

file: Hyman



DOMESTIC POLICY COUNCIL

Date: 6/12/00

To: Linda Espinosa

Telephone:

Fax: 573-884-5158
573-884-0520
573-884-7492

From: Eric Morse

Telephone: 456-0122

Fax: 456-2878

Subject: Hispanic Conference Info

Pages: 5 (Including this cover sheet)

Comments:

THE WHITE HOUSE

WASHINGTON

June 9, 2000

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

Dear Dr. Espinosa:

On behalf of the President, I am writing to invite you to speak at the White House Strategy Session on Educational Excellence for Hispanic Americans, to be held Thursday, June 15, 2000, from 9:00 a.m. to 6:00 p.m. The strategy session will seek to identify the key strategies needed to achieve the following major educational objectives for Hispanic Americans:

- Increasing Access to Quality Early Childhood Education
- Eliminating the Achievement Gap
- Ensuring that Hispanic Students Achieve English Proficiency
- Increasing the Rate of High School Completion
- Increasing the College Completion Rate

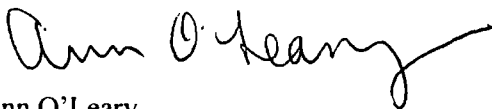
The opening session of the strategy meeting will take place in the Presidential Hall of the Old Executive Office Building. The opening session will be followed by five breakout sessions on the topics articulated above. Following a lunch, the afternoon session will be held in the East Room of the White House with an audience comprised of educators, elected officials, business leaders, researchers, and policymakers. At that session, President Clinton will provide brief remarks and lead a roundtable strategy discussion.

We would like you to participate on a panel as part of the breakout session on “Increasing access to Quality Early Childhood Education”. In addition to any general comments you would like to make on this topic from your perspective as a researcher, please discuss the research you conducted in California on the learning and development of young children from diverse backgrounds. You should plan 5-7 minutes for your remarks.

It would be helpful if you could provide some biographical information and an outline of your remarks (bullet points will suffice) so that we can ensure that there is not duplication among speakers, given the need to cover a lot of material in a short time. You may submit this information via email (preferred) to Eric Morse at Eric_Morse@opd.eop.gov or by fax to (202) 456-2878.

Please note that invitations have already been issued for the session so we will be unable to allow speakers to bring additional guests. We very much appreciate your willingness to speak at the conference. Please call Eric Morse with any questions at 202 456-0122. We look forward to seeing you June 15th.

Sincerely,



Ann O'Leary
Special Assistant to the President
for Domestic Policy

White House Strategy Session on Educational Excellence for Hispanic Students

**The White House
June 15, 2000**

Draft Agenda

9:00 am – 9:30 am	Registration
9:30 am – 10:30 am	Welcome and Plenary Session
10:45 am – 12:45 pm	Break-out Sessions: • Increasing Access to Quality Early Childhood Education • Ensuring that Hispanic Students Achieve English Proficiency • Eliminating the Achievement Gap • Increasing the Rate of High School Completion • Increasing the College Completion Rate
1:00 pm – 2:00 pm	Buffet Lunch
2:00 pm – 2:30 pm	Move to East Room
2:30 pm – 4:30 pm	White House Strategy Session – Working with the Public, Private and Non-Profit Sectors to Meet our National Goals
4:30 pm – 6:00 pm	Commissioner's Reception

Note: Times are tentative and subject to change.

National Goals for Educational Excellence for Hispanic Americans

- GOAL #1: 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.
- GOAL #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.
- GOAL #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.
- GOAL #4: Increase the high school completion rate for Hispanic students to 90 percent by 2010.
- GOAL #5: Double the percentage of Hispanic Americans who earn Associate's and Bachelor's degrees by 2010.

Background on the June 15 White House Strategy Session on Educational Excellence for Hispanic Students

Improving educational opportunities and outcomes for all Americans has been a cornerstone of the Clinton-Gore Administration. The Administration's initiatives have helped to provide students with the educational opportunities they need to reach high standards, enhance the quality of teaching, make college more affordable for all Americans, and offer lifetime education and training opportunities to those in need. Despite these gains, the reality remains that significant gaps exist in educational access and achievement between Hispanic students and their peers. The strategy session will highlight the importance of boosting Hispanic education achievement for our country's democracy and economic success.

In August 1999, the First Lady hosted the White House Convening on Latino Youth which sought to draw attention to the needs of the Latino community and emphasizing the importance of ensuring that every child meets his or her full potential. Over 200 community leaders, foundation and private sector representatives joined federal agency personnel to discuss pathways to achievement for Latino youth, including the networks of support that promote such achievement, and the risk factors that impede that progress.

As part of the Administration's continued commitment to educational excellence for all Americans, the President will host a White House Strategy Session on Educational Excellence for Hispanic Students on June 15, 2000. The session will address the growing concerns of many parents, teachers, researchers, and advocates across the country about the educational opportunities and achievement of Hispanic students. Unfortunately, today significant gaps remain in the achievement of Hispanic students compared to other students. These gaps manifest themselves in participation rates in pre-school and higher education, on academic assessment results, and through high school and college completion rates that are substantially lower than the national average.

To rally the nation to address these challenges, the President will announce five national goals focused on the following areas:

- Increasing Access to Quality Early Childhood Education
- Ensuring that Hispanic Students Achieve English Proficiency
- Eliminating the Achievement Gap
- Increasing the Rate of High School Completion
- Increasing the College Completion Rate

Participants in the June 15 meeting will attend breakout sessions and a roundtable discussion with the President focused on articulating and developing the critical strategies necessary to achieve the national goals. In developing this strategy session, the White House has worked with stakeholders from the policymaking, business, and nonprofit communities to help formulate the goals and structure of the session, as well as to secure concrete commitments for future investments to address the educational needs of Hispanic students. By bringing together representatives from the public, private, and non-profit sectors, we hope to stimulate discussion, action, and ongoing partnerships to involve all areas of American society in this effort.



DOMESTIC POLICY COUNCIL

Date: 6/12/00

To: Carole Fiore

Telephone: (850) 487-2651 Fax: (850) 488-2746

From: Eric Morse

Telephone: 456-0122 Fax: 456-2878

Subject: _____

Pages: 5 (Including this cover sheet)

Comments:

THE WHITE HOUSE

WASHINGTON

June 9, 2000

Carole Fiore
Florida's Born to Read Program
Tallahassee, FL

Dear Ms. Fiore:

On behalf of the President, I am writing to invite you to speak at the White House Strategy Session on Educational Excellence for Hispanic Americans, to be held Thursday, June 15, 2000, from 9:00 a.m. to 6:00 p.m. The strategy session will seek to identify the key strategies needed to achieve the following major educational objectives for Hispanic Americans:

- Increasing Access to Quality Early Childhood Education
- Eliminating the Achievement Gap
- Ensuring that Hispanic Students Achieve English Proficiency
- Increasing the Rate of High School Completion
- Increasing the College Completion Rate

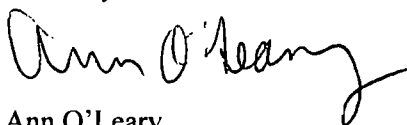
The opening session of the strategy meeting will take place in the Presidential Hall of the Old Executive Office Building. The opening session will be followed by five breakout sessions on the topics articulated above. Following a lunch, the afternoon session will be held in the East Room of the White House with an audience comprised of educators, elected officials, business leaders, researchers, and policymakers. At that session, President Clinton will provide brief remarks and lead a roundtable strategy discussion.

We would like you to participate on a panel as part of the breakout session on "Increasing access to Quality Early Childhood Education". In addition to any general comments you would like to make on this topic from your perspective as a librarian, please discuss your Born to Read program and the efforts you have made to reach out to the Hispanic community. You should plan 5-7 minutes for your remarks.

It would be helpful if you could provide some biographical information and an outline of your remarks (bullet points will suffice) so that we can ensure that there is not duplication among speakers, given the need to cover a lot of material in a short time. You may submit this information via email (preferred) to Eric Morse at Eric_Morse@opd.eop.gov or by fax to (202) 456-2878.

Please note that invitations have already been issued for the session so we will be unable to allow speakers to bring additional guests. We very much appreciate your willingness to speak at the conference. Please call Eric Morse with any questions at 202 456-0122. We look forward to seeing you June 15th.

Sincerely,



Ann O'Leary
Special Assistant to the President for
Domestic Policy

White House Strategy Session on Educational Excellence for Hispanic Students

The White House

June 15, 2000

Draft Agenda

9:00 am – 9:30 am	Registration
9:30 am – 10:30 am	Welcome and Plenary Session
10:45 am – 12:45 pm	Break-out Sessions: • Increasing Access to Quality Early Childhood Education • Ensuring that Hispanic Students Achieve English Proficiency • Eliminating the Achievement Gap • Increasing the Rate of High School Completion • Increasing the College Completion Rate
1:00 pm – 2:00 pm	Buffet Lunch
2:00 pm – 2:30 pm	Move to East Room
2:30 pm – 4:30 pm	White House Strategy Session – Working with the Public, Private and Non-Profit Sectors to Meet our National Goals
4:30 pm – 6:00 pm	Commissioner's Reception

Note: Times are tentative and subject to change.

National Goals for Educational Excellence for Hispanic Americans

- GOAL #1: 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.
- GOAL #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.
- GOAL #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.
- GOAL #4: Increase the high school completion rate for Hispanic students to 90 percent by 2010.
- GOAL #5: Double the percentage of Hispanic Americans who earn Associate's and Bachelor's degrees by 2010.

Background on the June 15 White House Strategy Session on Educational Excellence for Hispanic Students

Improving educational opportunities and outcomes for all Americans has been a cornerstone of the Clinton-Gore Administration. The Administration's initiatives have helped to provide students with the educational opportunities they need to reach high standards, enhance the quality of teaching, make college more affordable for all Americans, and offer lifetime education and training opportunities to those in need. Despite these gains, the reality remains that significant gaps exist in educational access and achievement between Hispanic students and their peers. The strategy session will highlight the importance of boosting Hispanic education achievement for our country's democracy and economic success.

In August 1999, the First Lady hosted the White House Convening on Latino Youth which sought to draw attention to the needs of the Latino community and emphasizing the importance of ensuring that every child meets his or her full potential. Over 200 community leaders, foundation and private sector representatives joined federal agency personnel to discuss pathways to achievement for Latino youth, including the networks of support that promote such achievement, and the risk factors that impede that progress.

As part of the Administration's continued commitment to educational excellence for all Americans, the President will host a White House Strategy Session on Educational Excellence for Hispanic Students on June 15, 2000. The session will address the growing concerns of many parents, teachers, researchers, and advocates across the country about the educational opportunities and achievement of Hispanic students. Unfortunately, today significant gaps remain in the achievement of Hispanic students compared to other students. These gaps manifest themselves in participation rates in pre-school and higher education, on academic assessment results, and through high school and college completion rates that are substantially lower than the national average.

To rally the nation to address these challenges, the President will announce five national goals focused on the following areas:

- Increasing Access to Quality Early Childhood Education
- Ensuring that Hispanic Students Achieve English Proficiency
- Eliminating the Achievement Gap
- Increasing the Rate of High School Completion
- Increasing the College Completion Rate

Participants in the June 15 meeting will attend breakout sessions and a roundtable discussion with the President focused on articulating and developing the critical strategies necessary to achieve the national goals. In developing this strategy session, the White House has worked with stakeholders from the policymaking, business, and nonprofit communities to help formulate the goals and structure of the session, as well as to secure concrete commitments for future investments to address the educational needs of Hispanic students. By bringing together representatives from the public, private, and non-profit sectors, we hope to stimulate discussion, action, and ongoing partnerships to involve all areas of American society in this effort.

National Goals for Strategy Session Improving Hispanic Student Achievement

1. 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.
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 who earn Associate's and Bachelor's degrees by 2010.

Script for Strategy Session

- **YOU** introduce the other participants at the table, and explain that you are going to ask some of the folks at the table to give an informal report from the morning's breakout sessions.
- **YOU** make brief remarks on Goal 1 (early childhood education) and pose a question to Flo Abel, Executive Director of the Family Resource Agency of Northern Georgia.

"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?"

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

"Migdania, as I understand it, 28 % 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?"

- **YOU** make 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. **YOU** then pose a question to school district Superintendent, Hartford School District Anthony Amato.

"Anthony, Hartford has been making some great strides in improving the educational achievement of all students. 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?"

- **YOU** make remarks on Goal 4 (high school completion rate), then direct a question to David Driscoll, Massachusetts Chief State School Officer.

"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?"

- **YOU** make remarks on Goal 5 (college completion rate), then pose a question to Juliet Garcia, President, UT-Brownsville.

"Juliet, 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. 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?"

- **YOU** comment on some of the crosscutting themes from the responses (parental involvement, resource allocation, and expectations) and open the discussion.

(Question to come)

- **YOU** provide closing remarks and ask participants to move to the State Dining room for a reception.

WHITE HOUSE STRATEGY SESSION
IMPROVING HISPANIC STUDENT ACHIEVEMENT

AGENDA

- | | |
|-------------------------|--|
| 8:45 a.m. – 9:15 a.m. | REGISTRATION
<i>Old Executive Office Building 450</i> |
| 9:15 a.m. – 10:30 a.m. | WELCOME
<i>Old Executive Office Building 450</i> <ul style="list-style-type: none">• Maria Echaveste, Deputy Chief of Staff, The White House• Vice President Al Gore (via satellite)• Honorable Cruz Bustamonte, Lieutenant Governor, California• Honorable Lucile Roybal-Allard, Congresswoman, California• Honorable Richard Riley, Secretary of Education |
| 10:45 a.m. – 12:45 p.m. | BREAKOUT SESSIONS: <ul style="list-style-type: none">• Increasing Access to Quality Early Childhood Education
<i>Eisenhower Executive Office Building Room 100 (Red)</i>• Ensuring that Hispanic Students Achieve English Proficiency
<i>Eisenhower Executive Office Building Room 180 (Orange)</i>• Eliminating the Achievement Gap
<i>Vice President's Ceremonial Office Room 274 (Yellow)</i>• Increasing the Rate of High School Completion
<i>Eisenhower Executive Office Building Room 472 (Green)</i>• Increasing the College Completion Rate
<i>Eisenhower Executive Office Building Room 476 (Blue)</i> |
| 1:00 p.m. – 2:00 p.m. | LUNCH
<i>Indian Treaty Room</i> |
| 2:00 p.m. – 2:30 p.m. | MOVE TO EAST ROOM |
| 2:30 p.m. – 4:30 p.m. | WHITE HOUSE STRATEGY SESSION
<i>East Room</i> <ul style="list-style-type: none">• President William Jefferson Clinton• Honorable Paris Glendening, Governor, (MD)• Honorable Jeff Bingaman, Senator (D-NM)• Honorable Ruben Hinojosa, Congressman (D-TX)• Honorable Guillermo Linares, Chairman, White House Commission on Educational Excellence for Hispanic Americans• Secretary Richard Riley, Department of Education• Discussion on Strategies, Commitments and Next Steps |
| 4:30 p.m. – 6:00 p.m. | RECEPTION
<i>State Dining Room</i> |

WHITE HOUSE HOSTS STRATEGY SESSION: IMPROVING HISPANIC STUDENT ACHIEVEMENT

June 15, 2000

Today, President Clinton will host a White House Strategy Session on Improving Hispanic Student Achievement. This session builds upon the White House Convening of Latino Youth hosted by the First lady in 1999 and will highlight the need for a national effort to close the achievement gap between Hispanic students and their peers. The President will 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. In response, the President will call upon the nation to commit to accomplishing five major goals to improve Hispanic achievement over the next decade. He will also announce the formation of the 2010 Alliance, a partnership of corporate, foundation and community leaders that will commit to bring resources and accountability to the efforts to reach these goals by 2010. The President will meet with educators and leaders from the public, private and non-profit sectors for a roundtable discussion of the key strategies and resources necessary to achieve the national goals. Vice-President Gore will launch the day with the announcement of innovative outreach efforts to Hispanic students and families. Others participating in the event include Senator Jeff Bingaman (D-NM), Governor Paris Glendening (D-MD), Lt. Governor Cruz Bustamonte (D-CA), Representatives Roybal-Allard (D-CA) and Hinojosa (D-TX) and other members of the Congressional Hispanic Caucus, Secretary of Education Richard Riley, and Secretary of the Army Louis Caldera. 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, increased 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. Despite the fact that the average education level of native-born Latinos has increased over the last several decades, that Hispanic Head Start enrollment has increased by nearly 60,000 during the past 8 years, and that Hispanics have made gains since 1993 in performance on math exams, high school completion, and college entrance and completion, a troubling gap exists between Latino students and their peers. For example, Hispanics are underrepresented in Head Start and only 26% of Hispanic three year-olds are enrolled in early childhood programs as compared with a national average of 46%; while 85% of all 18-24 year-olds complete high school, the number drops to 63% for Hispanics; and the proportion of Hispanics who graduate from 4-year colleges is less than half that of whites.

IMPROVING ACHIEVEMENT IS AN ECONOMIC IMPERATIVE. 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*. This report documents the gaps in educational outcomes between Hispanics and their peers and outlines the increasing importance of education for economic success. 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 rapidly growing sector in our nation's economy. The report will point out the importance of increasing educational attainment not only for individual benefit, but for the benefit of a new economy that requires more well-educated workers.

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: 1) increasing access to quality early childhood education; 2) ensuring that Hispanic students achieve English language proficiency; 3) eliminating the achievement gap; 4) increasing the rate of high school completion; and 5) 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. In response to his challenge, the President will announce the creation of the 2010 Alliance, a partnership composed of the 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. The Alliance will form a collaborative partnership over the next decade to support the President's goals.

COMMITTING TO SUPPORT HISPANIC ACHIEVEMENT. Numerous federal agencies, nonprofits, and corporations have come forward to commit themselves to bolster 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 and that the nation can't afford to take the path of the Republican-backed House education appropriations bill. This bill invests too little in our schools and demands too little from them. It fails to strengthen accountability and turn around failing schools, reduce class size, provide funds for emergency repairs and renovating aging schools, sufficiently expand after-school opportunities, help prepare low-income students for college through GEAR UP, and programs to improve teacher quality, and help bridge the digital divide. It underfunds child care and fails to adequately invest in Head Start. He will reiterate his threat to veto this bill in its current form and any bill that does too little to help all students meet high standards.

**WHITE HOUSE STRATEGY SESSION:
ANNOUNCING COMMITMENTS TO SUPPORT THE PRESIDENT'S GOALS
TO IMPROVE HISPANIC STUDENT ACHIEVEMENT**

June 15, 2000

President Clinton unveiled the following commitments by the private and public sectors towards fulfillment of the five national goals for improving Hispanic student achievement and educational attainment over the next decade:

NON-PROFIT COMMITMENTS

2010 Alliance. To close the achievement gap between Latino children and Anglo, African American, and Asian students by 2010, 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 and Appointed Officials will join with leaders from the Ford, Irvine, Kellogg, and Hazen foundations and AT&T, Univision, State Farm Insurance, and General Motors Corporation to convene a summit in Washington, D.C. in October 2000 and commit to a collaborative partnership over the next decade to support the Latino achievement agenda announced by President Clinton at the White House Strategy Session.

The Association of Hispanic Advertising Agencies (AHAA). The Association of Hispanic Advertising Agencies, the national organization of minority-owned and minority-managed advertising firms, will undertake the first integrated Hispanic communications campaign to close the educational achievement gap between Hispanics and the rest of the student population. Entitled "FuturaMente," the project will be executed through two multi-media campaigns: one will educate the parents of 3-4 year-olds about the importance of early education, and the second will encourage high school youth to pursue a career in teaching.

American Library Association (ALA). The American Library Association has committed to establish a literary award for children's literature that reflects the Latino culture and to elevate the award's prestige to the level of the Newberry or Caldecott awards by 2010. Additionally, the ALA will offer model programs for libraries on how to provide excellent service to the Hispanic community and initiate an outreach campaign to show other organizations how to create similar model programs.

American Association of Museums (AAM). The American Association of Museums is committed to closing the achievement gap by encouraging museums to meet the needs of Hispanic students by providing teacher training, using technology to link to schools with high Hispanic populations, and making curriculum materials available online. AAM will also create a link on its website to provide information on this outreach campaign, publicize the site in its publications, and seek promising practices from museums to highlight on the site and in its publications.

Reach Out and Read. 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 initiate a major outreach campaign to migrant families.

National PTA and the Hispanic Radio Network. The 6.5 million member National PTA and the Hispanic Radio Network, with 100 affiliate stations in the United States, Puerto Rico and Latin America, announce a new partnership to produce a series of one-minute radio programs that will highlight the

positive affects of parental participation on student academic achievement, offer ideas to parents on how to promote safe, effective, community-centered schools, and identify resources targeted to Spanish-speaking parents.

CORPORATE COMMITMENTS

Proctor & Gamble. Proctor & Gamble has contributed \$50,000 to the White House Initiative on Educational Excellence for Hispanic Americans for the collaborative development and distribution of a "an information kit for organizers" to support Latino parents' efforts to secure a quality education for their children. The information kit will be developed in both English and Spanish and will address the following topics: Parents as First Teachers, A Quality Education for All, Heading Towards College, and Making It Happen in Your Community.

The Hispanic Association of Colleges and Universities Partnership. HACU has partnered with the St. Paul Companies, State Farm Insurance Companies, and the Target Corporation, to initiate a corporate internship program for Hispanic college students throughout the Unites States, modeled after its successful federal government internship program which places over 500 interns annually.

Scholastic, Inc., Univision and The National Latino Children's Institute. Scholastic, Univision and The National Latino Children's Institute will lead a nationally focused and locally targeted public awareness campaign entitled "Discover the Excitement of Reading" to support Latino families and caregivers in raising their young children's literacy skills and overall student achievement by nurturing and cultivating the love of reading and storytelling; making quality, affordable children's books available to Latino children; encouraging and promoting new Latino authors; and increasing the number of culturally appropriate materials available for Latino children.

Lightspan, Inc. and The Department of Housing and Urban Development (HUD). Lightspan and HUD will team up to provide educational technology resources to HUD's over 600 Neighborhood Networks centers in public and assisted housing communities across the country. To launch this national partnership, Lightspan will provide assistance and customize the on-line content to meet the needs of the residents at 10 Neighborhood Network centers in Hispanic communities. Governor Thomas R. Carper of Delaware is taking the lead in encouraging and facilitating this dynamic partnership in two of the State's HUD Neighborhood Networks.

