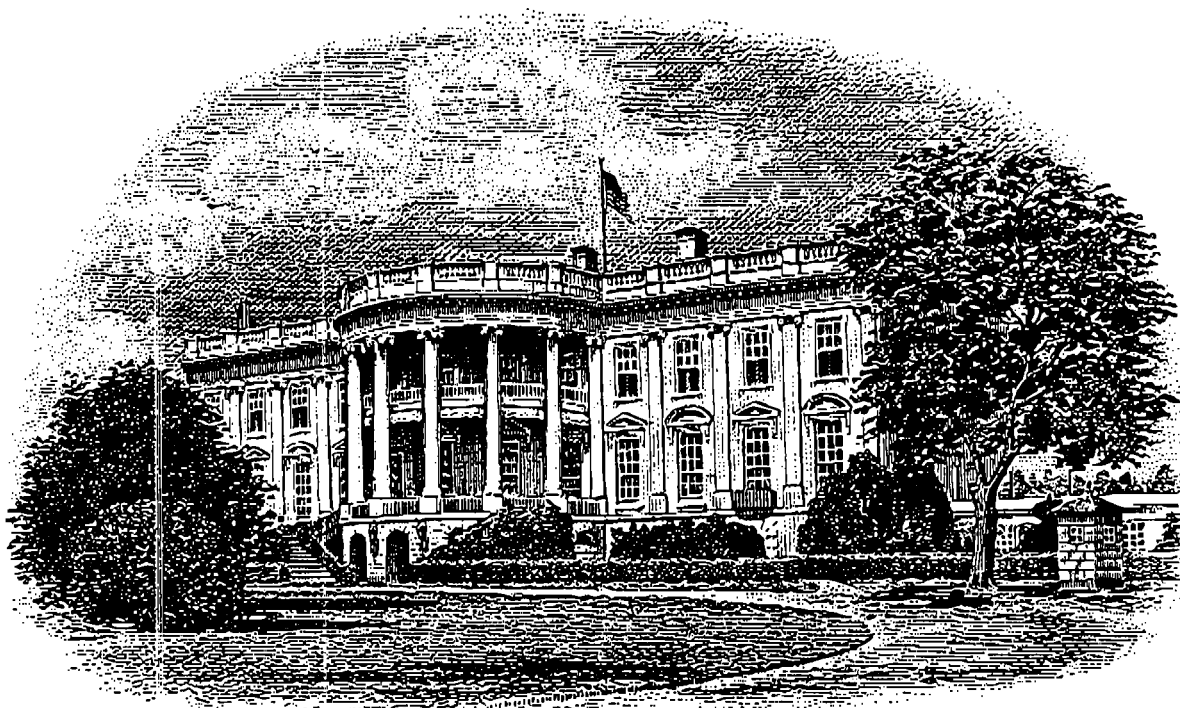
Phone: 6-5084 Fax: _____

Phone: 202/456-2896

Fax: 202/456-2889

Message: Ann, this is what I was going to fax
to Emily. Please let me know what you decide
to do with it. Thanks, J

THE WHITE HOUSE
OFFICE OF INTERGOVERNMENTAL AFFAIRS



Please Deliver To: Emily Shcketoff

Number of Pages: 2 (plus cover sheet)

Sender: Jackie Lain (fax: 202-456-2889) (phone: 202-456-5084)

Comments: Emily, this list was provided by the White House's liaison to the health-care community and includes people who participated in the First Lady's "prescription to read" program and contacts in other groups she thought would be helpful. Please call if you need further assistance, Jackie (456-5084).

THE WHITE HOUSE
1600 Pennsylvania Ave, NW
Washington, DC 20500
202.456.2896 ph ♦ 202.456.2889 fax

Name: Mr. Rich Deen
Org: American Medical Association
Phone: 789-7413

Name: Ms. Elena Rios
Org: National Hispanic Medical Association
Phone: 202-628-5895

Name: Ms. Marcia Simon
Org: American College of Obstetricians and Gynecologists
Phone: 202-863-2511

Name: Ms. Christine Burch
Org: National Association of Public Hospitals
Phone: 202-408-0223

Name: Amy Checkoway
Org: National Association of Child Advocates
Phone: 202-289-0777