Washington Mutual, Inc. Washington Mutual Inc., has committed to expand its high school internship program from 6 to 8 states. This program provides 11th and 12th grade students with a two-year internship opportunity consisting of part-time employment in the bank's financial centers and 80 hours of instruction in workforce preparation and consumer education (e.g. interview techniques, dress code, team work, work place ethics, time management, cultural diversity, conflict resolution, money management). Over the past 26 years, the program has served over 37,000 high school students, including 11,000 Hispanic students.

Sears, Roebuck and Co. Sears, Roebuck and Co. will implement a pilot internship/mentoring program in Miami and Los Angeles. The Sears Future Leaders program will target Hispanic high school juniors and seniors who have demonstrated strong academic performance and leadership potential. Participating students will be guaranteed part-time jobs at Sears during holidays and summer breaks for as long as they maintain a "C" average in school. They also will be matched up with manager-level volunteer mentors, who will guide the students in learning business literacy and professional conduct. Interns who meet policy guidelines will be offered tuition reimbursement for college.

Discovery Communications, Inc. Discovery en Espanol (DEN) will create five public service announcements (PSAs) that will be run on the channel regularly for a year beginning in October, 2000,

and distributed through any other available medium. Each PSA will focus on one of the five national Hispanic Education goals announced by the President at the White House Strategy Session on June 15th. Discovery en Espanol, in partnership with cable operators across the country, will create versions of the PSAs to air in local communities. Discovery en Espanol is a digital channel owned and operated by Discovery Communications, Inc.

FEDERAL AGENCY ANNOUNCEMENTS

Council of Economic Advisers' Report. The President's Council of Economic Advisers will release a report entitled, "Educational Attainment and Success in the New Economy: An Analysis of Challenges for Improving Hispanic Students' Achievement." The report documents the gaps in educational outcomes for Hispanics and the importance from both an individual and national perspective of improving Hispanic students' educational achievement. In addition, the CEA's report focuses on the need for greater representation of Hispanics in the rapidly growing information technology sector.

Department of Agriculture (USDA). In 2001, the U.S. Department of Agriculture will establish a scholarship program to increase the number of students entering and graduating from 2- and 4-year Hispanic Serving Institutions and encourage students to pursue careers in the U.S. Food and Agriculture sector. The scholarship will cover educational expenses for students earning degrees ranging from an Associate of Arts through a doctorate. Following graduation, the scholarship recipients must work at USDA for one year for each year of financial assistance received. The program, which will be called the National Hispanic Serving Institutions Scholars Program, will serve up to 30 students during its first year of funding.

Department of Commerce (DOC)

- **Faculty Exchange with Hispanic Serving Colleges and Universities.** The Department of Commerce recently entered into agreements with three Hispanic Serving Institutions (HSIs), covering 49,000 Hispanic students. The agreements will result in professional exchange programs between DOC executives and HSI faculty, make DOC's world-renowned scientists available to the HSIs as guest lecturers, and permit the Department to enhance its efforts to recruit HSI graduates for DOC employment. In September, DOC will sponsor a mini-conference for HSI presidents, leaders of the Hispanic community, and DOC executives to promote communications among the entities' executives and facilitate progress on the implementation of the MOUs.
- **Directions 2000 Conference.** On September 21-22, 2000, the Department of Commerce will sponsor a conference for Minority Serving Institutions (MSIs) to promote minority participation in DOC grants and other financial assistance programs. Over 190 Minority Serving Institutions of higher learning, including a substantial number of HSIs, will be invited to participate in the conference.

Department of Defense (DOD). The Department of Defense will expand its student teaching internship program to increase the number of Hispanic educators in overseas schools, which serve family members of military personnel. The Department has entered into five new partnerships with Hispanic Serving Institutions and will provide round-trip travel expenses to entice exceptional students who are majoring in education at those colleges and universities to complete their student teaching internships in DoD schools overseas.

Department of Education (DoEd)

- **National Goals and Benchmarks for the Next Decade.** The U.S. Department of Education will release "Key Indicators of Hispanic Student Achievement: National Goals and Benchmarks for the Next Decade," which provides national goals to guide federal, state, and local educators, policy makers, and community leaders in improving educational access and quality for Hispanic students. This publication also provides indicators of progress in the following areas for schools, communities and states to follow: early childhood education, learning English, closing achievement gaps and the dropout rate, and increasing college completion.
- **The "Idea Book".** DoEd is releasing "**Helping Hispanic Students Reach High Academic Standards: An Idea Book,**" which highlights promising strategies used by schools and communities to help Hispanic students succeed in learning, gaining productive employment, and becoming responsible citizens. The "Idea Book" was developed by the U.S. Department of Education as a guide to support schools and communities in designing successful programs that promote high academic achievement among Hispanic students, including using federal funds. The Department will send the Idea Book to the top 100 school districts with the fastest growing Hispanic student populations.
- **Assisting School Districts with Rapidly Growing Hispanic Populations.** DoEd, in partnership with the National Association of Bilingual Education, will launch a series of workshops for school districts on strategies for training teachers to address linguistic and cultural diversity in the classroom, effective bilingual education programs, teaching reading to English language learners, and using community-wide resources to meet the needs of new students and their families. The Department will also provide technical assistance for school superintendents and principals, who work in communities that have recently experienced a large increase in Hispanic students, on building partnerships to improve academic performance and increase high school completion rates.
- **New Grants To Support Hispanic Serving Colleges and Universities.** DoEd's Hispanic-Serving Institutions Program will provide \$25.8 million for 76 new development grants to enable eligible Hispanic-serving institutions of higher education expand their capacity to serve Hispanic students and other low-income individuals. The HSIs may use the funds for faculty development, administrative management, and improvement of academic programs, facilities and student services. Hispanic Serving Institutions enroll the majority of all Hispanic students nationally and also provide access for a large number of other disadvantaged students.
- **Title I Outreach Campaign.** DoEd will launch an expansive outreach effort to provide more and higher quality services to very young Hispanic children through Title I pre-school programs. The Department will write to all local school districts, encouraging them 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 Department 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.
- **Outreach Campaign with the National PTA.** Hispanic families, like all others, want their children to achieve to high standards and be successful in school. In partnership, the Department of Education and the National PTA will distribute "Vamos Juntos a la Escuela" (Let's Go to School Together), a videotape for Spanish-speaking families and the schools and organizations that serve them. The tape, which will go to PTAs nationwide serving schools with significant

populations of Hispanic students, provides basic suggestions about helping children succeed in school, covering subjects such as parent involvement in education, early childhood, reading and mathematics, and preparing young people for college.

Department of Energy (DOE). For FY 2001, the Department of Energy's Community College Institute (CCI) has committed to quadruple the size of its summer "technical and research" internship program for community college students studying mathematics, science, or other technical subjects. The Department will enhance its internship program by providing additional incentives for interns who agree to mentor other students when they return to their community college after their internships, including reimbursements for textbooks and membership fees and travel expenses to meetings of the American Association for the Advancement of Science.

Department of Health and Human Services (HHS). The Substance Abuse and Mental Health Services Administration is working in partnership with the Hispanic community to develop and implement an initiative called **!!SOY UNICA!! SOY LATINA!! !!I'M UNIQUE!! SOY LATINA!!**, a national, comprehensive, multimedia bilingual campaign geared for Hispanics/Latinas age 9 to 14. The initiative will assist young girls to build positive self-esteem in order to prevent drug use, as well as harmful consequences of emotional and behavioral problems.

HHS, HUD, and the White House Initiative on Educational Excellence for Hispanic Americans.

The Department of Housing and Urban Development (HUD), Department of Health and Human Services (HHS) and the White House Initiative on Educational Excellence for Hispanic Americans will work together to provide English and Spanish language materials and educational forums to parents of young children through HUD's Neighborhood Networks and other community-based programs. The parents will receive information on early brain development research, parenting tips, how to access child care subsidies and tax credits, how to choose a child care center, what Head Start has to offer, and other family supports. Starting this summer, this effort will be piloted in six locations across the country serving Latino communities.

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

Chair:

Honorable Ruben Hinojosa (D-TX)
Representative, U.S. Congress

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
Guernica, Antonio
President, Hispanic Radio Network, Arlington, VA
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
Lozano, Monica
Associate Publisher and Executive Editor, La Opinion, Los Angeles, CA
Montoya, Patricia
Commissioner, Children, Youth and Families Department, Health and Human Services, Washington, DC
Olchefske, Joseph
Superintendent, Seattle Public Schools, Seattle, WA
Ramirez, Heidi
Special Assistant to the Deputy Secretary, Department of Education, Office of the Deputy Secretary,
Washington, DC
Ramos, Pedro A.
President, Board of Education School District of Philadelphia, Philadelphia, PA
Rivera, Lili
Associate Dean, Undergraduate Studies, California State University, San Bernardino, CA
Sanchez, Maros
Shaw, Kathryn
Council of Economic Advisors, Washington, DC
Sheketoff, Emily
Executive Director, American Library Association, Washington, DC
Welburn, Brenda L.
Executive Director, National Association of State Boards of Education, Alexandria, VA

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

Chair:

Honorable Joe Baca (D-CA)
Representative, U.S. Congress

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
Edreira, Orlando
Professor, New Jersey State Board of Education, Elizabeth, NJ
Hunt, Ken
United Auto Group, Deluth, GA
Lechtenberg, Jennie
Sister, PUENTE Learning Center, Los Angeles, CA
Lemus, Gabriela Diana
Policy Director, League of United Latin American Citizens
Long, Sarah
President, American Library Association, Chicago, IL
Ortiz, Solomon P. (D-TX)
Representative, U.S. Congress
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
Rivera, Ingrid
Director of External Relations & Corporate Marketing, Procter and Gamble: Puerto Rico, US Hispanic and Caribbean Markets, Guaynabo, PR
Rotherham, Andrew
Democratic Leadership Council, Washington, DC
Traub, James
The New York Times Magazine, New York, NY
Vasquez, Victor
Deputy Assistant Secretary, Department of Defense, Washington, DC
Winston, Judy
General Counsel, US Department of Education, Washington, DC

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

Chair:

Honorable Carlos Romero-Barcelo (D-PR)
Representative, U.S. Congress

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, Hector R.
Milano Graduate School of Management and Urban Policy, New York, NY
Exposito, Daisy
President, Association of Hispanic Advertising Agencies, 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
Deputy Superintendent, Curriculum and Instructional Leadership Branch, California State Department of Education
Katzier Dan
Director, The Board Foundation, Los Angeles, CA
Kernan, John T.
Chairman and CEO, Lightspan, Inc., San Diego, CA
Mirabel, Manuel
National Puerto Rican Coalition, Washington, DC
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
Yiempierre, Elizabeth
Executive Director, UPROSE, Brooklyn, NY
Zacarias, Ruben
Former Superintendent, Los Angeles Unified School District, Chatsworth, CA

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:

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

Participants:

Blackburn-Moreno, Ronald
President, ASPIRA Association, Washington, DC
Driscoll, David
Commissioner of Education, Commonwealth of Massachusetts, Malden, MA
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
Linares, Guillermo
Member, New York City Council, New York, NY
Martin, Carmel
Senator Jeff Bingaman's office, 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
Rosa-Schmeltzer, B.A.
District Supervisor, Community School District #8, Bronx, NY
Santiago, Deborah
Deputy Director, White House Initiative on Educational Excellence for Hispanic Americans, Washington, DC
Santiago, Isaura
University Professor, Graduate Center, City University of New York, New York, NY
Sifuentes, Mario
Chairman, National People of Color Student Coalition, Oregon
Tirozzi, Gerald
Executive Director, National Association of Secondary School Principals, Reston, VA
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
Vigil, Samuel
State Representative, New Mexico State House of Representatives, Las Vegas, NV
Zwerling, Steven
Senior Director, The Ford Foundation, New York, NY

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

Chair:

Ana "Cha" Guzman

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

Panelist:

Juliet Garcia

President, University of Texas at Brownsville, 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:

Baily, Martin

Chairman, Council of Economic Advisors, Washington, DC

Baron, Gally

Vice President, Starmedia, Inc., New York, NY

Benitez, Margarita

Chancellor, University of Puerto Rico, Cayey, PR

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, Francisco

Office of Migrant Education, Washington, DC

Guerra, John C.

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

Johnson, Karen R.

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

Moreno, Mario

Assistant Secretary for Intergovernmental Affairs and Interagency Affairs, US Department of Education, Washington, DC

Munoz, George

President and CEO, Overseas Private Investment Corporation, Washington, DC

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

Rivera, Tom

Associate Dean, Undergraduate Studies, California State University, San Bernardino, CA

Rodriguez, Carlos

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

Santos-Laan, 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

Waller, Thomas

Manager, Public Affairs State Farm Insurance Companies

Brian A. Barreto 06/14/2000 11:42:54
PM

Record Type: Record

To: Laura D. Schwartz/WHO/EOP@EOP
cc: See the distribution list at the bottom of this message
Subject: Seating Chart for East Room - Updated

Corrcction in spelling of name - David Driscoll

Here it is - last discussion I had with Maria and Mickey they were ok with this. I will double check with them in the monring - if you don't hear from me or them I think we are a go.

Thanks.

Seating Chart for participants at Strategy Session

16 total, U shape table

-1	-2	-3	-4	-5	-6	-7	-8
-9							-13
-10							-14
-11							-15
-12							-16

Seating Order:

1. Representative Ruben Hinojosa (D-TX)
2. Ms. Flo Abel, Family Resource Agency of Northern Georgia, Rossville, GA
3. Senator Jeff Bingaman (D-NM)
4. Ms. Migdana Vega, Principal, Coral Way Elementary Bilingual School, Miami, FL
5. POTUS
6. Ms. Barbara Taveras, President, Edward W. Hazen Foundation, New York, NY
7. Governor Paris Glendening (MD)
8. Ms. Delia Pompa, Executive Director, National Association for Bilingual Education, Washington, DC
9. Mr. John Kernan, Chairman and CEO, Lightspan, Inc., San Diego, CA
10. Secretary Richard Riley
11. Ms. Lily Eskelson, Teacher, National Education Association Member, Salt Lake City,

UT

12. Mr. Anthony Amato, Superintendent, Hartford School District, Hartford, CT
13. Mr. Tom Gammon, Teacher, Miami Springs High School, Miami-Dade County Public Schools, Miami, FL
14. Honorable Guillermo Linares, Chairman, White House Commission on Educational Excellence for Hispanic Americans
15. Mr. David Driscoll, Commissioner of Education, Commonwealth of Massachusetts, Malden, MA
16. Dr. Juliet Garcia, President, University of Texas at Brownsville, Brownsville, TX

Message Copied To:

Maria Echaveste/WHO/EOP@EOP
Mickey Ibarra/WHO/EOP@EOP
Victoria L. Valentine/WHO/EOP@EOP
John B. Buxton/OPD/EOP@EOP
Ann O'Leary/OPD/EOP@EOP
Kendra L. Brooks/OPD/EOP@EOP
James R. Kvaal/OPD/EOP@EOP

BIOGRAPHY OF RUBÉN HINOJOSA

TEXAS - 15th DISTRICT

Congressman Rubén Hinojosa (D-TX) was first elected to represent Texas' 15th Congressional District in November 1996. Several of the communities in the South Texas/Rio Grande Valley district include: Alice, Beeville, Edinburg, Falfurrias, Goliad, Ingleside, Mercedes, McAllen, Mission, Pharr, Sinton, Weslaco.

Prior to his being elected to the 105th Congress, Congressman Hinojosa served twenty years as President and Chief Financial Officer of a family-owned food processing company, H&H Foods. With over 300 employees, H&H has received national awards of recognition by the U.S. Department of Commerce and the Small Business Administration in Washington, D.C.

The Congressman serves on two House committees: Education and the Workforce; and Small Business. His Education Committee assignment, as well as his appointment to chair the Congressional Hispanic Caucus Education Task Force, were critical to the success of his first major legislative initiative entitled "The Higher Education for the 21st Century Act." This bill secured an increased authorized funding level of \$62.5 million for Hispanic Serving Institutions (HSIs); enhanced visibility of HSIs within the Higher Education Act; relaxed the restrictions for institutional eligibility for HSI designation; and improved the ways and financial means by which HSIs strengthen curriculum development, academic instruction, mentoring, and college libraries.

As a member of the House Small Business Committee, Congressman Hinojosa has been very active on the Tax, Finance, and Exports Subcommittee as well as the Subcommittee on Government Programs and Oversight. He increased access to capital and loans for small businesses; removed tax and regulatory burdens; and promoted business growth and opportunity in economically depressed areas through the new and improved SBA's government programs of today. He also led the successful effort to create a Womens' Business Center at the University of Texas-Edinburg.

Born in Edcouch, Congressman Hinojosa attended Mercedes High School and earned a BBA and an MBA from the University of Texas in Austin and in Edinburg, respectively. He is married to Martha Lopez Hinojosa, with a family of five children.

In recognition of the Congressman's achievements in Congress and service to the community, he has received numerous awards, among them:

- **Golden Eagle Award, McAllen Hispanic Chamber of Commerce - November 1999**
- **Notable Valley Hispanic Honoree, University of Texas Pan-American - October 1999**
- **Minority Business Advocate of the Year - South Texas, the South Texas Minority Business Opportunity Committee of McAllen - October 1999**
- **National Minority Advocate of the Year - September 22, 1999**
- **National Parks and Conservation Association - Friend of National Parks Award for the 105th Congress - September 1999**
- **South Texas Community College Legislator of the Month - August 1999**
- **Hispanic Employee Association of AT&T - HISPA Spirit of Commitment Award - August 14, 1999**
- **Annual Champion for Children Award from the HOSTS corporation - 1999**
- **Named one of the 100 Most Influential Hispanics in the United States by Hispanic Business Magazine - 1999**

- American Association for Higher Education Leadership Award -- 1998
- Hispanic Education Coalition Award for Expanding Educational Opportunities -- 1998
- Hispanic Association of Colleges & Universities Award for Outstanding Leadership -- 1998
- National Farmers Union Achievement Award -- 1998
- American/Texas Farm Bureau Award for Outstanding Service -- 1998
- U.S. Postal Service Award for Outstanding and Dedicated Service -- 1998
- Valley Procurement Technical Assistance Center Award in Recognition of Support for Small Businesses -- 1998
- Texas School Food Service Association Recognition for Dedicated Service on Behalf of Students Participating in Child Nutrition Programs -- 1998
- 7th annual Hidalgo Urban County Conference Appreciation Award -- 1997
- Texas Migrant Council Headstart Program Appreciation Award -- 1997

updated 2/24/99

Home Page

DRAFT

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

Chair:

~~Chair~~ *Honorable Ruben Hinojosa*
Chair, Cong. Hispanic 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

Gustovo 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

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)
- ✕ • 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).

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.

FWD-
ED-
HHS
NYS
CDBG
one
day
forum
+ Sept 5-6
Community
Chaplin
in...

②
Tennant
Tennant
②
HHS
HHS
HHS

Agreement - more
money needed

HHS - needs
reports

DeVore

Early childhood providers
② NAEYC

- 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.

Even Start
to Home

4000 - New F
Center based activities

→ Sees Family

→

Suggested Panelists
Hispanic Conference
May 17, 2000

★ Mr. Lamm
Edme at the (mm)
[Hispanic Population]
Addition

Goal 1-Early Childhood

Moderator:

Gloria Rodriguez
Recommended by: WHI
Commissioner
CEO and Founder of AVANCE

Rebecca Berman

National Children Institute
Finn & nm Institute
LA - Temza

Panelists:

Betty Ansin Smallwood, Ph.D.

Recommended by: CAMP

Dr. Smallwood has been named Co-director, responsible for training, curriculum, and instruction for CAL, Center for Applied Linguistics, started the Multicultural Preschool Language Initiative

Ken Milbrodt

Recommended by: Gabriela Lemus

Director of Training, Education and Development

Iowa Beef Packers (IBP)

Recommended by: Gabriela Lemus

For three years, Ken Milbrodt has been an active partner in the Consortium Arrangement for Identification and Recruitment (CAIR), an organization fostering agri-bussiness and education partnerships to develop model migrant education models for the identification and recruitment of migrant students. Under Mr. Milbrodt's direction, IBP has taken a leadership role in CAIR. Over a two-year period IBP conducted 20 plant surveys, identified approximately 10,700 children, and raised \$3.5 million for the school districts in their plant communities.

→ Naomi

Henrietta

Alternate:

Patricia Montoya

Commissioner

Recommended by: WHI

Emily Chalkin
2000-2001
on

Goal 2 - Language

Moderator: Ken Hunt

Recommended by: WHI

General Manager of Longo Toyota in California. Longo Toyota is the most successful Toyota dealership in the world and they believe it is because they have a sales force that speaks the language of the customers.

Panelists:

Migdania Vega

Recommended by: Department of ED

Principal, Coral Way Elementary Bilingual School, Miami (the ground-breaking and successful dual immersion school); she's also on the National Assessment Governing Board which provides guidance on NAEP--so she knows a few things about testing and the inclusion of LEP students

Carolyn Hoxby
Recommended by: DPC
Harvard

Caroline Simmel

Alternates:

1. Diana Lam, Superintendent
Recommended by: DPC
Providence School Department

2. Lillian Hernandez, Director
Recommended by: DPC
Office of Bilingual Education
NY City Public Schools

3. Adeline Becker, Executive Director
Recommended by: DPC
The Education Alliance
Brown University

Goal 3 - Achievement Gap

Moderator:

Dan Domenech
Recommended by: DPC
Superintendent Fairfax County School
Recommended by: Andy

Panelists:

Aida Hurtado
Recommended by: Department of ED
Department of Psychology, UC Santa Cruz
Aida served as research director of the UC-wide Latino Eligibility Study.
Recommended by:

Katy Haycock
Recommended by: DPC
Education Trust

Goal 4 - High School Completion

Moderator:

Maria Tukeva, Principal of Bell Multicultural in D.C.
Recommended by: DPC

Panelists:

Katherine Newman
Recommended by: Department of ED
Harvard Kennedy School
Katherine has done extensive research on working class and immigrant students.

Manuel Isquirdo
Recommended by: DPC
Founder and Executive Director
Latino Leadership Project

Alternate:

Loida Velazquez, Ed.D.
Director, High School Equivalency Program
8710 Glen Echo Drive

Recommended for session on high school completion

Since 1987, Dr. Velazquez has been the director of the High School Equivalency Program (HEP) at the University of Tennessee, serving Tennessee, North Carolina, and South Carolina. HEP is a federal program designed to assist migrant youth who have dropped out of school attain their GED. Nationally, HEP has a 70 percent success rate, and 90 percent of the students served by the University of Tennessee program are projected to graduate. Dr. Velazquez is currently president of the National HEP-CAMP Association.

Goal 5 - Higher Education

Moderator:

Juliet Garcia
Recommended by: WHI
President of University of Texas at Brownsville (Hispanic Serving Institution) and
Chair of the WHI Commission Higher Education Committee.

Panelists:

David Montejano
Recommended by: Gabriela Lemus
Professor, University of Texas
Center for Mexican American Studies. David authored the 10% admissions plan in Texas.

Retention expert TBD

Alternates:

Alex Saragoza
Recommended by: WHI
Vice President-designate
UC Office of the President, VP for Outreach
Professor of Ethnic studies at UC Berkeley. He will be leading UC's \$100m outreach effort to increase the number of Latinos and other under-represented groups in the UC system's undergraduate and graduate programs.

Marcos Sanchez, Ed.D.
Recommended by: CAMP
Director
College Assistance Migrant Program
Dr. Sanchez is currently the director of the CAMP program at Sacramento State University. CAMP is a federal program designed to recruit migrant youth to enter college and to provide needed services to ensure that they complete their first year and go on to graduate from college. Nationally, 96 percent of CAMP students complete their first year and 73 percent go on to graduate.

**PRESIDENT CLINTON CONVENES NATIONAL STRATEGY SESSION TO ADDRESS
EDUCATIONAL ISSUES AFFECTING HISPANIC AMERICANS**

May XX, 2000

President Clinton will announce today that the White House and the President's Advisory Commission on Educational Excellence for Hispanic Americans will host a strategy session on educational issues impacting Hispanic students on June 15. The session will bring together leaders from the educational community, the Hispanic community, the private sector, and community based and philanthropic organizations to discuss the educational challenges facing Hispanic Americans and effective strategies to address these issues. Hispanic students are the fastest growing student group in the United States however their academic attainment lags behind other students. Economically, the United States cannot afford to ignore this issue. The President will challenge the nation to a course of action to address these issues and ensure that all students receive a high quality education that enables them to succeed in the information economy.

NATIONAL GOALS FOR HISPANIC EDUCATION

At the all-day strategy session the President will announce national goals challenging the nation to a comprehensive ten-year effort to improve educational opportunities for Hispanic students. The President will point out that economically, the nation cannot afford to allow the achievement gap between Hispanic students and other students to persist. Participants in the strategy session will discuss effective ways to reach the goals and the role that the public sector, private sector, and philanthropic community should play to address these issues. In addition, model practices from different sectors will be highlighted. The President will also release a new U.S. Department of Education study on the current educational condition of Hispanics. The goals will serve as a framework for national, state, and local action and accountability on this issue. Later this year, a key group of stakeholders from the private and philanthropic sectors will host a national summit to build an action agenda around this framework.

STRATEGY SESSION TO BUILD ON PREVIOUS EFFORTS AND ACCOMPLISHMENTS

In August of 1999, the First Lady hosted the first White House Convening on Latino youth, seeking to draw attention to the needs of the Latino community and emphasize the importance of ensuring that every child meets his or her full potential. Over 200 community leaders, foundation and private sector representatives joined federal agency personnel to discuss achievement for Latino youth. The strategy session the President will announce today will build on the Convening by committing the nation to national goals and highlighting successful public, private, and philanthropic undertakings to improve the quality of education for Hispanic students. During the past 7 years the President and Vice-President have worked to improve opportunities for Hispanic Americans and Hispanic students by raising standards, investing in what works and increasing accountability. The Administration proposed and won funding increases for a Hispanic Education Action Plan in the FY 1999 budget. As part of this plan, the President and Vice President proposed significant increases in a number of programs that enhance educational opportunity for Hispanic Americans. The final FY 2000 budget agreement included \$436 million in increases for 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. In addition the President and Vice President created the successful GEAR-UP program which helps middle school students become aware of educational opportunities after high school and begin to plan for them. For Fiscal Year 2001 the Clinton-Gore balanced budget proposes a \$823 million increase for the Hispanic Education Action plan.

TO: Maria Echaveste

FROM: Julie Anderson (OPL), Jackie Lain (IGA)

RE: **UPDATE #3: Deliverables for the White House Conference on Hispanic Education**

DATE: May 31, 2000

Attached is an action list of resources to tap for "commitments" or deliverables from the public and private sectors for the White House Conference on Hispanic Education on June 15. These commitments will include new initiatives, programs, publications or research for each goal that can be used to improve the state of education for Hispanic students. **This will be updated with new resources and contacts on a daily basis.** If you have any questions or require additional information, please contact Julie (63771) or Jackie (65084).

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. Julie Anderson of OPL is taking the lead on securing commitments from the organizations listed below.

COMMITMENTS:

- **American Library Association (ALA):** Emily Sheketoff of the American Library Association has made the following commitments on behalf of her organization:
 - (a) Offer model programs on how to provide excellent service to the Hispanic community;
 - (b) Establish an award which promotes excellence in children's literature that reflects the Latino culture, and by 2010, elevate the award's prestige to the level of the Newberry or Caldecott awards; and
 - (c) ALA members will appear and speak at other organization's meetings and conferences to demonstrate how to create similar programs in their organizations.
- **NEW! Scholastic, Inc., a global children's publishing and media company and a supporter of the Department of Education's America Reads Challenge program, is launching a new literacy campaign targeting Hispanic parents and their children.** Bibb Hubbard, chief of staff to Scholastic's president, will provide more details about this campaign and a deliverable for the conference by the end of this week.
- **National PTA:** Maribeth Oakes of the National PTA is concerned that her organization will not be represented at this conference. She is working with National PTA President Ginny Markell to secure a deliverable that targets Hispanic parents in Florida, California and Texas. Two PTA publications are available in Spanish: *Parent Involvement Quality Indicators* and *Ten Ways Parents Can Be Involved*.

FEDERAL RESOURCES:

- **Department of Education's America Reads Challenge (literacy initiative):** 40,000 Read*Write*Now! posters are available in Spanish. The poster includes a colorful illustration on the front and a set of fun reading activities for children in grades K-6 on the back. A flyer with instructions on how to order this year's version of the poster will also be available for distribution. (Julie Anderson)
 - **Department of Education's Partnership for Family Involvement in Education (PFIE) initiative:** PFIE's publication *Questions Parents Ask About Schools* is available in Spanish. This publication highlights teachers' expectations and student workload at each grade level, as well as how parents can help their children succeed in the classroom and prepare for college. (Julie Anderson)
 - **Department of Education's publication *Building Your Baby's Brain* is available in Spanish.** (Julie Anderson)
 - **The Departments of Health and Human Services (HHS), Education (DoEd), and Urban Development (HUD)** have established a partnership to reach out to communities in five target areas centering around HUD's Neighborhood Network Community Technology Centers. (Julie Anderson)
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. Jackie Lain will take the lead on working with unions.
- **Contact major unions to discuss potential partnerships with businesses in order to provide ESL classes for parents and their children.** (Maria Echaveste will contact AFL-CIO.) Other ideas for partnerships include: UAW with GM, CWA with AT&T and / or U.S. West. Jackie Lain will work with unions on potential partnerships.
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.

COMMITMENTS:

- **NEW! American Association of Museums (AAM):** Barry Szczesny of AAM is interested in providing a deliverable that highlights the unique ability of museums as educational institutions to address the needs of schools and communities, targeting areas with high Hispanic populations. Barry is still working on the specifics of this deliverable and will finalize the commitment within the next few days.
- **Lightspan** is interested in partnering with HUD's Neighborhood Networks. This initiative creates opportunities for education and training to low-income residents, and we could highlight a Neighborhood Network in a predominantly Latino housing project. Jackie Lain is meeting with Lightspan and HUD on Friday to talk about their commitment.

- **Contact Henry Cisneros about his ideas on bridging the digital divide.** On two occasions, during the New Economy conference and during the President's visit to East Palo Alto on the New Markets tour, Mr. Cisneros has expressed concern that the federal government must partner with the private sector to provide internet content relevant to the Latino community. Mr. Cisneros has issued the challenge to us and we should speak to him about what Univision can do to fulfill these goals. (Maria Echaveste will contact Henry Cisneros.)

FEDERAL RESOURCES:

- **Department of Education's America Counts Challenge (math and science initiative):** The publications *Improving Mathematics Achievement: What Parents and Families Can Do*, *Figure This!* and *Helping Your Child Learn Math* will be translated into Spanish and printed for distribution by June 15. (Julie Anderson)
 - **Department of Education's Office of Educational Technology** is hosting a meeting with faith and community leaders on June 12 to address digital divide issues. LULAC and La Raza are invited to participate. The meeting will conclude with a list of commitments to education and bridging the digital divide. Some of these commitments may be used for our June 15 conference. (Julie Anderson)
 - **Department of Education's publications *Latinos in Education; Testing Hispanic Students in the United States: Technical and Policy Issues*; and *What Works for Latino Youth* (Second Edition).** (Deborah Santiago)
4. Increase the high school completion rate for Hispanic students to 90 percent by 2010. Jackie Lain is taking to lead on contacting the organizations listed below.

COMMITMENTS:

- **NEW! Discovery Channel is checking into the possibility of donating PSAs about staying in school on their Discovery Espanol Network and possibly on their regular Cable in the Classroom Network.**
 - **NEW! Sears is exploring the possibility of a high school internship program.**
5. Double the annual percentage of Hispanic Americans who earn Associate's and Bachelor's degrees by 2010.

COMMITMENTS:

- **HACU will hold their announcement of their new corporate internship program for Hispanic students. Three companies, Target, St. Paul Companies, and State Farm have agreed to hire Hispanic interns (through HACU's national database) and to expand their Hispanic internship program nationally by next year.**
- **Contact Sarah Martinez Tucker, president of the National Hispanic Scholarship Fund, regarding foundations/private sector contacts that we can tap for additional resources in order to facilitate NHSF's plan to set up satellite offices throughout the country.** (Maria Echaveste will contact Sarah Martinez Tucker.)

FEDERAL RESOURCES:

- **Department of Education's "Think College Early" flyer** *Charting a Course for College* **is available in Spanish.** This flyer provides financial aid information for students and their parents. The Department's publication *Getting Ready for College Early* is also available in Spanish. (Julie Anderson)
- **NEW! The Department of Commerce has just signed MOUs with 6 HSIs for an employee exchange program** (government employees would take sabbaticals to teach at HSIs and HSI professors would spend a semester at the Department). The Department will wait on this announcement for the conference. (Jackie Lain)
- **NEW! The Department of Commerce has quadrupled the size of its college internship program through HACU.** (Jackie Lain)

**White House Strategy Session on Educational Excellence for Hispanic Students
Draft Agenda**

- | | |
|---------------------|--|
| 9:00 am – 9:30 am | Registration
<i>Old Executive Office Building 450</i> |
| 9:30 am – 10:30 am | Welcome
<i>Old Executive Office Building 450</i> <ul style="list-style-type: none">• Maria Echaveste (T)• Lt. Governor Cruz Bustamonte (CA)• Member of Congress – Roybal-Allard/Hinajosa (T)• Secretary Riley |
| 10:45 am – 12:45 pm | Break-out Sessions: <ul style="list-style-type: none">• Increasing Access to Quality Early Childhood Education
<i>Roosevelt Room</i>• Eliminating the Achievement Gap
<i>Vice President's Ceremonial Office</i>• Ensuring that Hispanic Students Achieve English Proficiency
<i>Old Executive Office Building 476</i>• Increasing the Rate of High School Completion
<i>Old Executive Office Building 180</i>• Increasing the College Completion Rate
<i>Old Executive Office Building 472</i> |
| 1:00 pm – 2:00 pm | Buffet Lunch
<i>Indian Treaty Room</i> |
| 2:00 pm – 2:30 pm | Move to East Room |
| 2:30 pm – 4:30 pm | White House Strategy Session – Working with the Public, Private and Non-Profit Sectors to Meet our National Goals
<i>East Room</i> <ul style="list-style-type: none">• Introduction by Guillermo Linares (3 minutes)• Remarks by President Clinton (10 minutes)• Breakout Chairs Report Out to President Clinton (???)• Discussion on Strategies, Commitments and Next Steps Moderated by President Clinton (105 minutes) |
| 4:30 pm – 6:00 pm | Commissioner's Reception
<i>State Dining Room</i> |

* Names serve only as examples and placeholders.

**HISPANIC EDUCATION STRATEGY SESSION
RECOMMENDED INVITES**

<u>CATEGORY</u>	<u>NUMBER</u>
Congressional	27
Education Organizations	19
Cabinet	4
Stakeholders	10
Commissioners	21
Hispanic Organization NHLA and HEC	11
Intergovernmental Affairs	17
Local Electeds - 3	
State Electeds - 7	
Governor - 1	
Practitioners - 6	
Practitioners	7
Super. - 2	
Teacher - 2	
Professors - 2	
Principal - 1	
Private Sector	11
Philanthropists	3
Journalist	3
Panelists	12
(Not covered on other categories)	
Total Number	145

HISPANIC EDUCATION STRATEGY SESSION - PRESIDENT'S ROUNDTABLE**Elected Officials (6)**

Congresswoman Roybal-Allard
Congressman Ruben Hinojosa
Senator Jeff Bingaman
Councilman Guillermo Linares (Commissioner)
Governor Jim Hunt
Lt. Governor Cruz Bustamonte

Education Organizations (6)

AFT Teacher/Sandy Feldman
David Hernandez, NEA Teacher
Chief State School Officer (MA or NJ?)/Gordon Ambach
Sarah Greene, National Head Start Association
Stanley Ikenberry, American Council on Education
Gery Chico, President, Chicago Board of Education

Cabinet (1)

Richard Riley

Business (13)

Henry Cisneros, Univision (Stakeholder)
C. Michael Armstrong, CEO, AT&T (Stakeholder)
John (Jack) F. Smith, Chairman and CEO, General Motors (Stakeholder)
(Note: Roderick Gillum, Chairman, General Motors Foundation)
James Cantalupo, President and CEO, McDonald's (Stakeholder)
Durk Jager, Chairman and CEO, Proctor & Gamble (Stakeholder)
Edward Rust, Chairman and CEO, State Farm Insurance (Stakeholder)
Lou Gerstner, CEO, IBM
Sol Trujillo, CEO, US West
Douglas Ivester, Chairman and CEO, Coca-Cola
John Morgridge, Chairman, Cisco Systems
Fernando Espuelas, CEO, StarMedia Network
John Kernan, CEO, Lightspan
Craig Barrett, President and CEO, Intel

Foundation (7)

Melinda Gates, Gates Foundation
William Richardson, President and CEO, Kellogg Foundation (Stakeholder)
Sara Martinez-Tucker, CEO, National Hispanic Scholarship Fund
Zoe Baird, Markle Foundation (?)
Susan Berresford, CEO, Ford Foundation (Stakeholder)
John Doerr, Partner, Kleiner Perkins Caufield & Byers
Eli Brode, CEO, Sun Microsystems

Hispanic Organizations (2)

Delia Pompa, NABE (Stakeholder)
Raul Yzaguirre, NCLR (Stakeholder)

Practitioners (5)

Member of the American Library Association
Maria Tukeva, Principal, Bell Multicultural High School
Joe Olchefske, Superintendent, Seattle
Ramon Cortines, Interim Superintendent, Los Angeles Unified School District
Jaime Escalante, Teacher

Other (3)

Rob Reiner
James Traub, New York Times Magazine
John Quniones, ABC News

HISPANIC EDUCATION STRATEGY SESSION -RECOMMENDED INVITES

RANK	Table	CATEGORY	CONTACT INFORMATION Name - Title/Org - Address - Phone - Fax	LOC	WHY SHOULD THEY BE INVITED? Title/Position/Organization - Rationale	Recommending Office	EVENT	DATE DROPPED
A	X	Congressional	Roybal-Allard, Lucille, Hon. 2435 Rayburn House Office Building Washington, DC 20515 (202) 225-1766 - office (202) 226-0350 - fax	DC	Chair, Congressional Hispanic Caucus	Leg. Affairs		
A	X	Congressional	Hinojosa, Ruben, Hon. 1032 Longworth House Office Building Washington, DC 20515 (202) 225-2531 - office (202) 225-5688 - fax	DC	Chair, Congressional Hispanic Caucus Education Task Force	Leg. Affairs		
A		Congressional	Reyes, Silvestre, Hon. 514 Cannon House Office Building Washington, DC 20515 (202) 225-4831 - office (202) 225-2016 - fax	DC	Vice Chair of Congressional Hispanic Caucus	Leg. Affairs		
A		Congressional	Becerra, Xavier, Hon. 1119 Longworth House Office Building Washington, DC 20515 (202) 225-6235 - office (202) 225-2202 - fax	DC	Congressional Hispanic Caucus Leader	Leg. Affairs		
A		Congressional	Sanchez, Loretta, Hon. 1529 Longworth House Office Building Washington, DC 20515 (202) 225-2965 - office (202) 225-5859 - fax	DC	Member of Congressional Education Task Force	Leg. Affairs		
A		Congressional	Romero-Barcelo, Carlos, Hon. 2443 Rayburn House Office Building Washington, DC 20515 (202) 225-2615 - office (202) 225-2154 - fax	DC	Member of Congressional Education Task Force	Leg. Affairs		
A		Congressional	Rodriguez, Ciro, Hon. 323 Cannon House Office Building Washington, DC 20515 (202) 225-1640 - office (202) 225-1641 - fax	DC	Vice Chair of Congressional Hispanic Caucus	Leg. Affairs		

HISPANIC EDUCATION STRATEGY SESSION -RECOMMENDED INVITES

A		Congressional	Gonzalez, Charlie, Hon. 327 Cannon House Office Building Washington, DC 20515 (202) 225-3236 - office (202) 225-1915 - fax	DC	Member of Congressional Education Task Force	Leg. Affairs		
A		Congressional	Menendez, Robert, Hon. 405 Cannon House Office Building Washington, DC 20515 (202) 225-7919 - office (202) 226-0792 - fax	DC	Congressional Leadership	Leg. Affairs		
A		Congressional	Gutierrez, Luis, Hon. 2438 Rayburn House Office Building Washington, DC 20515 (202) 225-8203 - office (202) 225-7810 - fax	DC	Whip of Congressional Hispanic Caucus	Leg. Affairs		
A		Congressional	Martinez, Matthew, Hon. 2269 Rayburn House Office Building Washington, DC 20515 (202) 225-5464 - office (202) 225-5467 - fax	DC	Member of Congressional Education Task Force	Leg. Affairs		
A		Congressional	Ortiz, Solomon, Hon. 2136 Rayburn House Office Building Washington, DC 20515 (202) 225-7742 - office (202) 226-1134 - fax	DC	Member of Congressional Hispanic Caucus	Leg. Affairs		
A		Congressional	Serrano, Jose, Hon. 2342 Rayburn House Office Building Washington, DC 20515 (202) 225-4361 - office (202) 225-6001 - fax	DC	Member of Congressional Hispanic Caucus	Leg. Affairs		
A		Congressional	Pastor, Ed, Hon. 2465 Rayburn House Office Building Washington, DC 20515 (202) 225-4065 - office (202) 225-1655 - fax	DC	Member of Congressional Hispanic Caucus	Leg. Affairs		
A		Congressional	Velazquez, Nydia, Hon. 2241 Rayburn House Office Building Washington, DC 20515 (202) 225-2361 - office (202) 226-0327 - fax	DC	Member of Congressional Hispanic Caucus	Leg. Affairs		

HISPANIC EDUCATION STRATEGY SESSION -RECOMMENDED INVITES

A		Congressional	Underwood, Robert, Hon. 2418 Rayburn House Office Building Washington, DC 20515 (202) 225-1188 - office (202) 226-0341 - fax	DC	Member of Congressional Hispanic Caucus	Leg. Affairs		
A		Congressional	Napolitano, Grace, Hon 1407 Longworth House Office Building Washington, DC 20515 (202) 225-5256 - office (202) 225-0027 - fax	DC	Member of Congressional Hispanic Caucus	Leg. Affairs		
A		Congressional	Baca, Joe, Hon. 2300 Rayburn House Office Building Washington, D.C. 20515-0542 (202) 225-6161- office (202) 225-8671 - fax	DC	Member of Congressional Hispanic Caucus	Leg. Affairs		
A		Congressional	Bonilla, Henry, Hon. 1427 Longworth House Office Building Washington, DC 20515 (202) 225-4511 - office (202) 225-2237 - fax	DC		Leg. Affairs		
A		Congressional	Ros-Lehtinen, Ileana, Hon. 2160 Rayburn House Office Building Washington, DC 20515-0918 (202) 225-3931 - office (202) 225-5620 - fax	DC		Leg. Affairs		
A		Congressional	Diaz-Ballat, Lincoln, Hon. 404 Cannon House Office Building Washington, DC 20515 (202) 225-4211- office (202) 225-8576 - fax	DC		Leg. Affairs		
A	X	Congressional	Bingaman, Jeff, Hon. 703 Hart Senate Office Bldg. United States Senate Washington, DC 20510 (202) 224-5521- office (202) 224-2852 - fax	DC		Leg. Affairs		
A		Congressional	Miller, George, Hon. 2205 Rayburn House Office Building Washington, DC 20515 (202) 225-2095 - office (202) 225-5609 - fax	DC	House Education Leader	Leg. Affairs		