Name: Dan Drolet
Org: National Association of Homes and Services for Children
Phone: 202-223-3447

Name: Mr. Rick Pollack
Org: American Hospital Association
Phone: 202-633-1100

Name: Mr. Phil Schneider
Org: National Association of Chain Drug Stores
Phone: 202-549-3001

Name: Catherine Hess
Org: Association of Maternal and Child Health Programs
Phone: 202-775-0436

Name: Mr. Dennis Johnson
Org: Children's Health Fund
Phone: 202-535-9400

Name: Ms. Carmella Bocchino
Org: American Association of Health Plans
Phone: 202-778-3203

Name: Mr. Pete Wilson
Org: National Association of Children's Hospitals
Phone: 703-684-1355

Name: Ms. Marjorie Vanderbilt
Org: American Association of Nurses
Phone: 202-651-7000

Name: Ms. Eileen McGrath
Org: American Medical Women's Association
Phone: 703-838-0500

Name: Mr. Graham Newson
Org: American Academy of Pediatrics
Phone: 202-347-8600

Name: Ms. Rose Gonzales
Org: Hispanic Nurses Association of the American Nurses Association
Phone: 202-651-7085

Name: Ms. Judith Waxman
Org: Families USA
Phone: 202-628-3030

Name: Mr. John Rector
Org: National Community Pharmacists Association
Phone: 703-683-8200

Name: Mr. Jeffrey Human
Org: American Academy of Family Physicians
Phone: 232-9033

Free Hispanic

Brian A. Barreto 06/05/2000 03:40:45 PM

Record Type: Record

To: Ann O'Leary/OPD/EOP@EOP
cc: Julie K. Anderson/WHO/EOP@EOP
Subject: Hispanic Education Participants

I apologize - I thought I sen these to you - I forwarded them on to Andy and I thought that he woudl send them to you - I apologize for the confusion.

----- Forwarded by Brian A. Barreto/WHO/EOP on 06/05/2000 03:39 PM -----



Emily Sheketoff <ES@alawash.org>
05/23/2000 01:37:23 PM

Record Type: Record

To: Brian A. Barreto/WHO/EOP
cc:
Subject: Hispanic Education Participants

With the changes the goals seem to be moving in, the libraries play a crucial role in goal #1, early childhood education. Libraries have been involved with this activity for many years and are always working on new programs and activities to serve their communities.

Libraries are also working on English proficiency through their literacy programs and activities which focus on Hispanic culture. Many libraries also have language labs to teach or improve their patron*s English language skills.

And finally, libraries are bridging the Digital Divide. Since the early 1990*s, libraries have put a lot of effort into connectivity. More than 90% of public libraries are connected to the Internet and we know that libraries are the number one place the public goes for Internet access if they don*t have access at home or at work.

The following names are librarians or people working with libraries to serve the Hispanic population in their communities and would be excellent participants in the White House Summit on Hispanic Education.

Susan Roman, Executive Director of the Association for Library Service to Children and the Association for Library Trustees and Advocates, (Divisions of the American Library Association)
ALA Headquarters
50 East Huron
Chicago, IL 60611

2

800-545-2433, ext. 2162 (Phone)
312-944-7671 (FAX)
sroman@ala.org

Susan Roman has over twenty years of experience in library service to users of every age. She has worked in public libraries, special libraries, and taught graduate level library service classes at both the University of Chicago and Dominican University (formerly Rosary College). A frequent speaker and author of books and articles, she received her Ph.D. from the University of Chicago.

Ms. Roman has led delegations of children's literature and service specialists to Russia, China, South Africa, and Eastern Europe. She is an active proponent of cooperative and collaborative programming for children and their families - including those developed, administered, or conducted by her. These programs include: the Library-Museum-Head Start Partnership Project, the Born to Read Project, the I Am Your Child Campaign, the Coalition for America's Children, the Goals 2000 Arts Education Partnership, the Designated Reader Campaign, the U.S. Department of Education Read*Write*Now! Initiative, the Between the Lions PBS television series, and the ParenTech Project. Many of these projects are aimed at parent education, especially those dealing with early literacy.