HISPANIC EDUCATION STRATEGY SESSION -RECOMMENDED INVITES

A		Congressional	Goodling, William, Hon.	DC	Chairman, Committee on Education and the Workforce	Leg. Affairs		
A		Congressional	Clay, William, Hon.	DC	Ranking Member, Committee on Education and the Workforce	Leg. Affairs		
A		Congressional	Jeffords, James Hon.	DC	Chairman, Committee on Health, Education, Neighbor and Pensions	Leg. Affairs		
A		Congressional	Kennedy, Edward, Hon.	DC	Ranking Member, Committee on Health, Education, Neighbor and Pensions	Leg. Affairs		
A		Education Organization	Chase, Bob, Mr. National Education Association 1201 16th Street NW Washington, DC 20036 (202) 822-7389 - office (202) 822-7974 - fax	DC	President of the National Education Association, the largest Teachers organization in the country. A key education organization with significant input into federal education policy, Member of HEC.	OPL		
A	X	Education Organization, Practitioner	Hernandez, David, Mr.		NEA Teacher (Jamie Roybal - if David is not available)	DPC		
A		Education Organization	Feldman, Sandra, Ms. American Federation of Teachers 555 New Jersey Ave NW 9th Floor Washington, DC 20001 (202) 879-4400 - office (202) 879-4402 - fax	DC	President of the American Federation of Teachers, the second largest teachers organization. They also represent school support staff and some higher education professionals. A key education organization with significant input into federal education policy.	OPL		
A	X	Education Organization, Practitioner	AFT Teacher - TBD		AFT Teacher	DPC		
A		Education Organization	Houston, Paul, Dr. American Association of School Administrators 1801 North Moore Street Arlington, VA 22209 (703) 528-0709 - office (703) 582-2146 - fax	VA	Executive Director of the American Association of School Administrators, representing superintendents, principals and university administrators. A key education organization with significant input into federal education policy.	OPL		
A		Education Organization	Ms. Clarice Chambers National School Boards Association 140 Sylvan Terrace Harrisburg, PA 17104-1038	VA	Executive Director of the National School Boards Association, which represents school board members and advocates on education and governance issues. School board members are key to improving education for Latinos.	OPL		

A		Education Organization	Tirozzi, Gerald, Mr. National Association of Secondary School Principals 1904 Association Drive Reston, VA 20191 (703) 860-0200 - office (703) 476-5432 - fax	VA	Executive Director of the National Association of Secondary School Principals, which represents high school principals. This organization is important particularly to the drop out rate issue.	OPL		
A		Education Organization	Ferrandino, Vincent, Mr. National Association of Elementary School Principals 1615 Duke Street Alexandria, VA 22314 703-684-3345 - office 703-548-6021 - fax	VA	Executive Director of the National Association of Elementary School Principals, a key education organization with considerable interest in national education policy. Principals are also the key reformers at the school building level.	OPL		
A		Education Organization	Welburn, Brenda, Ms. National Association of State Boards of Education 277 S. Washington St. #100 Alexandria, VA 22314 (703) 684-4000 - office (703) 836-2313 - fax	VA	Executive Director of the National Association of State Boards of Education, another key education organization with members which can make a difference for Latino students.	OPL		
A		Education Organization	Ambach, Gordon, Mr. Council of Chief State School Officers One Massachusetts Ave NW Suite 700 Washington, DC 20001 (202) 336-7002 - office (202) 408-8072 - fax	DC	Executive Director of the Council of Chief State School Officers, representing the highest ranking education official in each state. A key education organization with significant input into federal education policy.	OPL		
A	X	Education Organization, Practitioner	Council of Chief State School Officer - TBD		Member of Council of Chief State School Officers	DPC		
A		Education Organization	Rotherham, Andy, Mr. Democratic Leadership Council 600 Pennsylvania Ave SE #400 Washington, DC 20003 (202) 546-0007 - office (202) 544-5002 - fax	DC	Formerly Special Assistant to the President for Domestic Policy Council and lead DPC staff on education issues.	OPL		
A	X	Education Organization	Ikenberry, Stanley, Mr. American Council on Education One Dupont Circle NW Suite 800 Washington, DC 20036 (202) 939-9310 - office (202) 659-2212 - fax	DC	President of the American Council on Education, an umbrella organization of higher education institutions and organizations. As access to higher education is a key issue for the Latino population involvement of ACE is important.	OPL		

HISPANIC EDUCATION STRATEGY SESSION -RECOMMENDED INVITES

A		Education Organization	Mitchem, Arnold, Mr. Council for Opportunity in Education 1025 Vermont Ave, NW Suite 700 Washington, DC 20005 (202) 347-7430 - office (202) 347-0786 - fax	DC	President of the Council for Opportunity in Education, the organization for TRIO programs. Important to include as there has been significant debate on whether TRIO programs adequately serve the Hispanic population	OPL		
A	X	Education Organization	Greene, Sarah, Ms. National Headstart Association 1651 Prince St Alexandria VA 22314 (703) 739-0875 - office (703) 739-0878 - fax	VA	CEO of the National Headstart Association. Important to include as there has been significant debate on whether Headstart programs adequately serve the Hispanic population	OPL		
A		Education Organization	Casserly, Michael, Mr. Council of the Great City Schools 1301 Pennsylvania Ave NW Suite 702 Washington, DC 20004 (202) 393-2427 - office (202) 393-2400 - fax	DC	Executive Director of the Council of Great City Schools, representing the large urban schools districts, which include large Hispanic populations	OPL		
A		Education Organization	Haycock, Katye, Ms. Education Trust 1725 K St NW Suite 200 Washington, DC 20006 (202) 293-1217 - office (202) 293-2605 - fax	DC	Panelist - Goal #3 Executive Director of the Education Trust a key education think tank involved in education reform and teacher quality issues.	OPL		
A		Education Organization	Member of the American Library Association		American Library Association	DPC,OPL		
A		Education Organization	Markell, Ginny, Ms. President The National PTA (312) 670-6782		President, National PTA	OPL		
A		Cabinet	Richardson, Bill, Hon. Secretary of Energy U.S. Department of Energy, Headquarters Forrestal Building 1000 Independence Avenue, SW Washington, DC 20585 (202) 586-6210 - office (202) 586-7644 - fax	DC	Secretary of Energy	Cabinet Affairs/OPL		

HISPANIC EDUCATION STRATEGY SESSION -RECOMMENDED INVITES

A	X	Cabinet	Riley, Richard, Hon. U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202 (202) 401-3006 - office (202) 401-2098 - fax	DC	Secretary of Education	Cabinet Affairs/OPL		
A		Cabinet	Shalala, Donna, Hon. The U.S. Department of Health and Human Services 200 Independence Avenue, SW Washington, D.C. 20201 (202) 690-7431 - office (202) 690-7203 - fax	DC	Secretary of Health and Human Services	Cabinet Affairs/OPL		
A		Cabinet	Caldera, Louis, Hon. Secretary of the Army 101 Army Pentagon Washington, DC 20310 (703) 695-1717 - office (703) 697-8036 - fax	DC	Secretary of the Army	Cabinet Affairs/OPL		
A		Stakeholder	Garza, Hector, Mr. National Council for Community and Education Partnerships (202) 530-1135 - office	DC	Stakeholder, Organizer of follow-up Hispanic education conference (August)	OPL, DPC, DCoS		
A	X	Stakeholder	Cisneros, Henry, Mr, President Univision Communications, Inc. 6701 Center Drive, West, 15th Floor Los Angeles, CA 90045-5073 (310) 348-3656 - office (310) 410-5657 - fax	CA	Ivelisse Estrada, VP of Corporate and Community Affairs is part of Hector Garza's stakeholder group	DCoS		
A	X	Stakeholder	Armstrong, C. Michael, Mr. CEO AT&T	TX	Stakeholder			
A	X	Stakeholder	Smith, John (Jack) F., Mr. Chairman and CEO General Motors Corporation 300 Renaissance Center, P.O. Box 300 Detroit, MI 48266-3000 (313) 665-2977 - office (313) 665-0746 - fax	MI	Stakeholder (Note: Roderick Gillum, Chairman, General Motors Foundation)			

A	X	Stakeholder	Cantalupo, James, Mr. President and CEO, McDonald's McDonald's Corporation		Stakeholder			
A	X	Stakeholder	Richardson, William, Mr. President and CEO The W.K. Kellogg Foundation One Michigan Avenue, East Battle Creek, MI 49017-4058 (616) 969-2182 - office (616) 969-2188 - fax	MI	Stakeholder			
A		Stakeholder	Taveras, Barbara, Ms. Executive Director The Edward W. Hazen Foundation 309 Fifth Avenue, Room 200-3 New York, NY 10016 (212) 889-3034 - office (212) 889-3039 - fax	NY	Stakeholder			
A		Stakeholder	L. Steven Zwerling Senior Director, Education, Media, Arts & Culture Program The Ford Foundation 320 East 43rd Street New York, NY 10017 (212) 573-5020 - office (212) 351-3650 - fax	NY	Stakeholder			
A	X	Stakeholder	Jager, Durk, Mr. Chairman and CEO Proctor & Gamble	PR	Stakeholder			
A	X	Stakeholder	Rust, Edward, Mr. Chairman and CEO State Farm Insurance	DC	Stakeholder			
A	X	Commissioner	Linares, Guillermo, Mr. New York City Council Member Manhattan District Office 260 Audubon Ave. - Ground Floor New York, NY 10033 (212) 781-0856 - office (212) 740-1573 - fax	NY	Chair, White House Initiative Commissioners	DoE		

A	Commissioner	Hernández, Sonia, Ms. Deputy Superintendent, Curriculum and Instructional Leadership Branch California State Department of Education P.O. Box 944272 Sacramento, CA 94244 (916) 657-3043 - office	CA	White House Initiative Commissioner	DoE		
A	Commissioner	Pachon, Harry, Mr. The Tomas Rivera Policy Institute 241 East 11th Street, Steele Hall, 3rd Floor Claremont, CA 91711 (909) 621-8897 - office (909) 621-8898 - fax	CA	White House Initiative Commissioner	DoE		
A	Commissioner	Villareal García, Juliet, Ms. President University of Texas at Brownsville 80 Fort Brown Brownsville, TX 78520 (956) 544-8201 - office (956) 548-0020 - fax	TX	Chair - Goal #5 White House Initiative Commissioner	DoE		
A	Commissioner	Padron, Eduardo, Mr. District President Miami-Dade Community College 300 N.E. Second Avenue Miami, FL 33132 (305) 237-3221 - office (305) 237-3109 - fax	FL	White House Initiative Commissioner	DoE		
A	Commissioner, Stakeholder	Petrovich, Janice, Ms. Director, Education, Knowledge and Religion Division Ford Foundation 320 East 43rd Street New York, NY 10017 (212) 573-4872 - office (212) 351-3650 - fax	NY	White House Initiative Commissioner	DoE		

HISPANIC EDUCATION STRATEGY SESSION -RECOMMENDED INVITES

A		Commissioner	Rodriguez, Gloria, Ms. President/CEO Avance Family Support and Education Programs 301 South Frio, Suite 310 San Antonio, TX 78207 (210) 270-4630 - office (210) 270-4612 - fax	TX	Chair - Goal #1 White House Initiative Commissioner	DoE		
A		Commissioner	Paiz Archuleta, Erlinda, Ms. Director - Regional Educational Services Unit Colorado Department of Education 201 East Colfax Denver, Colorado 80203 (303) 866-6638 - office (303) 866-6944 - fax	CO	White House Initiative Commissioner	DoE		
A		Commissioner	Preciado Burciaga, Cecilia, Ms. Associate Dean California State University at Monterey Bay 100 Campus Court. Seaside, California 93955 (408) 582-3559 - office (408) 582-3540 - fax	CA	White House Initiative Commissioner	DoE		
A		Commissioner	Castro, George, Mr. Associate Dean San Jose State University College of Science 1 Washington Square, Room 127 San Jose, California 95192 (408) 924-5247 - office (408) 924-4815 - fax	CA	White House Initiative Commissioner	DoE		
A		Commissioner	González, José, Mr. President Inter American University of Puerto Rico GPO Box 363255 San Juan, Puerto Rico 00936 (787) 763-4203 - office (787) 751-3375 - fax	PR	White House Initiative Commissioner	DoE		

HISPANIC EDUCATION STRATEGY SESSION -RECOMMENDED INVITES

A		Commissioner	Muñoz, Capriano, Mr. Science Coordinator William Taft High School 11600 FM 471 West San Antonio, Texas 78253 (210) 688-6000 - office (210) 688-6072 - fax	TX	White House Initiative Commissioner	DoE		
A		Commissioner	Santiago, Isaura, Ms. 431 Saddle River Road Upper Saddle River, NJ 07458 (212) 524-7747 - office	NJ	White House Initiative Commissioner	DoE		
A		Commissioner	Santos, John Phillip, Mr. Program Officer Ford Foundation Media Arts and Culture - 4th Floor 320 East 43rd Street New York, New York 10017 (212) 573-5030 - office (212) 297-0509 - fax	NY	White House Initiative Commissioner	DoE		
A		Commissioner	Vigil, Samuel, Mr. 746 Terrace Drive Las Vegas, New Mexico (505) 425-6565 - home	NM	White House Initiative Commissioner	DoE		
A		Commissioner	Wasserman, Diana, Ms. Board Member The School Board of Broward County 600 SE 3rd Avenue Ft. Lauderdale, Florida 33301 (954) 765-6306 - office (954) 765-6568 - fax	FL	White House Initiative Commissioner	DoE		
A		Commissioner	Zacarias, Ruben, Mr. 9833 Oso Avenue Chatsworth, CA 91311 (818) 993-5863 - office	CA	White House Initiative Commissioner	DoE		
A		Commissioner	Chavira Chavez, Darlene, Ms. 2454 W. Tucana Tucson, AZ 85745-3305 (520) 623-3827 - office (520) 628-3634 - fax	AZ	White House Initiative Commissioner	DoE		

HISPANIC EDUCATION STRATEGY SESSION -RECOMMENDED INVITES

A		Commissioner	Cortiella, David J., Mr. President Latino Professional Network 34 Carruth Street Dorchester, MA 02124 (617) 265-6868 - office (617) 265-1513 - fax	MA	White House Initiative Commissioner	DoE		
A		Commissioner	Cruz, Miriam, Ms. President Equity Research Corporation 5 Thomas Circle, NW Washington, DC 20005 (202) 387-3331 - office (202) 797-1344 - fax	DC	White House Initiative Commissioner	DoE		
A		Commissioner	Rojas, Waldemar, Ms. Superintendent Dallas Unified School District 3700 Ross Ave. Dallas, Texas 75204 (214) 989-8200 - office (214) 989-8002 - fax	TX	White House Initiative Commissioner	DoE		
A		Hispanic Organization	Mirabal, Manuel, Mr. National Puerto Rican Coalition 1700 K St., NW Suite 500 Washington, DC 20006 (202) 223-3915	DC	President, National Hispanic Leadership Agenda and National Puerto Rican Coalition	OPL		
A	X	Hispanic Organization	Pompa, Delia, Ms. National Association for Bilingual Education 1220 L Street, NW, Suite 605 Washington, DC 20005 (202) 898-1829 - office (202) 789-2866 - fax	DC	Co-Chair, Hispanic Education Coalition	OPL		
A	X	Hispanic Organization	Yzaguirre, Raul, Mr. National Council of La Raza 1111 19th Street, NW Suite 1000 Washington, DC 20036 (202) 776-1787 - office (202) 776-1794 - fax	DC	Co-Chair, Hispanic Education Coalition (HEC) President, National Council of La Raza	OPL		

HISPANIC EDUCATION STRATEGY SESSION -RECOMMENDED INVITES

A		Hispanic Organization	Blackburn-Moreno, Ronald, Mr. President ASPIRA Association, Inc. 1444 I Street NW, Suite 800 Washington, DC 20005 (202) 835-3600 - office (202) 835-3613 - fax		Member of HEC	OPL		
A		Hispanic Organization	Velazquez, Loida, Dr. National HEP/CAMP Association National Association for Migrant Education 1156 15th Street NW, Suite 220 Washington, DC 20005 (202) 862-8514 - office (202) 862-9814 - fax or 8710 Glen Echo Drive Knoxville, TN 37923 (865) 974-7928 - office (865) 974-3857 - fax		President of HEP/CAMP Association, Member of HEC, Director of the High School Equivalency Program (HEP) at the University of Tennessee, serving Tennessee, North Carolina, and South Carolina	OPL		
A		Hispanic Organization	Flores, Antonio, Mr. President Hispanic Association of Colleges and Universities One Dupont Circle, Suite 320 Washington, DC 20036 (202) 833-8361 - office (202) 833-8367 - fax		Member of HEC	OPL		
A		Hispanic Organization	Santiago, Paloma, Ms. Associate Director Center for the Advancement of Hispanics in Science and Engineering Education & The Latino Science and Engineering Consortium The GWU 707 22nd Street, NW, Room 105 Washington, DC 20052 (202) 994-6529 - office (202) 994-2459 -fax		Member of HEC	OPL		

A		Hispanic Organization	Dovalina, Rick, Mr. President League of United Latin American Citizens 1133 20th Street, NW Suite 750 Washington, DC 20036 (202) 408-0060 - phone (202) 267-7737 - fax		Member of HEC	OPL		
A		Hispanic Organization	Sanchez, Elisa, Ms. President MANA, A National Latina Organization 1725 K Street, NW Suite #50 Washington, DC 20006 (202) 833-0060 - office (202) 496-0588 - fax		Member of HEC	OPL		
A		Hispanic Organization	Hernandez, Antonia, Ms. President Mexican American Legal Defense and Educational Fund 1717 K street, NW, Suite 311 Washington, DC 20005 (202) 293-2828 - office (202) 293-2849 - fax		Member of HEC	OPL		
A		Hispanic Organization	Vargas, Arturo, Mr. Executive Director National Association of Latino Elected and Appointed Officials 514 C Street, NE Washington, DC 20002 (202) 546-2536 - phone (202) 546-4121 - fax		Member of HEC	OPL		
A		Local Elected	Ferrer, Fernando, Honorable Borough President Office of the Borough President 851 Grand Concourse Bronx, NY 10451 (718) 590-3500 - office (718) 590-3537 - fax	NY	Borough President First Lady's Office checking on/Harold Leavy	IGA		
A		Local Elected	O'Neill, Beverly, Honorable Mayor of Long Beach 333 W. Ocean Blvd. Long Beach, CA 90802 (562) 570-6801 - office (562) 570-6538 - fax	CA	Mayor of Long Beach, US Conference of mayors, Co-Chair of Education Committee	IGA		

A		Local Elected	Quintana, Luis, Honorable Office of the City Council 920 Broad Street, Room 307 Newark, NJ 07102 (973) 733-5880 - office (973) 733-5887 - fax	NJ	Treasurer of Hispanic Elected Local Officials	IGA		
A	X	Governor	Hunt Jr., James, Hon. Office of the Governor 20301 Mail Service Center Raleigh, NC 27699 (919) 733-4240 - office (919) 715-3175 - fax	NC	Governor of North Carolina, Education Reform Governor, North Carolina has a growing Hispanic population, has bipartisan respect of his colleagues on this issue, and is the primary leader of improving teacher quality	IGA		
A		State Elected	Suarez, Tony, Honorable State Representative 4449 West Hillsborough Ave. Tampa, FL 33614 (850) 488-2742 - office (850) 922-6002 - fax	FL	State Representative	IGA		
A		State Elected	Hon. Rene Oliveira State Representative 55 W. Price Rd., #22 Brownsville, TX 78520 (956) 542-1826 - office (956) 463-8186 - fax	TX	State Representative, Chair of State Hispanic Caucus	IGA		
A	X	State Elected	Bustamante, Cruz, Honorable Lt. Governor State Capitol, Room 5016 Sacramento, CA 95182 (916) 445-8994 - office (916) 323-4998 - fax	CA	Lt. Governor of California	IGA		
A		State Elected	Shapleigh, Elliot, Honorable State Senator 800 Wyoming, Suite A El Paso, TX 79902 (915) 544-1990 - office (915) 544-1998 - fax	TX	State Senator, Member of Education Committee	IGA		
A		State Elected	Solis, Hilda, Honorable State Senator 4401 Santa Anna Avenue, 2nd Floor El Monte, CA 91731 (626) 448-1271 - office	CA	State Senator, Chair of Labor Committee	IGA		

HISPANIC EDUCATION STRATEGY SESSION -RECOMMENDED INVITES

A		State Elected	Pacheco (R), Rod. Hon. 3740 Mission Avenue, Suite N-6 Riverside, CA 92506 (909) 309-6644 - office (909) 369-0366 - fax	CA	California State Representative, Recommended by Former Speaker Villaraigosa	IGA		
A		State Elected	Barrios, Jarrett, Hon. Room 130 State House Boston, MA 02133 (617) 722-2130 - office	MA	State Representative from Massachussetts	IGA		
A		Practitioner	Fajardo, Victor, Honorable Secretary of Education P.O. Box 190759 San Juan, PR 00919 (787) 766-2911 - office (787) 250-0275 - fax	PR	Secretary of Education	IGA		
A		Practitioner	Hernandez, Emilio, Mr. Oregon State Board of Education 255 Capitol Street, NE Salem, OR 97310 (503) 378-3573 - office	OR	State Board of Ed.	IGA		
A		Practitioner	Garewal, Harry, Mr. President National Caucus of Hispanic School Board Members 2746 West Fillmore Phoenix, AZ 85009 (602) 256-3262 - office (602) 534-1555 - fax	AZ	President/President of NSBA's Nat'l Caucus of Hispanic School Board Members	IGA		
A		Practitioner	Dr. Ramona Edelin, Executive Director Congressional Black Caucus Foundation (CBCF) 104 Pennsylvania Avenue, SE Washington, DC 20003 (202) 675-6730 - office	DC	Educator for over 40 years	IGA		
A	X	Practitioner	Chico, Gery, Mr. President Board of Education 125 S. Clark Street Chicago, IL 60603 (773) 553-1600 - office (773) 553-1601 - fax	IL	President, Board of Education	IGA		

A		Practitioner	Ramos, Pedro	PA	President, Pennsylvania School Board	IGA		
A		Practitioner	Whirrey, Marilyn, Ms.		National Teacher of the Year	DPC		
A	X	Practitioner	Tukeva, Maria, Ms.		Principal, Bell Multicultural High School	DPC		
A		Practitioner	Cotrell, Charles, Dr. President St. Mary's University One Camino Santa Maria San Antonio, Texas 78228-8572 (210) 436-3722 - office (210) 431-2226 - fax	TX	Dr. Charles Cotrell, a non-Latino and longtime friend of the Latino community who as a young Political Science professor at St. Mary's was instrumental in several key voting rights cases, has recently been appointed President of St. Mary's University, following a long tenure as Academic Vice President. Dr. Cotrell assumes the helm of the St. Mary's which, importantly for these purposes, is an HSI with a student body that is approximately 65% Hispanic in a city that is 56% Hispanic.	DCoS		
A	X	Practitioner	Olchefske, Joe, Mr. Super, Seattle Public School District Administrative & Service Center 815 Fourth Avenue North P.O. Box 19116 Seattle, WA 98109-116 (206) 298-7100 - office (206) 298-7102 - fax	WA	Super., Seattle Public Schools	DPC		
A	X	Practitioner	Courtines, Ramon, Mr. Super, LA Unified 450 North Grand Los Angeles, CA 90012 Phone - 213-625-6766 Fax - 213-485-0321	CA	Super., LA Unified School District	DPC, DCoS		
A	X	Practitioner	Escalante, Jamie, Mr.	CA	Noted teacher, "Stand and Deliver"	DPC		
A		Practitioner	Orfield, Gary, Mr. Professor, Harvard University 412 Gutman Library 6 Appian Way Cambridge, MA 02138 (617) 496-4824 - office (617) 496-3095 - fax	MA	Civil Rights Project	DPC		

A	X	Private	Martinez Tucker, Sara President and CEO Hispanic Scholarship Fund 1 Sansome Street, Suite 1000 San Francisco, CA 94104 (877) 473-4636	CA	Presidnet and CEO of Hispanic Scholarship Fund	DCoS		
A	X	Private	Gerstner, Lou, Mr. IBM			DCoS		
A	X	Private	Trujillo, Sol, Mr. US West			DCoS		
A	X	Private	Douglas Ivester Chairman and CEO Coca-Cola			DCoS		
A	X	Private	Morgridge, John, Mr. Cisco Systems	CA		DCoS		
A	X	Private	Fernando Espuelas, Mr. StarMedia Network, Inc. 29 west 36th Street, 5th Floor New York, NY 10018 (212) 520-6324	NY	StarMedia runs foundation that works to empower Spanish and Portugese speaking underprivileged youth, through edcuation, information technology, and citizenship skills. The foundation works directly at the Digital Divide	OPL, Dcos		
A	X	Private	Gates, Melinda, Mrs. Gates Foundation		Who is ED??	DCoS		
A	X	Private	Kernan, John, Mr. CEO and Founder Lightspan, Inc 10140 Campus Point Drive San Diego, CA 92121 (858) 824-8000 - office (858) 824-8001 - fax	CA	Lightspan develops edcuational software and internet products and is dedicated improving the academic achievement of Latino Students	DCoS		
A	X	Private	Craig Barrett President and CEO INTEL			DPC		
	X	Private	Baird, Zoe Markle Foundation			DCoS		
A	X	Private	Berresford, Susan, Ms. The Ford Foundation			DCoS		

A	X	Philanthropist	John Doerr, John		Sponsoring a venture capital fund for education	DPC		
A	X	Philanthropist	Broad, Eli, Mr.		School leadership, long time friend of the Administration	DPC		
A	X	Philanthropist	Riener, Rob, Mr.		Movie producer, founder "I Am Your Child Foundation," formerly played Meathead on Archie Bunker	DPC		
A	X	Journalist	Traub, James, Mr.		New York Times Magazine	DPC		
A	X	Journalist	Quinones, John, Mr.		ABC News	DPC		
A		Journalist	Lehman, Nicholas, Mr.		Atlantic Monthly, author of new book on the SAT and achievement in America	DPC		
A		Panelists	Smallwood, Betty, Dr.		Panelist - Goal #1	DPC		
A		Panelists	Milbrodt, Ken, Mr.		Panelist - Goal #1	DPC		
A		Chair	Hunt, Ken, Mr.		Chair - Goal #2	DPC		
A		Panelists	Vega, Migdana, Mr.		Panelist - Goal #2	DPC		
A		Panelists	Snow, Catherine, Ms.		Panelist - Goal #2	DPC		
A		Chair	Domenech, Dan, Mr.		Chair - Goal #3	DPC		
A		Panelists	Hurtado, Aida, Ms.		Panelist - Goal #3	DPC		
A		Panelists	TBD - Expert on Tracking		Panelist - Goal # 4	DPC		
A		Panelists	Isquirdo, Manuel, Mr.		Panelist - Goal #4	DPC		
A		Chair	Tukeva, Maria, Ms.		Chair - Goal #4	DPC		

A		Panelists	Saragosa, Alex, Mr.		Panelist - Goal #5	DPC		
A		Panelists	TBD - Retention Expert		Panelist - Goal #5	DPC		

WH Hispanic Education Strategy Session

BREAKOUT #1: Improving Access to Quality Early Childhood Education

Moderator – Secretary Donna Shalala

Chairperson – Gloria Rodriguez,
Commissioner
CEO and Founder of ADVANCE family
support and education programs

Panelists:

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

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 –

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

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.

AND/OR

Ed Leo
Principal
Sanchez Elementary School
Austin, TX

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. [Specifics regarding locations and timeline to follow] (Can we include information on EITC, CDCTC, CHIP??)

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).

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.

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>

05/31/2000 01:18:05 PM

Record Type: Record

To: Ann O'Leary/OPD/EOP, "Rasco, Carol" <Carol_Rasco@ed.gov>

cc:

Subject: RE: NRC early childhood conference

Ann,

You will be receiving an invitation this week, but I am attaching the agenda for the Early Childhood Summit which have the dates and focus of the Summit. There is not an explicit focus on Hispanic families per se, but a major emphasis is working with English Language Learners, with a focus on Spanish speaking children and families. Also, at our Saturday morning Best Practices Plenary, two of the four speakers have a strong focus on working with English Language Learners. Please let me know if you need more information.

Eve

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

From: Ann_O'Leary@opd.eop.gov [mailto:Ann_O'Leary@opd.eop.gov]

Sent: Wednesday, May 31, 2000 12:41 PM

To: Rasco, Carol; Agee, Eve

Subject: NRC early childhood conference

I want to be sure to include information about your NRC early childhood conference at the WH Hispanic Education Strategy session. What are the dates? And, what type of focus do you have, if any, on Hispanic families?

Thanks!



- Preliminary AGENDA-EARLY CHILDHOOD SUMMIT.doc

**PRELIMINARY DRAFT AGENDA
EARLY CHILDHOOD SUMMIT
EAGER TO LEARN: EDUCATING OUR PRESCHOOLERS
HYATT REGENCY CAPITOL HILL
Washington, D.C.
June 23-24, 2000**

On June 23-24, 2000, the U.S. Department of Education is hosting the Early Childhood Summit which is based on the National Research Council's forthcoming report, Eager to Learn: Educating Our Preschoolers. The purpose of this report is to inform the early childhood community, families, and policy makers on the experiences and opportunities that best prepare young children to be successful in kindergarten and beyond. At the Early Childhood Summit, National Research Council report panelists, U.S. Department of Education representatives, and other national experts will make presentations on how best to provide young children with the skills and experiences they need in order to be prepared to succeed in school. Workshops and plenary sessions will examine the best ways for young children to learn as well as effective methods for measuring the skills and knowledge that young children develop.

The Governor, the Chief State School Officer, Title 1 Director, Head Start State Director, Even Start State Director, Child Care State Administrator, State Director of Special Education, State Director of TANF, and State Health Officer have been invited from each state. Additionally, participants from local, state, and national organizations will attend the Early Childhood Summit.

Friday, June 23

8:00-9:00 a.m. Registration and Coffee

9:00-10:30 a.m. Opening Plenary

The Honorable Richard W. Riley
Secretary of Education
U.S. Department of Education

Dr. Barbara Bowman
Chair of the Committee on Eager to Learn: Educating Our Preschoolers
President
Erikson Institute of Advanced Study in Child Development

10:30-10:45 a.m. Break

10:45-12:00 p.m. Participants Break out into Workshop Sessions

Workshop Topics:

**Children as Learners
Teachers as Thinkers
Credentialing Policies
English Language Learners
Policies and Outcomes
Building Strong Foundations
Qualities of Successful Programs
Inclusion.**

*****The eight workshops will be repeated in each of the afternoon workshop time periods..***

12:00-12:15 p.m. Break

12:15-1:45 p.m. Luncheon

Participants will be seated in groups according to their roles in the early childhood services (for example early childhood service provider, parent, state coordinator of Head Start, state director of Title 1, state director of special education, state policy maker, chief state school officer, representative from higher education, state health officer, community/business partner, child care state administrator) to brainstorm on how to better access resources as well as how the Federal government can better serve them.

1:45-2:00 p.m. Break

2:00-3:15 p.m. Participants Break into Workshop Sessions

3:15-3:30 p.m. Break

3:30-5:00 p.m. Participants Break into Workshop Sessions

Saturday, June 24

8:00-9:00 a.m. Coffee

- 9:00-10:30 a.m. Plenary Discussion on Best Practices for Early Childhood Educators**
Moderated by Nancy Mathis
Featuring:
Ellen Edmonds, Director of Early Childhood Services, Charlotte-
Mecklenburg School System
Cheryl Merit, Principal, Double Oaks Pre-Kindergarten and Family
Resource Center, Charlotte-Mecklenburg School System
Ed Leo, Principal, Sanchez Elementary School, Austin Independent
School District
Ninfa Gonzalez, Pre-K Teacher, Sanchez Elementary School, Austin
Independent School District
- 10:30-10:45 a.m. Break**
- 10:45-12:00 p.m. Closing Plenary: Putting it All Together**

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

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.]

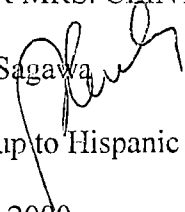
Improving Professional Training [from ED?]

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.

MEMORANDUM FOR MRS. CLINTON

FROM: Shirley Sagawa 
RE: Follow-up to Hispanic Convening
DATE: May 30, 2000

The White House Initiative on Educational Excellence for Hispanic Americans prepared a memo for you outlining developments that grew out of your Hispanic convening last August. The highlights are:

- A sustained collaboration among a group of attendees, including the President's Commission, the National Association of Legislative and Elected Officials, State Farm, At&T, Univision, Ford, and Kellogg.
- Expansion of the "What Works for Latino Youth" directory prepared for our convening (a revised version will be distributed at the June 15 event).
- Plans to develop and distribute an information kit for parents, teachers, and community organizers.
- A multi-year ad campaign on education by the Association of Hispanic Advertising Agencies.
- The development of a music CD featuring popular Latino artists promoting the "stay in school" message in the music and on the printed materials. Plans are to print 1 million copies to be distributed for free through schools and community groups.

As you know, Maria Echeveste is heading up the planning for a strategy session on Hispanic Education at the White House, scheduled for June 15. This session will be described as a follow-up to your August 1999 convening. Ann O'Leary has an update on this event for you in a separate memo.



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

May 3, 2000

Hillary Rodham Clinton
First Lady
White House
1600 Pennsylvania Ave
Washington, DC

Dear Mrs. Clinton:

I am writing at the suggestion of Shirley Sagawa to update you on several exciting partnerships inspired by last August's White House Convening on Latino Youth. The convening made a significant impact on the on-going work of the White House Initiative on Educational Excellence for Hispanic Americans. By modeling the kind of effort that you want to see proliferate across the country, the convening catalyzed the development of a collaborative process designed to address today's crisis in educational achievement for Latinos.

As you may remember, a group of individuals from foundations and the private sector met for lunch directly following the convening to continue the discussion begun at the White House. The discussion was led by Steven Zwerling from the Ford Foundation and Hector Garza from the American Council on Education. The group committed to developing partnerships to support activities that improve educational opportunities for Latino youth.

The convening also started the momentum for a sustained collaboration among a group of stakeholders to work across sectors to improve the lives of Latino young people. A plan was developed by several attendees to hold a national meeting on Latino educational excellence in 2000. This group included key leadership from the President's Advisory Commission on Educational Excellence for Hispanic Americans; the Executive Directors of the National Association of Legislative and Elected Officials (NALEO), the National Association of Bilingual Education (NABE), and National Council for Community and Educational Partnerships (NCCEP); and, representatives from State Farm Insurance, AT&T, Univision, and the Ford and Kellogg Foundations.

Learning in November that the White House intended to hold a meeting to address Latino educational excellence, these stakeholders offered to collaborate with the White House taskforce to inform the White House event scheduled for June 15th.

Simultaneously, our office has continued to expand *What Works for Latino Youth*, the directory of promising programs initially created for the convening. The original 3,000 copies have been disseminated at conferences across the nation, including the National School Board Association, the National Hispanic Corporate Council, and the New America Alliance -An American Latino Business Initiative. We are now at work on the second edition that will double the number of programs included, expand the introduction to include common threads, and a methodology for program evaluation. One of the researchers from the convening, Hector Cordero-Guzman and my

Deputy, Deborah Santiago, are enhancing the program descriptions and evaluation data by interviewing program directors. We expect to have the second edition ready for distribution at the White House event on Latino educational excellence June 15th.

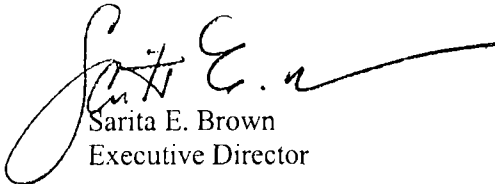
The other effort that has flourished since the convening is the White House Initiative's work with private sector partners. As you may remember, last year the White House Initiative concluded a five-part conference series entitled, *Excelencia en Educación: The Role of Parents in the Education of Their Children*. Private sector partners were with us in San Antonio, Los Angeles, New York, Chicago and Miami. Enclosed is a description of the series. Now Proctor and Gamble has stepped forward to collaborate with the President's Advisory Commission to develop and distribute an information kit supporting parents, teachers and community organizers as they pursue *excelencia en educación*.

The second exciting development I wanted to share is the decision by the Association of Hispanic Advertising Agencies (Ahaa) to develop a multi-year campaign on education. Their intention is to replicate the success of this year's campaign, *Su voto es su voz* ("Your vote is your voice"). The Ahaa Executive Committee is consulting with the President's Advisory Commission and the staff of the White House Initiative as they develop this new campaign. Another comparable effort involves the Univision morning talk show, *Despierta America* ("Wake Up America"). Giselle Blondet, one of the co-hosts, has agreed to develop a regular education segment that will feature programs from our *What Works for Latino Youth* directory.

Finally, a new promising private-public partnership on the horizon is the proposed development of a music CD featuring popular Latino performers. The CD will include--in song and in printed materials--a "stay in school" message and feature web sites and toll free numbers for more information on going to college. We hope the enhanced CD will also lead young people to the internet. Enclosed is the preliminary project proposal. Shirley and I have met about this project and I am pleased to report that the staff of the President's Committee for the Arts and Humanities is interested in the project as well. To make progress with this project, we want to hold a meeting in the next few weeks here in Washington, hopefully at the White House, with likely partners from the music and computer industries. Phase One of the project will produce one million CDs for distribution this fall to Latino high school students. We hope to "release" the CD as the Commission's final event planned for late September or early October.

As our Commission Chair, Guillermo Linares remarked at our last meeting, a lot has been accomplished and there is still a lot to do. As we continue our work I wanted you to know about the many good things that have developed since the convening. Our continued collaboration will maintain and expand the terrific momentum we have achieved.

Sincerely yours,



Sarita E. Brown
Executive Director

enclosures



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

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

Our Nation on the Fault Line: Hispanic American Education

President's Advisory Commission on Educational Excellence for Hispanic Americans

The Creation of *Excelencia en Educación*

Excelencia en Educación: The Role of Parents in the Education of Their Children, is a series of conferences sponsored by the White House Initiative on Educational Excellence for Hispanic Americans. The decision to focus on the role of parents was based on the conviction that the heart of the Latino community is the family. Latino parents know that a quality education provides their children with the skills to achieve the best this country has to offer. America needs the talents of all its citizens to face the challenges of the 21st century. As the fastest growing community in the country, Latinos still have lower educational attainment rates than other groups--a cause for great national concern.

First, a little more background: The White House Initiative supports a Commission appointed by President Clinton in 1994 comprised of national educational leaders from all segments of the educational pipeline. In 1996, the Commission submitted to the President their report, **Our Nation on the Fault Line: Hispanic American Education**. This comprehensive report lays out issues in Latino educational attainment from pre-K through graduate and professional education. Equally important, the report includes an action plan for federal, state and local levels.

The Administration used the report as they developed their Hispanic Education Action Plan announced by Vice-President Gore in February 1998. The President's plan provided over \$520 million in new educational investments for programs that can make a difference in the quality of education for hundreds of thousands of bright, capable, Latino students. Responding to the Administration's achievement, the White House Initiative and the President's Advisory Commission on Educational Excellence for Hispanic Americans developed a strategy to more directly engage the Latino community in the pursuit of a quality education. The stage was set for the *Excelencia* conference series.

In developing a workplan for 1998-2000, Commissioners Gloria Rodriguez and Guillermo Linares encouraged a focus on *nuestros padres*, our parents--a strength within the Latino community. *Excelencia en Educación* is the resulting series of conferences and facilitates interactions among the federal government, Latino advocacy organizations, parents, teachers and other educational stakeholders. The strategy for the conference series was to have Commissioners from each of the five cities selected to anchor the conference.

The academic emphasis of the conference series is mathematics, reading and college readiness. The focus is on powerful strategies for parents to more fully engage in supporting their children's education. The conferences cover how schools, teachers, civic leaders, community-based organizations, business and federal agencies can reach out to parents and more fully engage them in their children's education. By sharing "promising practices" and educational information, conference participants should have even better ideas for brightening the future of young Hispanics and prepared to serve as catalysts for enhancing parental involvement throughout the nation.

The first *Excelencia en Educación* was launched in October 1998 with AVANCE in San Antonio, Texas. AVANCE's founder and CEO is Commissioner Gloria Rodriguez. For the inaugural conference, the White House Initiative brought together five federal agencies--Education, Health and Human Services, Labor, Interior, and the Small Business Administration—as well as over four hundred parents, educators, Latino advocacy organizations and leaders from the private sector. At each conference, members of the Clinton/Gore Administration and members of the Congressional Hispanic Caucus have spoken. Small Business Administrator Aida Alvarez and Representative Ruben Hinojosa and Representative Ciro Rodriguez participated. Univision, the largest Spanish-speaking television network, also plays a significant role in the conference series. In San Antonio, Univision president Henry Cisneros announced their plan to develop a multi-year education campaign. Our corporate allies, Univision, State Farm, and AT&T were also in attendance and described their commitment to addressing the strengths and needs of the Latino community and pledged to be with us for the entire national conference series.

In Los Angeles, in March 1999, the White House Initiative restaged the *Excelencia en Educación* conference in collaboration with the following five organizations: the Mexican American Legal Defense and Educational Fund (MALDEF), the Annenberg project in Los Angeles (LAAMP), University of California at Los Angeles (UCLA), Los Angeles Unified School District (LAUSD), and PUENTE Learning Center. Over 800 participants, primarily parents of students enrolled in schools in East Los Angeles, heard from speakers including California Governor Gray Davis, Univision President Henry Cisneros, current chair of the Congressional Hispanic Caucus (CHC) Lucille Roybal-Allard, and the former chair of the CHC Xavier Becerra. Commissioner Ruben Zacarias, Superintendent of Los Angeles Unified School District, and Commissioner Sonia Hernandez, Deputy Superintendent for the California Department of Education, facilitated the conference.

On June 4-5, 1999, the conference was restaged in New York City at CUNY-City College with Commissioner Guillermo Linares, New York City Councilman facilitating the conference. Partnering with the White House Initiative were the Hispanic Federation, Community Association of Progressive Dominicans (ACDP), United Way of New York City, New York Board of Education, CUNY-City College, and ASPIRA of New Jersey. Secretary of Education Richard Riley opened the conference and Congress member Robert Menendez sent a message on behalf of the Congressional Hispanic Caucus. Janet Murgia, Associate Director for Legislative Affairs spoke to the participants about the Administration's activities and commitment and both Vice President Gore and First Lady Hillary Clinton provided messages on behalf of the Administration. Univision continued its support for the conference by having two of its personalities, Rafael Pineda of their local station, and Giselle Blondet of *Despierta America*, participate in the program.

On November 5-6, 1999, the conference was restaged in Chicago, Illinois with the leadership of Commissioner Miriam Cruz. Partnering in the Chicago event were the Chicago Public School system and Mayor Daley's office. Activities began on November 5 at the University of Illinois-Chicago with Gery Chico, President of the Chicago School Board opening the conference. On November 6 the conference moved to Saucedo Scholastic Academy. Conference highlights included a call from Vice President Gore describing the Administration's efforts to increase educational opportunities for all Americans; Mickey Ibarra, White House Director of Intergovernmental Affairs and Assistant to the President, addressing, "Keeping the American Dream Alive", and Congressman Luis Gutierrez, Congressional Hispanic Caucus member from the 4th District in Illinois, sharing his commitment that all children deserve the best this country has to offer. Rafael Romo, a local Univision news reporter, closed the conference by moderating the final panel session.

The final conference in the series was held at Miami High School in Miami, Florida on December 4, 1999. Partnering in the Miami event were Miami-Dade Community College/InterAmerican Campus, Miami-Dade County Public Schools, Broward County Schools, Abriendo Puertas, ASPIRA of Florida, and the Cuban American National Council. Conference highlights included an address entitled *Making*

Excelencia Para Todos a Reality, by Ray Martinez, Deputy Assistant to the President for Intergovernmental Affairs and a video message from First Lady Hillary Rodham Clinton sharing her perspectives on educational excellence. There was also active involvement from local educational leaders and Univision personalities. Alina Mayo Azze, Guillermo Benites, and Giselle Blondet, all supported the conference by moderating sessions and summarizing Univision's national and local commitment to education through their community efforts. Commissioner Eduardo Padron, President of Miami-Dade Community College, and Commissioner Diana Wasserman, member of the Broward County School Board, served as facilitators on behalf of the President's Advisory Commission. Miami also included a pre-conference workshop where federal agency representatives met with educational leaders and community-based organizations to discuss ways to share information on federal programs and services that can assist Latino students and parents. This special pre-conference workshop generated new ideas and strategies that can facilitate partnership building between federal agencies and local communities.

Having concluded the national series, we are now working to bring *Excelencia* to our nation's capital. On September 9, 2000 the White House Initiative will work with local leaders including the Latin American Youth Center, the District Public Schools, the Office of the Mayor to stage the conference .