Carol Fiore, Program Specialist (resume & Bio attached)
Bureau of Library Development
Division of Library & Information Services
Florida*s Born to Read Program
2005 Pepperidge Way
Tallahassee, FL 32308-6144
805-487-2651 (Phone)
850-488-2746 (FAX)
cfiore@mail.dos.state.fl.us

I gave a video of Florida*s Born to Read * Florida Style and a copy of their pamphlet, Parents*If you see any of these warning signs*in both English and Spanish to Bethany.

The purpose of Florida*s Born to Read program is to work with at-risk teen parents or parents-to-be to teach them about the importance of reading to their babies. The program helps these parents develop necessary skills to be effective as their child*s first teacher and provides age and developmentally appropriate materials to do so. Because members of the target population have frequently not been traditional library users, it is important that outreach programs be an integral part of the local library*s activities. This early intervention program can help break the cycle of illiteracy.

Rose Trevino (resume attached)
Head of Children*s Services
San Antonio Public Library
600 Soledad Street
San Antonio, TX 78205-1208
210-207-2510 (Phone)
210-207-2508 (FAX)
rtrevino@ci.sat.tx.us

Rose Trevino invented the program, *Born to Read*. She is now in the San Antonio Public Library system as the head of Children*s Services. Some of San Antonio*s programs include:

Cuentitos, Rimas y Mas/Stories, Rhymes & More

A bilingual program that is targeted at children, ages 3-6. The children participate in group participation activities and learn songs from Latin American countries. Children also enjoy finger plays in Spanish and English and learn rhymes to clap to.

Nacido Para Leer/Born To Read

This outreach program is targeted at Hispanic teen mothers. Mothers are taught how to select books for their babies as well as how to share books with them. They learn many basics including lullabies, nursery rhymes, and simple verses. A 5 1/2 minute video is available in Spanish and in English. A bilingual manual with the songs, rhymes, and book suggestions is also available. Phase I of Nacido Para Leer/Born To Read is targeted at mothers of babies, newborn to 24 months. The second phase, currently under production, is targeted at mothers of babies, 24 to 36 months.

Dia de los Ninos/Dia de los Libros

A bilingual activity flyer is produced and distributed to children throughout the city. This recognition of children and books is celebrated on April 30, and San Antonio Public Library celebrates with displays and programs at all locations. A suggested list of bilingual books is made available for distribution.

Hispanic Heritage

In celebration of Hispanic Heritage, numerous programs are developed and presented throughout the year. Children's Services has a reader's theater group, called The Troubadours, which presents stories adapted from Latin American folktales. These presentations are made in the public libraries and in schools.

Laura Kleinmann, Librarian
Oyster Bilingual Elementary School
Washington, DC
202-671-0081 (work)
301-891-8481 (home)
laura.k@erols.com

Oyster Bilingual School is the only dual-language immersion program in the DC Public School system. The children, who range in age from Pre-Kindergarten to 6th grade, receive instruction in English and Spanish throughout the day.

Each classroom has an English-dominant and Spanish-dominant teacher who share the curriculum in a variety of ways, depending on their pedagogical strengths and interests. Therefore, Science, Social Studies and Math may be taught in either language throughout the year, while Language Arts is taught in English and Spanish everyday. The student population is diverse, yet from its inception in 1972, Oyster has maintained a 60% native Spanish-speaking majority. This insures that the dual-language program serves the needs of

Washington's Spanish-speaking community by providing a solid foundation in first-language and second-language instruction, while at the same time providing an opportunity for the city's English-speaking children to learn Spanish. When the children graduate from the 6th grade, they are truly prepared to take their places as bilingual citizens of a multicultural world.

As the bilingual Librarian at Oyster for five years, Laura Kleinmann has been able to support and enhance this exciting program in many ways. Her mission has been to create a library program and develop a collection of books and materials that truly reflect the Oyster community both linguistically and culturally. During her five year tenure at Oyster Elementary, she has increased the collection of books in Spanish from 1/5 of all books in the library to approximately half. Her emphasis when purchasing books in either language has been multicultural children's literature as well as authentic texts in Spanish (non-translations). As the collection has grown, she has worked more and more closely with teachers to extend the library program into the classrooms. As the "book person" at Oyster Elementary, Ms. Kleinmann has always made sure that she is available to provide resources and

ideas for classroom projects. When children come to the library, she inspires them to interact with words through bilingual storytelling and dramatizations, often using a flannel board for increased visual comprehension. She encourages children, teachers and parents to borrow books from the library, and is in the process of automating the collection to streamline that process. A vibrant, welcoming bilingual Library is the beating heart at the center of a successful, bilingual school, and at Oyster Elementary, she believes that the library fulfills that purpose.