We are also working with federal and private partners to produce an resource kit for local organizers to stage similar conferences around the country. Proctor and Gamble has agreed to partner with the White House Initiative on the development on the kit and a national distribution. We are working to complete this project in time to release this new kit in Fall 2000.

**President' Advisory Commission
on Educational Excellence
for Hispanic Americans**



PROJECT PROPOSAL

Context

We know that the high school dropout rate for Latino youth is the highest in the Nation

We know there is a keen need for visible role models sending a positive message about high academic achievement and educational opportunities

We know that the music of many contemporary Latino artists captures the interest of Latino youth and can help deliver important messages

In response, we seek to collaborate with the President's Advisory Commission on Educational Excellence for Hispanic Americans to build on the First Lady's Convening on Latino Youth by developing a multifaceted project.

Objectives

- To send a positive message to Latino youth to stay in school and have high educational aspirations
- To build on the power of music and the appeal of contemporary Latino artists to effectively deliver this message to Latino students
- To provide an effective medium of communication that will offer a steady stream of information about high academic achievement and educational opportunities
- To direct Latino young people to the internet and engage industry leaders to help close the digital divide

Strategies

- To harness the Internet's power to reach a youthful audience
- To capitalize on the ability of contemporary artist's capacity to deliver a credible message
- To use music's appeal to capture the interest of students

Tactics

- Aplauso will produce all aspects of an enhanced music CD that will contain:
 - A compilation of popular current hits and artists
 - Software that will link users to Aplauso.com and selected education sites recommended by the President's Advisory Commission
 - Video clips of artists delivering "stay -in -school" and "going to college" messages
- Aplauso will collaborate with the President's Advisory Commission and the Office of the First Lady to secure corporate sponsors to fund the project that will include the production of a minimum of 1 million CDs and a national dissemination strategy with the public school system and community based organizations
- The President's Advisory Commission will collaborate with Aplauso to develop a dissemination plan that works with schools, advocacy and educational organizations, and local area media

**FOR
IMMEDIATE
RELEASE**

**SUPERSTARS JULIO IGLESIAS AND DON FRANCISCO JOIN WITH MUSIC EXECUTIVES
LARRY ROSEN AND SERGIO ROZENBLAT
TO CREATE LEADING LATIN ENTERTAINMENT INTERNET SITE**

aplausos.com

Miami, FL (February 16, 2000)-International recording artist Julio Iglesias and Latin American TV superstar Don Francisco announced today an agreement with online music pioneer Larry Rosen and Latin music executive Sergio Rozenblat to become the founders of **aplausos.com, Inc.**, a new company to create the leading Latin Music and Entertainment Internet Site.

The explosive popularity of Latin music and pop culture combined with Latin America's fast-growing Internet market has spurred the demand for a premier Latin music and entertainment site for the U.S. Hispanic and Latin American markets. Recognizing this opportunity, Julio Iglesias and Don Francisco have joined Larry Rosen and Sergio Rozenblat to build this new enterprise.

The four founders are excited about the potential to deliver Latin entertainment to a new audience of online music and entertainment fans. "I agreed to become a founder and investor in this new company because I believe it will provide a platform to reach and positively influence millions of fans of Latin music throughout the world," said Iglesias.

Thirty-six year TV veteran Don Francisco said, "I've been blessed to have been able to communicate over the years with a diverse number of people in the U.S. and Latin America. The Internet is a revolutionary medium that enhances our daily contact with each other as well as further educates our children."

The trilingual (Spanish, English and Portuguese) site will provide an innovative medium to feature new bands and artists, industry news, information and reviews, artist sites, celebrity chats, and the ability to download music, create custom compilations, and purchase CDs and DVDs online. The site will provide local content tailored to users interested in a variety of music and entertainment options, from rock en Español to tropical, from telenovelas to movies. **aplausos.com** is scheduled to go online in early summer.

Jupiter Communications estimated that there were more than 9 million online users in Latin America at the end of 1999 and that this figure will increase to 38 million in 2003. Jupiter projects that Latin America with its annual growth rate of nearly 50 percent of Internet users makes it the world's fastest-growing Internet market.

- more -

**FOR
IMMEDIATE
RELEASE**

"I have experienced the dynamic growth of music and entertainment on the Internet in the United States over the past five years. Now I see a great opportunity in Latin America to help develop the premier Latin music and entertainment company, utilizing today's technology and laying the groundwork for tomorrow's broadband world," said Rosen.

"aplauso.com will become an innovative medium that will open doors for new artists and bands. We will be offering specialized news, exciting radio, downloadable music and videos along with the availability of online purchasing. We will focus our efforts in creating a distinctive site which will be event-oriented and interactive, with a keen eye directed towards localized content," said Rozenblat.

Born in Madrid, Spain, Latin legend Julio Iglesias has won a worldwide following transcending languages and cultures to become the most famous Latin artist of our time. Originally recording in 1968 in his native Spanish, Iglesias quickly established his stardom becoming the Hispanic world's most important performer. For the next decade, his songwriting and unique romantic ballads led to innumerable concert appearances throughout Europe, Asia, and Latin America. In 1978, CBS International signed a worldwide deal with Iglesias who began recording in French, Italian and Portuguese in addition to Spanish. In 1983, Iglesias received the first and only Diamond Record Award ever given to a performer by the Guinness Book Of World Records for selling more records in more languages than any other musical artist in history.

His first English release in 1984, 1100 Bel Air Place, immediately went multi-platinum and formed an all-important bridge between the European and American markets. In 1985, a star with his name was unveiled on the Hollywood Walk of Fame. After winning over English-speaking fans, Iglesias returned to Spanish compositions in the 1990's, concentrating on the Latin American market. A tireless year-round performer, Iglesias continues to pack venues worldwide. Recipient of over an astonishing 2,600 platinum and gold records, and having recorded more than 76 albums, Iglesias has sold more than 250 million units in his illustrious career.

A native of Chile, Mario Kreutzberger, known as Don Francisco, is the likeable host of "Sabado Gigante" (the longest-running program in the Americas, according to the Guinness Book of World Records). Recognized throughout the world for his charitable contributions, Don Francisco has received innumerable acknowledgments from private and public institutions culminating in being named Ambassador of UNICEF by the United Nations. TV Guide recently named Don Francisco as one of the most influential Hispanics in the entertainment industry.

- more -

**FOR
IMMEDIATE
RELEASE**

Rosen, dubbed an "Internet Icon" by Forbes magazine, is a leader and pioneer in the music and technology industries, having co-founded and operated GRP Records, Inc. and N2K, Inc. As Chairman and CEO of N2K, Rosen built one of the Internet's premier e-commerce, community and content companies. He created exclusive relationships with AOL, Excite, iVillage, Infoseek, Disney, ABC, MTV, WebTV, StarMedia, and many more. Rosen led the company to its IPO in the fall of 1997 and architected the plan to merge N2K, Inc./MusicBlvd.com and CDnow, Inc. in 1999, allying the two top Internet music e-commerce companies to form the #1 music e-commerce site on the Net. Rosen will serve as Chairman of the Board of Directors of **aplauso.com, Inc.**

Rozenblat brings an impressive and well-rounded professional and legal background. He recently directed the Latin Grammy organization, culminating in the announcement of the first ever broadcast of the Latin Grammy Awards on CBS Network Television. Prior to this, Rozenblat served five years as Vice President and General Manager of WEA Latina, a division of giant Warner Music International, where he helped guide the careers of hit Latin artists such as Luis Miguel, Maná, Café Tacuba, and Olga Tañón. He was also Director of A&R and marketing for CBS Records International (later Sony Music), where he began a close musical and business association with Gloria Estefan and Emilio Estefan and their Miami Sound Machine. He has also managed the career of Grammy-winning trumpeter Arturo Sandoval and is an entertainment attorney. Rozenblat will serve as COO of **aplauso.com, Inc.**

aplauso.com, Inc. will have its headquarters in Miami, Florida, with offices in Mexico, Brazil, Spain, Argentina and Chile. The address is: 1221 Brickell Avenue, Suite 1590. Miami, FL 33131.

For more information, contact:

Renee Edelman
PR 21
(212) 352-3430
renee_edelman@pr21.com

Leo Sarmiento
The IAC Group
(305) 856-7474
lsarmiento@iacadgroup.com



Julie Bosland <jbosland@acf.dhhs.gov>

05/25/2000 11:00:51 AM

Please respond to jbosland@acf.dhhs.gov

Record Type: Record

To: Ann O'Leary/OPD/EOP

cc:

Subject: re: Strategies Session

Write ups of HUD/HHS/ED partnership and revised language on \$1M for HSIs.

Under the Administration for Children Youth and Families' (ACYF) leadership, The Early Childhood Working Group of the White House Initiative on Educational Excellence for Hispanic Americans is launching 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. ACYF is planning to pilot this in approximately 5 communities in early summer. [I'll get you more specifics regarding locations and timeline ASAP]

Head Start Bureau, Administration for Children Youth and Families- Head Start-Higher Education Hispanic Service Partnerships (HS-HEHSP) grant program to improve Head Start services to Hispanic children and families. \$1 million new funding available in FY 2000 for approximately 7 grant awards of up to \$150,000 per year for four years. Eligible applicants will be institutions of higher education, in partnership with 1 or more local Head Start or Early Head Start grantees. 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.

I'll follow up on the Fairfax HS program and publications, and will let Pat know to make sure to talk to you about Rebecca Barrera.

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 5/24/2000 1:04 PM:

The White House Strategy Session on Hispanic Education has been moving along. It is set for June 15th with breakout sessions in the morning and the President hosting a session in the East Room in the afternoon. One of the breakout sessions will be on the Early Childhood goal that we had been working on as a working group.

The organizers of the entire conference are looking for policy deliverables from the agencies around these goals. They are also looking for speakers for the breakout session.

Unfortunately, there has been a bit of confusion about interagency coordination. The organizers of the Hispanic Conference are holding a meeting with all of the agencies tomorrow to discuss these issues (see email below). I would like to invite you to this meeting as well as ask you to participate in a conference call with me tomorrow at 10:00 a.m. to discuss the early childhood goal. The call in number is 757-2104 #7777. Please RSVP to Eric Morse through email at eric_morse@opd.eop.gov or by phone at 202/456-0122.

The purpose of the call is go over early childhood policy deliverables (see attached sheet on our latest draft) and speakers for the breakout. I thought it would be easier to do this work within our small working group. In addition, it would be helpful if you make sure that there is a representative from your agency (if not yourself) who will attend the 1:00 p.m. and can raise any issues or ideas you have regarding early childhood.

Thank you and, as always, my apologies for the late notice.

(See attached file: Hispanic early childhood.doc)

----- Forwarded by Ann O'Leary/OPD/EOP on 05/24/2000 12:48 PM -----

(Embedded
image moved Bethany Little
to file: 05/24/2000 11:42:38 AM
PIC17132.PCX)

Record Type: Record

To: Ann O'Leary/OPD/EOP@EOP

cc:

Subject: Strategies Session

----- Forwarded by Bethany Little/OPD/EOP on 05/24/2000

11:42 AM -----

Irma L. Martinez
05/24/2000 10:33:41 AM

Record Type: Record

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

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

Subject: Strategies Session

Thank you to all those agencies that have already turned in deliverable suggestions for the June 15 Strategies Session meeting. Again, we are looking for your agency's new programs, grants, etc. that can be announced on June 15.

There will be a follow-up meeting TOMORROW, May 25, at 1:00 p.m. in OEOB 180 for all agency representatives. Please email me your clearance information by replying to this email, or you can call 456-2572. Thank you.

Message Sent

To: _____

allen_R_naranjo@nbc.gov
Dolores_chacon@nbc.gov
mehunker@opm.gov
Sylvia_Bolivar@yahoo.com
esther.aguilera@hq.doe.gov
sarita_brown@ed.gov
cha_guzman@ed.gov
deborah_santiago@ed.gov
heidi_ramirez@ed.gov
rwerbel@os.dhhs.gov
mbeadle@os.dhhs.gov
Philip.Schwab@usda.gov
RpereaHenze@doc.gov
Jose.Ceballos@ost.dot.gov
amit.ronen@ost.dot.gov
Courtney_V_Fox@hud.gov
gonzalesm@hqda.army.mil
richard_toscano@ed.gov
adkinsj@pr.osd.mil
juan.lopez@ssa.gov
rodney.spinks@do.treas.gov
bettie.baca@sba.gov

Diaz.Romulo@epa.gov
ACOHN@fcc.gov
mwest@opic.gov
mscales@cns.gov
jgomperts@cns.gov
Edmundo.Deleon@ost.dot.gov
Valentino.Tafoya@afpc.randolph.af.mil
Lynda.DeLaVina@do.treas.gov
Irma L. Martinez/WHO/EOP@EOP
Jacqueline F. Lain/WHO/EOP@EOP
Brian A. Barreto/WHO/EOP@EOP
Reynaldo Valencia/WHO/EOP@EOP
Julie K. Anderson/WHO/EOP@EOP

Message Copied

To:

Bethany Little/OPD/EOP@EOP
John B. Buxton/OPD/EOP@EOP
Reynaldo Valencia/WHO/EOP@EOP
Brian A. Barreto/WHO/EOP@EOP
Jacqueline F. Lain/WHO/EOP@EOP
Julie K. Anderson/WHO/EOP@EOP
mwest@opic.gov

• DHHS INPUT
EARLY CHILDHOOD EDUCATION ISSUE GROUP
WHITE HOUSE STRATEGY SESSION ON HISPANIC EDUCATION

The Department of Health and Human Services feels that the Early Childhood Education goal for the White House Strategy Session on Hispanic Education presents a significant opportunity to highlight the President's Child Care initiative (particularly the \$817 million increase in funding for the CCDF and the Early Learning Fund) and the President's proposal to expand Head Start by \$1 billion.

As requested, we have included some suggestions of individuals or groups to consult, specific goals with indicators and strategies, research on the importance of participation in quality programs and parent involvement, initiative to highlight, charges to the community, and descriptions of the early childhood services offered by the Administration for Children and Families and the Substance Abuse and Mental Health Services Administration.

SUGGESTED GROUPS TO CONSULT

Advocates/Programs

- **Sarah Greene**
Chief Executive Officer
National Head Start Association (NHSA)
1615 Prince Street
Alexandria, VA 22314
(703) 739-0875

Ms. Greene has been involved with Head Start in various capacities since 1969, having served as the President of NHSA, President of the Florida Head Start Directors Association, and Director of a Head Start program.

- **Rebeca M. Barrera**
Executive Director
National Latino Children's Institute
1412 West Sixth Street
Austin, TX 78703-5139
512-472-9971
fax: 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.

- **National Association of Child Care Resource and Referral Agencies**
1319 F St. NW, Suite 810
Washington, DC 20004-1106
(202) 393-5501

- **Joan Lombardi**
1941 Shiver Drive
Alexandria, VA 22307
703-660-6711

Dr. Lombardi is a child and family expert and former Deputy Assistant Secretary, ACF/DHHS).

- **Mark Ginsberg**
National Association for the Education of Young Children
1509 16th Street, N.W.
Washington, DC 20036-1426
(202) 232-8777
mrg@naeyc.org

- **Richard Gonzales**
Assistant Deputy Commissioner
Administration for Children's Services – Head Start
30 Main Street
Sweeney Building, 10th Floor
Brooklyn, NY 11201
(718) 260-7083

Mr. Gonzales oversees one of the Head Start “supergrantees” with 73 delegate agencies through New York City, serving 19,000 pre-school children and their families. He has over 24 years of experience in the early childhood field.

- **Blanca Enriquez**
Head Start Executive Director
11670 Chito Samaniego
El Paso, TX 79936
(915) 790-4609

Not only does Ms. Enriquez bring the Head Start perspective, but she is also familiar with the specific issues of the border region.

- **Jesus Garcia**
Research Services Coordinator
Kern County Superintendent of Schools Office
1300 17th Street
Bakersfield, CA 93301
Phone: 661-636-4648

Mr. Garcia has done significant work in helping communities understand shifting demographics and explore the accessibility of early childhood services to Hispanic families.

- **Elba Montalvo**
Executive Director

National Council of Latino Executives
Committee for Hispanic Children and Families
140 W 22nd Street, Suite 301
New York, NY 10011
Phone: 212-206-1090

As an advisory group to the Child Welfare League of America, the National Council of Latino Executives (CLE) is a key resource on matters of Latino child welfare.

- **Dr. Sylvia Sanchez**
Associate Professor, ESL Bilingual Education
George Mason University
4400 University Drive
Fairfax, VA 22030
- **Jarrett T. Barrios**
Representative
Commonwealth of Massachusetts House of Representatives
Room 130
State House
Boston, MA 02133
Phone: 617-722-2130

Key Researchers

- **Delia Pompa**
Director
National Association on Bilingual Education (NABE)
1220 L. street, NW, Suite 605
Washington, DC 20005-4018
202-898-1829 x 184
d_pompa@nabe.org

In addition to being the current director of NABE, Dr. Pompa is also the past Director of the Office of Bilingual Education and Minority

- **Luis Hernandez**
Early Childhood Education Specialist
Region 4 Head Start Quality Improvement Center
Western Kentucky University
(305) 444-4779

Dr. Hernandez has a strong background in training and technical assistance, as well as research, around bilingual and multicultural issues for early childhood providers.

- **Edward De Avila**
Linguametrics
5866 Harbord Drive

Oakland, CA 94611
(510) 547-8328

Dr. De Avila developed a key preschool language assessment scale, and is a leader in the field of language development. He is an excellent speaker and can help make complicated issues about language development and assessment clear.

- **Catherine Snow**
Henry Lee Shattuck Professor of Education
Harvard Graduate School of Education
Larsen 3
Cambridge, MA 02138
(617) 495-3563

Dr. Snow “wrote the book” on language development and preventing reading difficulties. She is very highly regarded in the field.

- **Kathy Escamilla**
University of Colorado, Boulder
School of Education – Campus Box 249
Boulder, CO 80309-0249

Dr. Escamilla is an expert in language development and assessment of bilingual children.

- **Sylvia Pena**
Dean, School of Education
University of Texas, Brownsville
80 Fort Brown
Brownsville, TX 78520
(956) 983-7219

Dr. Pena does work on literacy, early childhood and bilingual background.

- **Elena Izquierdo**
Associate Professor
College of Education
University of Texas, El Paso
El Paso, TX 79968

Dr. Izquierdo is an expert in teacher education and training.

- **Kenji Hakuta**
Professor
Stanford University
School of Education
CERAS 2075
Stanford, CA 94305
650-725-7545

Dr. Hakuta has done a great deal of work on educating minority children. He serves on the Board for OERI in the Department of Education.

- **Georgia Earnest Garcia**
Associate Professor and Associate Head
University of Illinois at Urbana-Champaign
Department of Curriculum and Instruction
1310 South 6th Street, Room 311
Champaign, IL 61820
217-333-7048

Ms. Garcia recently wrote a review of the bilingual research on children's reading.

SPECIFIC GOALS WITH INDICATORS & STRATEGIES

1) Increase Participation of Hispanic Children in Quality Early Childhood Programs

- a) 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:

- Expansion: \$1 Billion increase; goal of 1 million kids by 2002
[See language in 3/10 White House draft document]
- 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: An update to the Head Start Hispanic Action Plan is currently underway and will be finalized shortly.]

- a) 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:

- *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:* CCDBG \$817 M and CDCTC Refundable proposal [See language in 3/10 White House draft document]
- *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

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

1) Ensure the Quality of 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.
- ELF [See language in 3/10 White House draft document]

a) 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:

- ELF [See language in 3/10 White House draft document]
- Child Care and Development Block Grant – increased funding (\$817 M) [See language in 3/10 White House draft document]

a) 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:

- ELF [See language in 3/10 White House draft document]
- 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.

- a) [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 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.]

1) Promote Parent Involvement in Early Childhood Development

- a) [If an outcome measure is desired on parents reading to or telling stories to their children, the best measures/sources would be the data that is collected for kindergarten children by the Department of Education. For instance, the ECLS study gathered this information for one national cohort in 1998 and will collect it for another cohort in 2006. Therefore, HHS will defer to ED on the specifics of this goal, if we choose to have one.]

I. RESEARCH ON THE IMPORTANCE OF PARTICIPATION IN QUALITY PROGRAMS AND PARENT INVOLVEMENT

Importance of Quality Programming

- The Family and Child Experiences Survey (FACES), new longitudinal study of a nationally-representative set of 40 Head Start programs, found that classroom quality is good, parent involvement and satisfaction are high, and program quality is significantly related to children's outcomes and success in the early school years.
- The Cost, Quality and Child Outcomes study of more than 800 preschool children shows that young children receiving poor quality child care were less prepared for school than students who received high quality care in their preschool years. Further, they found that children who have traditionally been at risk for not doing well in school are affected more by the quality of child care experiences than other children.
- Research by David Yaden of the University of Southern California on emergent literacy in a bilingual low-income, pre-kindergarten program in downtown Los Angeles, *Para Los Ninos*, shows that enhancements of literacy activities in the classroom as well as a strong parent literacy component, yield clear gains in children's literacy skills and abilities over time.
- The NICHD Study of Early Child Care (1999) found that quality child care was related to children displaying greater social competence and less problem behavior at 2 and 3 years of age. Also, more experiences in groups with other children predicted more cooperation with other children.
- A recent major longitudinal study has shown that the influence of good, early education lasts into adulthood, affecting things like reading and mathematics skills and even the timing of childbearing! In the Abecedarian Project in Chapel Hill, North Carolina, half of the children were randomly assigned to high-quality child care from infancy to age 5, while others received only nutritional supplements and family support. The study found that children in the intensive early educational program were more successful than their peers on virtually

every measure. [Note: this study focused exclusively on African American children.]

Importance of Parent Involvement

- Kevin Cole, a Senior Researcher at the Washington Research Institute in Seattle, Washington recently completed a study on emergent literacy in a bilingual Head Start program in Seattle. His literacy intervention is based on a very cost-effective parent training model and his research has demonstrated both immediate effects on improving children's language and literacy skills, as well as maintenance of gains at a 1-year follow-up.
- In the FACES study (above), researchers found that parents who read to their children had children with higher vocabulary scores, even after accounting for differences in parent education. They also found that parents who were involved in their children's classrooms in meaningful ways were more likely to engage their children in developmental activities at home.