Carmen Toni Bissessar, Director
Brooklyn Multi-Lingual Library
President of REFORMA (Hispanic Library Organization)
129-20 101st Ave
Richmond Hill, NY 11419
718-230-6798 (Phone)
718-230-6798 (FAX)
tbissessar@brooklynpubliclibrary.org

Toni Bissessar is the current President of REFORMA, the National Association to Promote Library Services to the Spanish-Speaking. Their website is www.reforma.org

REFORMA is committed to the improvement of the full spectrum of library and information services for the approximately 29 million Spanish-speaking and Hispanic people of the U.S. It was established in 1971 to promote the development of library collections to include Spanish language and Hispanic-oriented materials; the recruitment of more bilingual and bicultural professionals and support staff; the development of library services and programs which meet the needs of the Hispanic community; the establishment of a national network among individuals who share their goals; the education of the U.S. Hispanic population in regards to availability and types of library services; and lobbying efforts to preserve existing library resource centers serving Hispanic interests.

Martin Gomez
Executive Director, Brooklyn Public Library
Grand Army Plaza
Brooklyn, New York 11238
718-230-2403 (Phone)
718-399-9372 (FAX)
m.gomez@brooklynpubliclibrary.org

Martín Gómez is Executive Director of Brooklyn Public Library, the nation's fifth-largest library system. The Library is an independent nonprofit corporation with an annual operating budget of \$75 million, and serves Brooklyn's 2.5 million residents. Mr. Gómez has been instrumental in establishing the Brooklyn Public Library Foundation to raise private funds for Library programs. He also helped to create an online wide-area network providing free public access to the Internet at Brooklyn's 60 public libraries. His current focus is to strengthen the Library's ability to improve literacy levels for children and young adults. Mr. Gómez joined Brooklyn Public Library in 1995 and continues his lifelong commitment to encouraging diversity in libraries.

Mr. Gómez is an elected member of the American Library Association (ALA) Executive Board. In 1991, Mr. Gómez served as President of REFORMA, the National Association to Promote Library Services for the Spanish Speaking.

Recent honors include: 1999 New York City Council Man of Hope Award; 1998 Honorary Doctor of Laws degree from St. Joseph's College, Brooklyn; 1998 Homero Rosado Leadership Award from the Spanish

Speaking Elderly Council-RAICES; 1998 Award for Outstanding Support of Archives from the Archivists Round Table of Metropolitan New York; 1997 Brooklyn Friends School's Festividad de Amigos Award for fostering educational and business partnerships; and the 1997 Brooklyn District Attorney's Arts Award for Hispanic Leadership. In 1996, the Brooklyn Chamber of Commerce presented Mr. Gómez with the Eileen C. Dugan Public Service Award. In 1990, he was awarded the Margaret E. Monroe Adult Services Award from the ALA.



Anne Connor, Manager of Children's Services
Los Angeles Public Library
630 W. Fifth St.
Los Angeles, CA 90071
213-228-7481
213-228-7485 (FAX)
aconnor@lapl.org

BACKGROUND:

Undergraduate degree in Children's Literature, UCLA, 1975.

Master of Library and Information Sciences, UCLA, specialization in Public Libraries and Children's Services, 1979.

Children's Librarian at Torrance Public Library, Santa Monica Public Library and Los Angeles Public Library,

1980-85.

Senior Librarian, Los Angeles Public Library, 1985-95.

Manager of Children's Services, Los Angeles Public Library 1995-present

Anne Connor has developed many programs to address needs of the Hispanic community in Los Angeles, including:

Read to Me, L.A.: An early literacy program which targets the parents of babies, toddlers, and preschoolers. Volunteers are trained to provide workshops to parents in the diverse and multilingual communities of the city on the importance of reading aloud to young children. A video in English and Spanish is used in the training and has been distributed to schools, community centers and daycare providers throughout Southern California.