Importance of Cultural Appropriateness

- David Dickinson at EDC in Newton, MA has done work examining the administration of literacy measures in both English *and* Spanish in longitudinal studies of bilingual Head Start children to assess differential growth trajectories. His research has demonstrated that Spanish speaking children demonstrated increases in an important area of language development — phonemic awareness — in both Spanish and English, and that there is evidence of the transfer of such abilities from one language to the next. These findings suggest that children's acquisition of English may improve even when their home language, Spanish, is maintained during part of their daily early childhood program experience. Thus, their overall English acquisition may be enhanced when efforts are made to build upon their basic Spanish language skills. (Dr. Dickinson is involved in Head Start both through one of the Head Start Quality Research Centers as well through one of the Training and Technical Assistance Quality Improvement Center).

IV. ANNOUNCEMENTS/INITIATIVES TO HIGHLIGHT

Presidential Proposals

- **Highlight President's proposals on Child Care and Head Start**
 - The primary items that we want to be sure will be highlighted are the President's proposals on Child Care (the \$817 million, the Early Learning Fund, etc.) and on Head Start (\$1 billion increase to stay on track to reach 1 million kids in 2002). [See language in 3/10 White House draft document]
 - It would be good to bring in the Congressional Hispanic Caucus in some way; for instance, the CHC could announce their endorsement of these proposals the day of the strategy session.
- Note the President's proposal on extending health coverage, since healthy children come to school better prepared to succeed.

TO: Maria Echaveste

FROM: Julie Anderson (OPL), Jackie Lain (IGA), Irma Martinez (Cabinet Affairs)

RE: **UPDATE #2: Deliverables for the White House Conference on Hispanic Education**

DATE: May 26, 2000

Attached is an action list of resources to tap for "commitments" or deliverables from the public and private sectors for the White House Conference on Hispanic Education on June 15. These commitments will include new initiatives, programs, publications or research for each goal that can be used to improve the state of education for Hispanic students. **This will be updated with new resources and contacts on a daily basis.** If you have any questions or require additional information, please contact Julie (63771), Jackie (65084) or Irma (67025).

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. Julie Anderson of OPL is taking the lead on securing commitments from the organizations listed below.

COMMITMENTS:

- **American Library Association (ALA):** Emily Sheketoff of the American Library Association has made the following commitments on behalf of her organization:
 - (a) Offer model programs on how to provide excellent service to the Hispanic community;
 - (b) Establish an award which promotes excellence in children's literature that reflects the Latino culture, and by 2010, elevate the award's prestige to the level of the Newberry or Caldecott awards; and
 - (c) ALA members will appear and speak at other organization's meetings and conferences to demonstrate how to create similar programs in their organizations.
- **American Association of Museums (AAM):** Jason Hall of AAM is interested in providing a deliverable for the conference by partnering schools with large Hispanic populations with representatives from local museums. Hold for Barry Szczesny to finalize specifics of commitment on May 29.
- **NEW! National PTA:** Maribeth Oakes of the National PTA is concerned that her organization will not be represented at this conference. She is working with National PTA President Ginny Markell to secure a deliverable that targets Hispanic parents in Florida, California and Texas. Two PTA publications are available in Spanish: *Parent Involvement Quality Indicators* and *Ten Ways Parents Can Be Involved*.

*Update
Wm
JL*

- **NEW! Scholastic, Inc., a global children's publishing and media company and a supporter of the Department of Education's America Reads Challenge program, is launching a new literacy campaign targeting Hispanic parents and their children.** Julie left a message with Bibb Hubbard, chief of staff to the president, and will provide more details about this campaign and a possible deliverable next week.

FEDERAL RESOURCES:

- **Department of Education's America Reads Challenge (literacy initiative):** 40,000 Read*Write*Now! posters are available in Spanish. The poster includes a colorful illustration on the front and a set of fun reading activities for children in grades K-6 on the back. A flyer with instructions on how to order this year's version of the poster will also be available for distribution. (Julie Anderson)
- **Department of Education's Partnership for Family Involvement in Education (PFIE) initiative:** PFIE's publication *Questions Parents Ask About Schools* is available in Spanish. This publication highlights teachers' expectations and student workload at each grade level, as well as how parents can help their children succeed in the classroom and prepare for college. (Julie Anderson)

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 states and school districts will provide appropriate language instruction to ensure that all students graduate from high school having demonstrated proficiency in English. Jackie Lain will take the lead on working with unions.

- **Contact major unions to discuss potential partnerships with businesses in order to provide ESL classes for parents and their children.** (Maria Echaveste will contact AFL-CIO.) Other ideas for partnerships include: UAW with GM, CWA with AT&T and / or U.S. West. Jackie Lain will work with unions on potential partnerships.

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.

COMMITMENTS:

- **Lightspan** is interested in partnering with HUD's Neighborhood Networks. This initiative creates opportunities for education and training to low-income residents, and we could highlight a Neighborhood Network in a predominantly Latino housing project. NOTE: Brian Barreto and Irma had an initial meeting with Eileen Rosenthal of Lightspan. The company is eager to be part of the June 15 conference as its founder is already heavily invested in helping the Latino community. They are researching other possible deliverables. (Brian Barreto)

- **Contact Henry Cisneros about his ideas on bridging the digital divide.** On two occasions, during the New Economy conference and during the President's visit to East Palo Alto on the New Markets tour, Mr. Cisneros has expressed concern that the federal government must partner with the private sector to provide internet content relevant to the Latino community. Mr. Cisneros has issued the challenge to us and we should speak to him about what Univision can do to fulfill these goals. (Maria Echaveste will contact Henry Cisneros.)

FEDERAL RESOURCES:

- **Department of Education's America Counts Challenge (math and science initiative):** The publications *Improving Mathematics Achievement: What Parents and Families Can Do*, *Figure This!* and *Helping Your Child Learn Math* will be translated into Spanish and printed for distribution by June 15. (Julie Anderson)
- **Department of Education's Office of Educational Technology** is hosting a meeting with faith and community leaders on June 12 to address digital divide issues. LULAC and La Raza are invited to participate. The meeting will conclude with a list of commitments to education and bridging the digital divide. Some of these commitments may be used for our June 15 conference. Still pending. (Julie Anderson)
- **The Departments of Health and Human Services (HHS), Education (DoEd), and Urban Development (HUD)** have established a partnership to reach out to communities in five target areas centering around HUD's Neighborhood Network Community Technology Centers. (Julie Anderson)

4. Increase the high school completion rate for Hispanic students to the national average by 2010. Jackie Lain will take the lead on the organizations listed below.

COMMITMENTS:

- **NEW! HACU will hold their announcement of their new corporate internship program for Hispanic students. Three companies, Target, St. Paul Companies, and State Farm, have agreed to hire Hispanic interns (through HACU's national database) and to expand their Hispanic internship program nationally by next year.**
5. Double the annual percentage of Hispanic Americans who earn Associate's and Bachelor's degrees by 2010.

COMMITMENTS:

- **Contact Sarah Martinez Tucker**, president of the National Hispanic Scholarship Fund, regarding foundations/private sector contacts that we can tap for additional resources in order to facilitate NHSF's plan to set up satellite offices throughout the country. (Maria Echaveste will contact Sarah Martinez Tucker.)

FEDERAL RESOURCES:

- **Department of Education's "Think College Early" flyer** *Charting a Course for College is available in Spanish*. This flyer provides financial aid information for students and their parents. The Department's publication *Getting Ready for College Early* is also available in Spanish. (Julie Anderson)



Pat Montoya <pmontoya@acf.dhhs.gov>

05/30/2000 04:33:01 PM

Please respond to pmontoya@acf.dhhs.gov

Record Type: Record

To: Ann O'Leary/OPD/EOP

cc:

Subject: re: Follow-Up

Form: Reply

Text: (43 lines follow)

Hi Ann, still trying to nail down the participants for the practitioner and researcher. The Headstart Bureau is still saying Fairfax County Headstart would be good as they serve a large Hispanic Community and are nearby. The Headstart Director is Myra Couch, who is African American, I mention this only because I don't know whether we are looking for Diversity in the panels or if the preference is to highlight Hispanic leaders in the field, something to think about because this is alot about messaging, the other thing hopefully we are looking at is to have representatives from around the country and also hitting key states. For instance if we have Gloria Rodriguez moderating we probably want to stay away from someone else in Texas if we have other options. Myra's number is (703)324-8290, another practitioner would be Luis Hernandez who you have on your list, he is in Florida, and is very solid in the area of early childhood and he is Cuban American which would also bring diversity from within the Hispanic Community. As far as the Researcher, a couple of names come up, Dr. Lourdes DeSoto, who is at Penn State University she is a researcher and very strong in early childhood and/, or Dr Eugene Garcia who is Dean of the College of Education out in California at Berkley. He actually served in the beginning of the Clinton Administration as the Director of the Office of Bilingual Education. I hope this helps, let me know where you are with this or if you need more help on this piece.

As far as the New York Foster Care Event, it is June 14th, I don't have a copy of the agenda and Joe is out today, we'll see about getting it over to you ASAP.

----- Original Text -----

From: <Ann_O'Leary@opd.eop.gov>, on 5/30/00 1:31 PM:

Pat -

We are trying to nail down our participants for the breakout sessions at the Hispanic Ed conference. Do you have a final recommendation on a practitioner and a researcher?

Also -- on a different subject -- do you have a date and an agenda for the



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

05/30/2000 07:04:35 PM

Record Type: Record

To: Ann O'Leary/OPD/EOP

cc: "Bradley, Bridget" <Bridget_Bradley@ed.gov>

Subject: FW: Hispanic Early Childhood

Ann-

Bridget Bradley said that you did not receive the follow up messages we sent to Ruby in March. Below is the text for the deliverables on parent involvement and high quality childcare. Also, Bridget said that you wanted information on Prescription for Reading for their outreach to Hispanic communities. I spoke with Matt Vino at Reach Out and Read, which along with Born to Read, is the major component of Prescription for Reading. Matt said that Reach Out and Read provides materials to sites in Spanish and Spanish/English. They make posters for the exam rooms available in Spanish to help parents of children ages 0-5, as well as the providers serving them. These posters focus on young children's cognitive abilities, what children can do around literacy during those particular ages, and provide guidance for parents. At Reach Out and Read's first National conference they had a workshop on Spanish issues and a caucus emerged out of this to build a base focused on knowledge of Hispanic issues as well as programs that address these issues. They have hired a pediatrician to focus on Hispanic issues. Additionally, in 2000, one of their targeted expansive programs is helping migrant workers, the majority of whom are Hispanic.

> -----Original Message-----

> From: Agee, Eve

> Sent: Friday, March 31, 2000 6:07 PM

> To: 'Ruby_Shamir@opd.eop.gov'

> Cc: Karp, Naomi; Wilhelm, Susan

> Subject: Hispanic Early Childhood

>

> Ruby-

> Here is the information on ED and outside activities focusing on parent

> involvement and high quality childcare for Hispanic children:

>

> Encouraging Parental Involvement

> After speaking with Pat McKee of Even Start, the Guide to Improving

> Parenting Education and Literacy Programs that shows parents who engage in

> particular activities with their children ages 0-7 will result in specific

> language development and literacy gains is not going to be printed in

> Spanish. However, this guide comes with supplemental Training Materials

> and a Tool Kit for Family Literacy Teachers, Head Start and other

> childcare providers, which will be translated in Spanish. These training

> materials discuss ways teachers and providers can help parents in

> improving the literacy environment at home. She can not currently

> provide us with copies of the training materials and tool kits because

- > they are under development and will not be out until fall of 2000.
- >
- > Ensuring High Quality
- > Even Start is developing another guide on quality for early childhood
- > literacy development, which helps Family Literacy Teachers and childcare
- > providers understand the quality indicators for their care and provides.
- > It also gives providers with a self-assessment guide they can use to help
- > evaluate their own care. It is only going to be in English, but it will
- > have a section that helps teachers and providers working with LEP children
- > and families.
- >
- > This next paragraph is based on a current collaboration that is still in
- > progress--the policy is still being worked out and not appropriate to be
- > shared outside of this working group: Through a collaborative effort Even
- > Start and Head Start are working toward sharing common outcome indicators
- > and measures for programs. Both Head Start and Even Start have a set of
- > performance indicators and measures at the Federal level in compliance
- > with GPRA. Through coordinating indicators and measures, ED and HHS will
- > be able to continue to report on the outcomes for individual programs, but
- > will be able to better address the combined federal contribution to
- > children's school readiness.
- >
- > For both Parents and Providers
- > Ready Set Read, Dept of Ed materials in Spanish and English which layout
- > activities that families and childcare providers can do with young
- > children to promote language development and literacy.
- >
- > "Getting a Good Start on Reading" --Dept of Ed book under development to
- > be released in both Spanish and English will outline activities that
- > parents and care providers can do with children from birth to 5 to help
- > build strong language development and literacy skills.
- >
- > I Am Your Child Foundation Videos and pamphlet: "The First Years Last
- > Forever" gives important activities which contribute to children's health
- > development, based on new brain research, for parents and providers
- > (Spanish version in development). I Am Your Child will be releasing 3 more
- > videos in Spanish in the next 6 months including "Quality Child Care:
- > Making the Right Choice for You and Your Child"
- >
- >
- >

Successful Early Childhood Initiatives

- Many Head Start programs in Hispanic areas (e.g. Miami/Dade County) have been providing quality, culturally-appropriate services for years. However, one of the challenges has been for Head Start programs that have not traditionally had many Hispanics in their service areas to adjust to changing demographics. One example of a program that has done a particularly good job responding to emerging Hispanic populations is listed below. We also know of an excellent example in Fairfax County, VA if a nearby example would be useful.

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

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.

- **Avancé Family Support Education Program**

San Antonio, Texas

Avancé Family Support Education Program, which began in 1973, was one of the first comprehensive family support and education programs in the United States. The program's approach is centered on providing comprehensive, community-based family support for at-risk and Latino populations. The core of their services is the Parent-Child Education Program, teaching parents skills to enhance the development of their children and to provide an academically and emotionally secure environment in which to raise their children.

The Parent-Child Education Program provides a nine-month intensive parent education course that includes instruction in toy making, community resource awareness, home visits and home teaching, early childhood education, and transportation. The Parent-Child Education Program provides educational child care to children ages 0 to 2 while their parents attend 3-hour classes for the first year of the program. Other educational programs include a comprehensive child development program, fatherhood and couples classes, Even Start and Project First, adult literacy and higher education programs.

- **Betances Family Resource Center of La Casa de Puerto Rico**

Hartford, Connecticut

The Betances Family Resource Center of La Casa de Puerto Rico is founded on the belief that healthy development and good education begin with access to quality child care and support services from birth. It is a system of child care and family support that takes advantage of the physical accessibility of the school. Its mission is to prevent an array of

childhood and adolescent problems by strengthening effective family management practices and establishing a continuum of child care and support services that children and parents need.

- **Circulo de la Vida Familiar**

Lafayette, Colorado

Circulo de la Vida Familiar (Circulo), which began in 1992, is a comprehensive family-oriented, home-visiting program for monolingual, monocultural Latino families. The program offers primary prevention and intervention for pregnant women and families with children zero to three. The program seeks to prevent negative outcomes and to promote health and well-being of the infants through close work with their families. Circulo is a mini-team of the Community Infant Project, which is a collaborative program of the Boulder County Health Department, Boulder County Department of Social Services, and the Mental Health Center of Boulder County, Inc.

- **Cuidando Nuestros Niños**

New York, New York

Cuidando Nuestros Niños (CNN) is the only Latino Child Care Resource and Referral (CCR&R) service in New York City. CNN has been providing child care referrals and informational workshops to Latino families throughout the 5 boroughs of New York City for 5 years. CNN has three goals, including: providing child care resource and referral to parents; educating parents on child care issues; and increasing the number of group and family day care providers. CNN is a project of the Committee for Hispanic Children and Families, Inc.

- **El Comienzo**

California (Statewide)

El Comienzo is a California-based project that has been working since 1990 to expand the supply of high-quality child care options for Latino families and children, by recruiting and training Spanish-speaking family child care providers. El Comienzo grew from the California Child Care Initiative Project, a public/private partnership which was begun in 1985, through community-based child care resource and referral agencies, to recruit and train family child care providers throughout the state. The Initiative chose to focus on family child care, and was developed by the California Child Care Resource and Referral Network.

- **Isabel S. Narano Migrant Child Development Center**

Courtland, California

The Isabel S. Naranjo Migrant Child Development Center is a Montessori preschool program for low income and migrant agricultural working families since 1980. The Naranjo Center's goal is to provide the appropriate curriculum so that children will surpass the minimum educational requirements throughout their lives. The Naranjo Center incorporates culture at many levels, including Latino art and music, and tasks that center on Mexican culture.

- **Family Focus Nuestra Familia**

Chicago, Illinois

Family Focus Nuestra Familia serves a primarily Latino population since 1982. The programs focus on reforming the education process by approaching educational preparation through the family, and specifically the parents, instead of working solely with the child.

Family Focus Nuestra Familia has worked together with Mexican and Puerto Rican families in the development of programs and family services. Their programs include Our Children, health and nutrition classes, Latino family cultural arts, Play 'n' Learn, parent workshops, and sewing and dressmaking. Family Focus also familiarizes low income immigrant parents with the school system and offers English classes in order for parents to be better prepared to help their children.

- **Florida First**

- Florida (Statewide)*

- Florida First Start began in 1991 as a state-wide program for children ages zero to four years and their families. The program's main objective is to enhance parents' role as their children's first teacher and to give children the best possible start in life, particularly those with handicaps and those who are at risk of future school failure. The program emphasizes offering early, high-quality education and support services that will help families enhance their children's intellectual, language, physical, and social development.

- **Project Early**

- Kansas City, Missouri*

- Project Early was initiated by the Ewing Marion Kauffman Foundation in 1989 and focuses on serving infants and their families through a series of partnerships in the community. Project Early works with families to reach self-sufficiency as defined by the families themselves. Arrangements with other community agencies also assure that Project Early meets the range of needs families have. Project Early's program services include home visits, community-based social services, and ESL and GED classes.

V. CHARGES TO COMMUNITIES/PRIVATE SECTOR

- *Hispanic Advocates and Community Members:* Develop community leadership and ownership of efforts to recruit child care providers, build local capacity and articulate what is needed from state and federal partners in terms of funding and technical assistance. The government can never know what is most locally and culturally appropriate in the way that a member of the community can; therefore, there needs to be local control of reshaping early childhood services for Hispanic families.
- *Research Community:* Initiate research on the impact of program quality and cultural relevance on the early childhood development of Hispanic children.
- *Higher Education Community:* Ensure that early childhood education curricula include multicultural perspectives and components on working with children and families with home languages other than English. Encourage students to pursue early childhood training and obtain appropriate credentials. Ensure that these programs meet the needs of Hispanic students training to become care givers or teachers.
- *Private Sector:* Recognizing that child care is a major concern for employees and unstable care arrangements can be the cause of missed work time, employers should be encouraged to provide quality child care or partner with local early care/education programs to promote stable, quality care for the children of employees or of the community at-large.

- *Early Childhood Community:* Build partnerships to ensure that care is culturally- and linguistically-appropriate. Also use partnerships to promote the health of the children in care and their families, and to provide stable, quality care that meets the needs of parents who work full days or non-standard hours.
- *Health Community (public and private):* Build partnerships with early childhood care and education programs, as well as with school systems, to ensure that children have access to available health insurance, a medical home, and needed health services.

VI. FEDERAL PROGRAMS CURRENTLY AVAILABLE IN EARLY CHILD CARE AND EDUCATION (DHHS)

Administration for Children, Youth and Families

Head Start:

PROGRAM:

Head Start is a national program providing comprehensive developmental services to low-income preschool children and their families. To help children achieve their full potential, Head Start provides comprehensive health, nutritional, educational, social and other services. Operating within a set of federal performance standards, Head Start programs are locally designed and provide services through a variety of program options, such as center-based and home-based services, adapted to the needs of the children and families enrolled in the program. Begun in 1965 as part of the War on Poverty, Head Start has served almost 18 million children over the past 34 years.

Since its inception, Head Start has served millions of Hispanic children across the nation. In FY 1999, 230,500 of the more than 829,000 children funded by Head Start were Hispanic. This equals 27.8 percent of Head Start enrollment. The Head Start program has made steady progress over time to extend greater access to Head Start services to Hispanic families. Since 1992, Hispanic enrollment has increased 62%.

Despite these increases, Hispanic children remain underrepresented in Head Start. In 1998 young, low-income Hispanic children represented 31.3 percent of all low-income preschoolers in the U.S. (excluding Puerto Rico and the U.S. territories), compared to 25 percent in Head Start (again, excluding Puerto Rico and the territories). ACF is committed to identifying and resolving barriers to fully equitable access and service for Hispanic children in Head Start.

In communities with traditionally large Hispanic populations, Head Start programs already report substantial percentages of Hispanic enrollees. For example, in Houston and Miami, Hispanics comprise almost 40% of children served, in New York and San Diego, 50%, and in San Antonio and Los Angeles the figure is as high as 75%. Head Start has also demonstrated flexibility in adapting services to the needs of migrant farmworker families, 95% of whom are Hispanic.

Hispanics appear to be most underrepresented in Head Start communities where Hispanic populations have developed more recently. While some programs have adapted more quickly, other grantees have been slow to change their recruitment strategies, hiring patterns and services to meet the needs of the new and growing Hispanic populations in their service areas.

RESEARCH

To determine both the community needs and the program effectiveness in this area, ACF recently conducted *The Descriptive Study of Head Start's Bilingual and Multicultural Program Services*. The study, not yet released, determined that 140 languages were spoken within the currently enrolled Head Start population, and that the most common language, after English, is Spanish.

A recently completed *Study of the Characteristics of Families Served by Head Start Migrant*

Programs, found that Head Start has been successful in developing unique approaches to meeting the needs of migrant families. Migrant Head Start families are very poor, with larger families often earning no more than 50 percent of federal poverty guidelines. Less than a third of families speak or read English well and almost half did not complete elementary school. Migrant Head Start centers are generally staffed with bilingual/bicultural workers with backgrounds similar to those of migrant families. The study found that staff are responsive to families needs and parents report that they are generally very please with the care their children are receiving. The study estimated that 28 percent of eligible Migrant children are currently being served.