2000 Reasons to Read: A literacy intervention program to encourage children to read for pleasure during the school year. Program's game board is available in Spanish and English. Children who read 2,000 minutes receive a gift dictionary. Preschoolers receive bilingual word books to help develop their literacy skills.

L.A. Kids Read Festival: Citywide kickoff of a Summer Reading Club which invites children and their families to the Central Library to celebrate reading and children. Attendance at this annual event has grown from 12,000 to 20,000 children and families.

Grandparents and Books: LA Public Library's intergenerational and multicultural program in which "Library Grandparents" are trained to share books with children at the library. Children can read with a caring adult in their own language, or improve English skills by listening and reading aloud in the library.

Migrant Education Partnership with the Music Center and the County Office of Education: Arts enrichment program for children of migrant workers which adds a literacy component by working with the library to make them aware of our resources.

Ms. Connor has managed and coordinated the library's Children's Services Program on a citywide and local basis for a staff of 80 children's librarians who visit schools, conduct storytimes, and provide library

materials and literacy support for children and their families throughout the city of Los Angeles.

She has managed the Children's Literature Department, which provides local library services to a low-income Latino neighborhood population in addition to its function as a major research and circulating collection of children's literature.

She is the liaison to the City of Los Angeles' Commission for Children, Youth, and their Families, working cooperatively with other Departments in the City of Los Angeles and community based organizations to maximize services to children.

Steven Herb, Head (resume attached)
Education Library
Pennsylvania State Libraries
401 Rackler Building
University Park, PA 16802-1801
814-865-2842
814-863-5774 (FAX)
slh@psulias.psu.edu

Steve Herb has published many papers on early literacy and the role of fathers. He is the past president of the Association for Library Service to Children. He is an expert in early childhood education and has published papers on *The Importance of Early Literacy* and *Using Children's Books in Pre-School Settings*.

Sylvia Mora-Mavrogenes, Assistant Director
Branch, Youth and Outreach Services
Miami-Dade Public Library System
Miami, FL
305-375-5005

Sylvia Mora Mavrogenes is an Assistant Director with the Miami-Dade Public Library System and her responsibilities are Branches, Youth and Outreach Services. Sylvia has worked for the Miami-Dade Public Library System for the last 10 years, nine of which she spent as the Youth Services Administrator. As such, Ms. Mavrogenes was responsible for services for youth 0-18 years. Before coming to Florida, Ms Mavrogenes worked for the Santa Clara County Library and the San Jose Public Library in California. Ms. Mavrogenes is on the Board of the Association for Library Services to Children, is an active member of the American Library Association, and has presented programs about serving youth at the Public Library Association conferences. Ms. Mavrogenes is passionate about serving the youth of the community. Early Literacy has been a special area of interest. Ms. Mavrogenes has developed several programs which serve the early literacy, multilingual and multicultural needs of the Miami community. Some programs are:

Project Jump Start, selected by the Public Employees Roundtable as a National Exemplary program, serves the licensed early childhood centers by providing ready-made storykits containing books, flannelboards, songs, and activities. Over one million children benefited from this service last year.

Born to Read serves the newborn population at two hospitals in Miami-Dade County. Over 5,000 newborn Born to Read kits are distributed at Jackson Memorial Hospital and Baptist Hospital containing a book, a developmental calendar, and a video about the importance of reading and appropriate activities for babies during the first year of life.

Colorin Colorado serves the multilingual, multicultural population by providing a ready-made monolingual, or bilingual language story experience to toddler and preschoolers by training the

non-Spanish speaking staff through untraditional means.

Spanish Toddler and Preschool Storytime serves the Spanish-speaking early childhood population and Spanish-speaking parents with traditional stories, songs and fingerplays in a library setting.

Jody Wilson, Youth Services Librarian
East San Jose Carnegie Branch Library
1102 E. Santa Clara Street
San Jose, CA 95116
408-998-2069

The East San Jose Carnegie Branch of the San Jose Public Library has instituted a program that focuses on early childhood education for Latino/Hispanic children.

This branch received a grant from Libraries for the Future to implement a Parent/Child Workshop--a Family Place Library program. More information on this program is available at <http://www.lff.org/demo/familynew.html>.

This workshop is aimed at providing parents with the opportunity to speak with experts in the areas of speech, child development, nutrition, and physical fitness, and to introduce them to the materials that the library has available on these subjects. While parents speak one-on-one with these experts, children (age 6 months to 3 years) play with developmentally appropriate toys that facilitate their intellectual, motor, and social development. The first workshop, which was held April 22, was very successful. The demographics of the participants in this program mirrors this branch's customer base which is approximately 30% Hispanic, 30% Vietnamese, 30% White, and 10% other. A Spanish language translator is present throughout the workshop.

X Sally Bean, Children's Librarian
Oakland Public Library
Latin American Branch
1900 Fruitvale Ave
Oakland, CA 94601-2451
510-535-5620 (Phone)
510-535-5622 (FAX)
bean#sa@oak2.ci.ca

The Latin American Branch of the Oakland Public Library is one of the first libraries of its kind, started in the 1960's. They present a lot of cultural programs, mostly focused on Mexican heritage. Pre-schools and families attend these programs. The programs include:

Pre-school storytime, younger siblings are encouraged to also attend

Summer reading program which encourages parents to read to their kids

Music from Mexico uses music and other activities to attract families into the library where the other services available can be highlighted and explained. New immigrants have no history with library use and don't know about the types of services and programs available to them within the community. The library can bridge the concept of resources available to families and how they can avail themselves of these resources. The library is the only city service many of these people can see in this community.

Afterschool homework program has bilingual staff and high school students who are bilingual work with younger kids to bridge the gap from school and act as tutors

Maria B. Salvadore, Coordinator (resume faxed)
Children's Service

DC Public Library
202-727-1151 (PHONE)
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jim-maria-nick@erols.com

In addition to working with children from birth to young adults, Ms. Salvadore worked on the National Born to Read Advisory Committee which allowed her to assist in the development of training models that have been implemented locally in Washington, DC.

Diana Borrego (resume attached)
Outreach, San Jose Public Library
180 W San Carlos Street
San Jose, CA 95113
408-277-5666 (PHONE)
408-885-0527 (FAX)
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Some of the programs Ms. Borrego has worked with are:

Family Stories / Cuentos de Familia

Community members were invited to share their family stories with the children and parents of the Biblioteca Latinoamericana neighborhood. The three individuals invited included a professor from Hayward State University, an elementary school teacher, and a San José State University student working on her teaching credential. All three presenters were first generation Mexican-Americans.

The professor shared stories of growing up in Texas. He used Carmen Lomas Garza's book *Family Pictures / Cuadros de Familia* to illustrate his childhood memories. The second presenter shared stories of her family's migration to the United States, illustrated with a family tree made from photographs. Our last presenter read an essay she had written for an assignment, honoring her 90 year-old grandfather who accompanied her to the program.

Gorditas

In celebration of Cinco de Mayo, the children of the Biblioteca Latinoamericana made gorditas (small thick round tortillas) out of masa (corn dough). For this program, Diana brought in her grandmother's metate and molcajete for decoration. The metate and molcajete are made out of pumice rock. The metate is used to grind the corn kernels into masa to make tortillas while the molcajete is used to grind the tomatoes and chiles into a salsa.

The children were given a small amount of masa to make their own gordita. The gorditas were cooked on an electric grill by a library clerk. Once the gordita was cooked, the child could fill the inside with beans, cheese, salsa de chile, lettuce and tomatoes.

The majority of attendees at this program were children.

Salsas de la Cocina

This food program was a demonstration of how to make different types of salsas using a variety of chiles. (An exhibit of these chiles accompanied this program.) The program began by introducing the peppers as one of the New World foods that changed the eating habits of the world.

The salsas were all made in advance in order to have samples available, as well as to save time. The families were treated to tortilla chips sprinkled with the salsas. At the end of the program, the parents were given several small samples of the salsas accompanied by copies of salsa recipes.

Mothers and some fathers and their children attended this program.

Differences in publishing trends in Latin America

This program was presented to elementary school teachers, giving them a general orientation regarding the differences in the history of libraries, books, and printing between the U.S. and Latin America. Also discussed was how the politics of a country influences the development of publishing.

Tin Art

For Día de los Muertos, the children traced designs related to the festivity onto thin metal sheets. The end result is that of an embossed image (repujado) created on the reversed side of the metal sheet. Tin folk art has been popular in Mexico for a long time and has only recently been truly appreciated.

Papel Picado

Papel picado, or perforated paper folk art, is popular in many countries. In Mexico this form of art is used for decorating the streets during celebrations. This program consisted of folding tissue paper in a variety of ways and then cutting small designs into it.

Attendees included adults as well as children and their parents.

Armando Ramirez

Children's Librarian, San Jose Public Library
180 West San Carlos
San Jose, CA 95113
408-277-4871 (Phone)

Armando is a Children's Librarian at San Jose Public Library's Biblioteca Latinoamericana. As such, he provides several very successful bilingual Spanish/English programs. Armando's Preschool Bilingual Story Hour is now one of the most popular programs in the Biblioteca's community. Several preschools, Head Starts and members of the neighborhood community regularly attend this program. Recently, Armando piloted an exciting new program for teenage mothers and their infants called "Touchpoints."

Touchpoints is an early childhood literacy program that helps young mothers introduce literacy to infants (0 to 18 months) through the use of board books, songs and finger plays.

Armando is an inspired children's librarian and a wonderful role model for San Jose's Latino youth.

Ben Ocon, District Director (resume attached)

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- Carol Fiore.doc



- Trevino.doc



- Steve Herb.doc



- Diana Borrego.doc



- benocon.doc

WH Hispanic Education Strategy Session

BREAKOUT #1: Improving Access to Quality Early Childhood Education

Moderator – Secretary Donna Shalala (**HHS- Cabinet Affairs is formally checking with the Secretary, but please let me know if you think this will be possible**)

Panelists:

National Organization –

Rebecca Barrera
Executive Director
National Children's Latino Institute
Austin, TX
512-472-9971

NCLI focuses on issues concerning Latino children, youth and families by raising awareness, building capacity in the field, and building public and private partnerships.
(HHS- Do you have more information on the specifics of their early childhood work?)

Researcher –

Linda Espinosa, Ph.D.
University of Missouri - Columbia
6396 South Sabine
Columbia, MO 65203
(ED – Do you have a phone number for Dr. Espinosa?)

Dr. Espinosa specializes in studies related to the learning and development of young children from diverse backgrounds. She also is a member of the National Research Council's committee that is conducting the Study of Early Childhood Pedagogy.

Practitioners –

Head Start:

The Family Resource Agency of Northern Georgia
1217 Lafayette Road
Rossville, Georgia 30741
[Flo Abel at 706-861-0105]
(HHS – Is Flo Abel the Director of the project? Who should be invited to speak?)

This program is located in an area of Georgia where there is a large carpet making industry. While at one time there were hardly any Hispanics in the area, starting in 1995, there was an influx of Central American Hispanic families immigrating to the area. In the last year alone, the Hispanic population has risen from 40% to 50-60%. The Family Resources Head Start program took note of the changing demographics and worked to proactively hire bilingual teachers, staff and other coordinators, and to provide more home visits for families that were not immediately comfortable with coming to the center.

Pre-K:

Ed Leo
Principal
Sanchez Elementary School
Austin, TX

(ED – Do you have a phone number for Mr. Leo?)

Mr. Leo runs an early childhood language and literacy class for 4-year-olds in his public school. The program is funded by the Dana Foundation and staffed by AmeriCorps volunteers and mothers who live in the neighborhood. He believes that this program is one way to stop the achievement gap before it begins.

Policy Deliverables:

Access to Child Care Deliverables:

The White House will announce a major outreach effort to Hispanic Families to provide information on the importance of early childhood education and to provide information on resources that they can access. This effort will be a public-private effort with the following components:

Outreach Strategy through Public Housing:

- Under the leadership of the Dept. of Health and Human Services, the Early Childhood Working Group of the White House Initiative on Educational Excellence for Hispanic Americans will launch a collaborative effort with the Department of Housing and Urban Development (HUD) and the Department of Education to disseminate bilingual information on early childhood (early brain development/parents as first teachers, child care, Head Start, etc.) through HUD community networks. This will be accomplished through one-day events to draw attention to the available resources, bring in speakers and offer services like immunizations. HHS is planning to pilot this in approximately 5 communities in early summer. **(HHS - Can we include information on helping Hispanic families take advantage of EITC, CDCTC, and**