The *Family and Child Experiences Survey (FACES)* is currently piloting methods of assessing children's language and literacy development, both in one-on-one assessments and in the classroom context. FACES assesses children's vocabulary, book knowledge, pre-writing, numeracy, and letter recognition at entry into the program, at the end of the program (either one or two years) and again after a year of kindergarten. Children whose primary language was Spanish were assessed in Spanish at baseline; if they continued in a Spanish-speaking program they were assessed in Spanish again in the follow up assessment. If the program language was primarily English, they were assessed in English in the follow up. Cognitive assessments were combined with assessments of social-emotional development, both by observation and by parent and teacher report, since such factors also play a role in the child's school readiness.

In order to capture the experiences of all families involved in Head Start, FACES researchers offered families the opportunity to be interviewed in their home language. Out of individual parent interviews with approximately 3200 families (a nationally representative sample that included Puerto Rico), 16.9% of the families chose to be interviewed in Spanish. This study made the encouraging finding that parent participation in the program did not vary by primary language; participation (ie: volunteering in centers, participating in classroom activities) was equal across English speaking and non-English speaking families.

On February 17, 2000, ACYF, NICHD and the Department of Education joined with the National Association on Bilingual Education (NABE) to put on a *Bilingual Education Research Conference* on research based, language and literacy-focused efforts with preschool- and kindergarten-age second language learners. The conference, held in San Antonio Texas, was focused on stimulating communication and collaboration among researchers conducting work in this important area. It was also designed to promote the dissemination of research findings to the program and policy communities and to encourage increased exchange and partnerships between researchers and practitioners on issues pertaining to language and literacy activities with young Second Language Learners.

Child Care Bureau:

PROGRAM

The Child Care Bureau (CCB) operates the Child Care and Development Fund (CCDF), which is a block grant to states to provide subsidized child care to low-income working families. CCB administers these funds to the states and provides policy leadership and technical assistance to states, tribes and territories. The Child Care Bureau also provides technical assistance to the state lead agencies for child care. TA comes in the form of information and practical approaches to issues of program, policy, design and delivery. CCB also supports the National Child Care Information Center, which maintains in its database information on local and state model efforts

to meet the needs of Hispanic families for culturally competent child care services, keeps lists of materials in Spanish and translates materials that would be of value to Hispanic parents and providers. There are full time bi-lingual staff to respond to questions/requests.

RESEARCH

For the first time the Child Care Bureau is collecting, demographic information on the race and ethnicity of the children served by CCDF. The Bureau will also be funding field-initiated and research scholar projects specific to child care. The needs of underserved and non-English speaking families will be identified as priority areas for study.

Substance Abuse and Mental Health Services Administration

The Substance Abuse and Mental Health Services Administration (SAMHSA) launched a major Hispanic/Latino initiative, Hablemos en Confianza. This initiative focuses on improving the delivery of substance abuse prevention services to Latino children. This campaign incorporated culturally relevant best practices materials, a process for providing technical assistance to consumers, organizations and communities, the use of new knowledge to facilitate communication between Hispanic parents, their children and their care providers. The campaign was carried out in five major Hispanic markets: Miami, Houston, Los Angeles, Chicago and New York.

Starting Early, Starting Smart:

PROGRAM/ RESEARCH

Starting Early, Starting Smart (SESS) is an early childhood collaborative initiative that delivers integrated behavioral health services (substance abuse prevention, treatment and mental health services) to children and families within early childhood settings (child care, Head Start, primary care clinics). Each site has tailored interventions for their unique population. Sites in Albuquerque, Arkansas, Boston, Las Vegas, Miami and Montgomery County, MD all serve Hispanic populations.

Albuquerque:

The population at this site is primarily from Mexico, Central America, and South America, though most are American citizens. The immigrant population has great difficulty getting primary care due to immigration status. Since this is a bicultural and bilingual city, many of the barriers experienced in other sites do not exist here. Spanish is spoken by most and participating schools have adapted to serving the needs of students with limited English proficiency.

Arkansas:

This site has experienced a recent influx of populations from Mexico to Northwest Arkansas. Although they have enrolled only a small number of Spanish speaking children, interpreters are at all intakes, follow-ups, and program services. Two interpreters are available in the program. This is a rural site so service providers travel extensively from site to site. There is great

difficulty with resources available to these families, but SESS has had materials related to SESS translated into Spanish. As much as possible, they use representatives from the local community to reach these families. Western Arkansas Counseling and Guidance has bilingual staff and assists the SESS sites. They are actively seeking Spanish speaking professionals. Currently, the local Migrant Head Start program offers assistance with language and culture when needed. Language development is difficult to assess with Spanish speaking children due to lack of standardized measures. The Preschool Language Scale does have a Spanish version, but required too much time and increased respondent burden.

Boston:

Staff reflect the population served. Many of the staff have gone through immigration themselves and understand the issues first hand. They work closely with local agencies that provide special services for Latino families. The Boston SESS site has links to the Latino Health Institute and multi-service centers. They advertise in the local Latino newspapers to recruit staff and families. The site has strong community resources for Latino families.

Las Vegas:

The population in this site is predominantly from Mexico, Central America, and South America. Staff serving children and families are Spanish speaking. One setting is Hispanic and the other one is both Hispanic and African-American. Four counselors work as a team; the Spanish-speaking staff works with those families needing translation. It is clear that the concern in this community is in the bi-cultural site where the Hispanic numbers are small and the resources few. It is harder to serve smaller population numbers. Local measures are translated into Spanish. Language tests are done in English with all children, which has been problematic for Spanish speaking children. Classroom activities conducted as are part of Head Start so the resources are there for classroom support. This SESS program has a videotape study, and every attempt to make the tasks relevant to the population has been made.

Miami:

The populations served in this SESS site are from Cuba, Nicaragua, and other Central American populations. Staff reflect the population served and are generally bi-lingual. All materials and information sheets about parenting, child care, substance abuse and services within mental health are in Spanish. All local measures are translated into Spanish. Community resources for this site are fairly well established and they do not have the barriers that other sites encounter. This site serves infants and their families. Since the children are born in this country they are eligible for primary care, and parent and family services are provided by local Hispanic community organizations.

Technical Assistance:

Technical assistance is provided to all sites through a contract with Cosmos and the Georgetown Child Development Center. Cultural diversity is such a significant part of this study, that this contract was chosen based on the strength of its contacts with training/trainers that reach many cultures. They have conducted on-site training to ensure cultural sensitivity with the research plan, and now are looking at the interventions.

Center for Mental Health Services (CMHS):

The Center's programs target children birth through 21. Programs offered through CMHS include

the Hispanic Initiative of the Community Action Grants Program and Comprehensive Community Mental Health Services to Children and Families. The purpose of the action grants is to assist state and community groups in adopting exemplary practices in mental health services by building consensus, aiding in decision-support and adaptation of service models. The following programs are part of the Hispanic Initiative of the Community Action Grants Program:

- Child System of Care:
The Family Service Association of Greater Tampa, the Hispanic Needs and Services Council and the Department of Child and Family Studies of the Louis de la Parte Florida Mental Health Institute have collaborated to implement consensus building among the community, family members, and the mental health system in order to implement an exemplary practice for Hispanic clients.
- Mental Health & Anti-Addiction Administration
This program in San Juan, Puerto Rico proposes consensus building for the program known as the System of Care for Children and Adolescents with Severe Emotional Disturbance. This project focuses on Puerto Rico's medically indigent population, including children with SED and persons with co-occurring conditions.
- Escondido Youth Encounter (EYE)
This program in Escondido, CA is a private, non-profit counseling and crisis service agency with 30 years experience; half of this agency's clients are Latino. This site proposes to build consensus to develop a wrap-around service for families.

Two additional projects under the Hispanic Initiative of the Community Action Grants Program focus solely on adolescents.

The Comprehensive Community Mental Health Services for Child and Families (CCMHSCF) program is a service grant initiative to develop community based, family-focused, culturally-competent systems of care for children and adolescents with serious emotional disturbances and their families. Two of the grants serve communities with populations that are over 60% Latino:

- The Mott Haven Friends Initiative
This grant was funded in 1994 for the Mott Haven community in South Bronx, New York. Sixty-seven percent of the children and adolescents receiving services are Latino, primarily of Puerto Rican and Dominican descent.
- The Las Cruces Olympia Program
This grant was funded in 1994 for the city of Las Cruces, New Mexico, near the Mexican border. 70% of the child population receiving services are Latino.

In addition to these programs, CMHS is involved in an International Symposium on Children's Mental Health, which includes representatives from ten Pan-American countries.

The Center for Mental Health Services also offers several technical assistance resources:

National Technical Assistance Center for Children's Mental Health

These resources are intended for states, counties, communities, tribal organizations, and territories. The center provides technical assistance on systems of care by providing information through conference calls, institutes, workshops, publications, seminars and consultation. The train the trainer institute on cultural competence, academy for providers of color, and the urban initiative are other ways this center provides information.

Technical Assistance Center for the Comprehensive Community Mental Health Services

These resources are intended for the 43 current grant sites of CMHS's Comprehensive Community Mental Health Services for Children and their Families Program. The Center provides technical assistance to sites of the CMHS programs, cultural competency training on infrastructure development of systems of care, quality assurance of systems of care, and family involvement.

The Federation of Families for Children's Mental Health

These resources are intended for the 41 current grant sites of CCMHSCF. It provides technical assistance on family participation on systems of care in grant programs as advocates, evaluators, and service providers.

The Macro International

These resources are intended for the 65 current grant sites of the CCMHSCF Program. It provides technical assistance to the *Mott Haven Friends Initiative* and the *Las Cruces Olympia* program to implement the national evaluation.

RESEARCH

Macro International is conducting a National Evaluation for CMHS. They receive and analyze data from comprehensive outcomes and process evaluations of the 31 grant sites of the CCMHSCF. Data includes several sites, which service a large percent of Hispanic children.

The National Institutes of Health, National Institute of Child Health and Human Development (NICHD)

RESEARCH

NICHD, in conjunction with the Office of Educational Research and Improvement, launched a research initiative entitled: "Development of English Literacy in Spanish-Speaking Children." The goal of this initiative is to stimulate research that will increase the understanding of the cognitive and socio-cultural factors that promote or impede English reading and writing abilities for Spanish-speaking children.

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

I. Potential Consultants

Aida Giachello, Ph.D.
Midwest Latino Health Resource Center
University of Illinois at Chicago
1640 West Roosevelt Road #636
Chicago, IL 60608
312/413-1952

Dr. Giachello works with young Latino children whose families have special needs. She also consults with Spanish-speaking adult daytime television programs to make sure that appropriate parenting behaviors that foster healthy child development are shown on these programs.

Janice Guerrero, Ph.D.
Associate Director
The Charles Dana Center
The University of Texas
Development Office Building 3.206
2901 North IH-35
Austin, TX 78722-2348
512/471-6190

Dr. Guerrero is the associate director of the Charles Dana Center, which supports studies and activities designed to improve the learning of all Texas citizens. The Center funds early literacy programs in Austin elementary schools that house Head Start programs. The children come to school about 45 minutes before Head Start and spend their time with parents from the neighborhood who read stories to the children, play rhyming games, etc. Dana evaluations indicate significant language gains in the children.

Amiee, Beckett, Ph.D.
University of Texas -- San Antonio
Division of Education
6900 North Loop 1604 W
San Antonio, TX 78249-0654
210/458-4410

Amiee Beckett teaches early childhood development and education, with an emphasis on working with young children whose primary language is not English.

She has worked in the Texas pre-k classrooms.

Elena Lopez, Ph.D.
Harvard Family Research Project
1525 Gretel Lane
Mountain View, CA 94040

Elena Lopez specializes in studies of family-school partnerships. She conducted a study of support for Latino families, resulting in a compendium of programs across the country that provide supports and services.

Dan Ranieri, Ph.D.
Director
La Frontera Mental Health Center
502 West 29th Street
Tucson, AZ 85713-3394
520/884-9920; Extension 211

La Frontera was one of the first mental health centers to have staff fluent in Spanish. Located in a section of Tucson that has high concentrations of Spanish-speaking people, the Center provides both preventive and therapeutic interventions for young children and their families.

↪ Patti Montiel Overall, Ph.D.
Community Foundation for Southern Arizona
6601 East Grant Road
Suite 1111
Tucson, AZ 85715

Patti Overall is a native Spanish-speaker who has a doctorate in linguistics and is very interested trying to improve education and child care for children who do not use English as their first language.

Hilda Crespo
ASPIRA National Office
Vice-President for Public Policy and Federal Relations
1444 I Street, NW – Suite 800
Washington, DC 20005
202/835-3600, Ext. 114

ASPIRA has a strong parenting education component.

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

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.

Gloria Johnson-Powell, M.D.
Chapin Hall
University of Chicago
Chicago, IL

Dr. Powell is a child psychiatrist who specializes in mental health issues in early childhood. She and her daughter have written a book about Dr. Powell's experiences growing up as a child of a mother on welfare.

Jeanne Paratore, Ph.D.
Intergenerational Literacy Project
School of Education
Boston University
605 Commonwealth Avenue
Boston, MA 02215

Dr. Paratore recently conducted a qualitative study of how young immigrant children and their parents learn English through a kindergarten home-school portfolio project.

Stephenie O'Neill
Scottsdale Prevention Institute
7428 east Stetson - #215
Scottsdale, AZ 85215
602/994-0004

Stephie O'Neill's specialty is young children's mental health and family support. She consults with several early childhood initiatives throughout Arizona.

Alba Ortiz, Ph.D.
Department of Special Education
SZB 306
University of Texas at Austin

Austin, TX 78712-1290
512/471-6244

Dr. Ortiz's expertise is in early childhood special education and English Language Learners. She is the author of a chapter, "The Preparation of Early Childhood Education Teachers to Serve English Language Learners," in *New Teachers for a New Century: The Future of Early Childhood Professional Preparation*."

✂ Ed Leo
Principal
Sanchez Elementary School
Austin, TX

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

Ruby Takanishi, Ph.D.
President
Foundation for Child Development
345 East 46th Street
New York, NY 10017-3562
212/697-3150

Dr. Takanishi has made early childhood professional development and diversity two of the Foundation's top priorities.

II. Research On The Importance Of Participation In Quality Programs and Parent Involvement

High Quality Programs

- The Early Childhood Institute is funding a three-year study, Literacy Environments in Preschool Programs (LEEP) to determine how the LEEP 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 I 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.

III. 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) is has been 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.

IV. Research-Based Publications

- *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 educación 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.

MEMORANDUM FOR IRMA MARTINEZ

Special Assistant to the Cabinet Secretary

FROM: Romulo L. Diaz, Jr.
Assistant Administrator

SUBJECT: White House Conference on Hispanic Education, June 15, 2000

In addition to the information on EPA successes contained in the attached report to the White House Initiative on Educational Excellence for Hispanic Americans, I also would like to offer some suggestions for the June 15 conference, along the lines we discussed.

Relevance of the Environment to Hispanic Education

As I have traveled around the country, I have found the link between the environment and public health to be particularly compelling to Hispanic American audiences. Latino children are disproportionately affected by a range of environmental threats that affect their health, which means that they may be unable to fully benefit from educational opportunities that are available. In particular:

- Latino children are four times more likely to be hospitalized for asthma attacks than non-Hispanic white children, and they are far more likely to be exposed to toxic substances such as lead and pesticides.
- More than five percent of Hispanic children between the ages of one and five have lead levels that exceed the health standard and 100,000 Hispanic children may not be able to reach their full intellectual potential as a consequence.
- Hispanics comprise 70 percent of the nation's migrant farm workers who are routinely exposed to pesticides. This includes 180,000 children who work beside their parents in the fields. Every year, up to 20,000 cases of acute pesticide poisoning are reported for adult and children farm workers.

Expanding Public-Private Partnerships

It is in the national interest and is good business sense to foster a pool of "home-grown" talent to fill technically-oriented, "new economy" jobs.

Public-private partnerships are urgently needed to improve the educational attainment of at-risk student populations, especially Latino youth. Examples include science, math and engineering programs that are specifically tailored to address the needs of Latino youth, who are severely under-represented in these technical areas. Partnerships could focus on developing the still-underutilized academic and professional potential of women and minorities.

Programs that deserve greater recognition and that could be replicated or strengthened through public-private partnerships include:

- Cisco Systems Certification Program for Community Colleges. Cisco Systems selects outstanding students from two-year institutions and trains and certifies them on network programming. It also provides placement assistance for certified students once they have completed their course of study.
- Hewlett Packard Corporation makes grants that range from \$250,000 to \$1,000,000 to school districts and community colleges to promote the development of rigorous science and math curricula.

Enhancing Student Mentoring Programs

Mentoring is a low-cost, high-yield approach to promoting educational attainment by giving at-risk students the opportunity to interact with and learn from appropriate role models.

An example is EPA's Young Farmworker's Academy, a pilot program created through a public-private partnership between EPA's Office of Pesticides, UT Brownsville, and Equity Research Corporation, a non-profit research and consulting firm headed by Miriam Cruz. This program has educated young migrant agricultural workers and their families about pesticide risks through after-school meetings and projects, Saturday activities, and adult mentoring. The Academy also has focused on strengthening basic skills in areas such as reading comprehension and math, while building other important skills such as public speaking, the understanding and interpretation of scientific information, and creative expression.

With appropriate public and private resources, this pilot program could be widely replicated and eventually occupy a new educational niche for a severely under-served segment of the schoolage population. It also would be an excellent vehicle for collaboration among agencies such as EPA, the Departments of Education, Energy, Transportation and Agriculture.

Because the children of farmworkers migrate with their parents, they are often late in starting the school year or must leave school before completing the semester, which places them at a severe educational disadvantage. EPA is interested in working with other federal and state agencies and

the private sector to develop a "School on Wheels" pilot program as a natural extension of the Agency's investment in the Young Farmworkers Academy. Such a pilot could outfit a mobile schoolroom that would move with the farmworkers and assure that these children do not continue to fall through the cracks in our educational system.

Acting on the President's Vision

I would suggest that the President consider the approach he used in charging agency heads to support his Welfare to Work initiative. The President could direct agency heads to enhance their current efforts in support of Hispanic education, many of which tend to be process-oriented and miss opportunities for synergy with other federal agencies and the private sector. Agencies could be asked to report on their progress within a short period of time (e.g., 60 days) to underscore the action-oriented nature of the Conference. These efforts also might be considered in the context of strengthening Executive Order 12900, thus promoting the institutionalization of these efforts.

Potential EPA Contribution to June 15 Conference

The Young Farmworkers Academy pilot program could be an excellent model of success to highlight during the June 15 event. The pilot program integrates vital public health and environmental stewardship information into a broader self-esteem and skills-building educational approach.

EPA would be willing to bring a small group of students to DC for the June 15 Conference. We also could bring a representative sampling of the artwork they created as part of their skills-building exercises in the Academy. In addition, the students have written poems and short essays regarding their experiences that they could present. Their presence at the event would put a human face on the issues to be discussed and provide a powerful reminder of the urgency of the situation.

We stand ready to support the Conference in any way you deem appropriate.

Attachment



"Deleon, Edmundo" <Edmundo.Deleon@ost.dot.gov>

05/30/2000 05:07:03 PM

Record Type: Record

To: Kendra L. Brooks/OPD/EOP, Ann O'Leary/OPD/EOP

cc:

Subject: FW: WH Hispanic Ed Session

Kendra and Ann,

It was good to be with you last week at the WH Hisp Edu Summit planning meeting. This message is a follow up to statements I made re. great panel members. For information regarding Neal Lane and the April 2000 report that highlights the role of Hispanics, see paragraph 8 below (starts out "Will the President and First Lady's) of a message I sent Irma Martinez.

You will also note in paragraph 9 that I described Appendix B of the report. As I mentioned at the meeting, it prescribes promising practices that increase the number of Hispanics who continue their education after high school. One of the practices was created by Sam Rodriguez who attended the meeting last week.

I recommend that Neal Lane be a panel member on Higher Education and join the President at the last panel session. I also suggest that you consider Sam Rodriguez as a panel moderator of the Higher Education workshop or as a panel member. He can describe the success of his program and how the feds, state-local governments, industry and business can implement similar programs.

The WH NSTC's report can be located on the WH OSTP web page.

Later this week, I will be sending more names of potential people that can serve as panel members or be great to invited to the strategy session.

If there is a meeting this week, please let me know the date, time and place.

Thanks for your help.

Edmundo
Office of the Secretary
US Dept of Transp'n

> -----Original Message-----

> From: Deleon, Edmundo

> Sent: Tuesday, May 09, 2000 2:59 PM

> To: Irma L. Martinez (E-mail)

> Cc: Ceballos, Jose

> Subject: WH Hispanic Ed Session

>

> Irma,

>

> I hope you are well and have time today to enjoy life.

>

> As a follow up to the Department's effort in support of the session, we
> are gathering data and information of projects and funding in support of
> Hispanic Education. Although the White Paper provided by the WH is a
> draft, we will use it as a guide to report our findings in the five areas
> you identified: (1) Access to Early Childhood Education, (2) Closing the
> Achievement Gap on State Assessments, (3) Hispanic Dropout Rate, (4)
> Language Proficiency, and (5) Higher Education. If the White Paper has
> been updated, please send us a copy of the new version.

>

> Due to the large volume of potential projects and funding levels, we will
> not have a preliminary version of our report by tomorrow. We do have the
> report that was developed for the White House Initiative on Educational
> Excellence for Hispanic Americans. However, that report does not reflect
> transportation related support; as an example, projects that built Head
> Start facilities. We are in the process of supplementing that report.

>

> Jose Ceballos is the primary coordinator for the department. Since my
> last e-message to you, I hope I have been added to the new list of
> Interagency members.

>

> Also, please have someone on your staff e-mail me or FAX me (202-366-6806)
> background information of the group effort. Jose has shared the DRAFT
> White Paper. Any other information you can send would be very helpful.

>

> I am specifically interested in knowing the defined OBJECTIVE or GOALS of
> the national strategy session. Are there specific measures to know how
> the objective or goals are met?

>

> How is the group effort different from the 1996 broad level report of the
> President's Advisory Commission on Educational Excellence for Hispanic
> Americans? The Commissioners did a great job of highlighting the
> condition of education for Hispanics, the barriers that keep Hispanics
> from attaining and sustaining high levels of excellence, and strategic
> recommendations for improving that condition.

>

> Will the President and First Lady's national session seek to identify
> practices of governments (Federal, state, tribal and local), academia,
> industry, business and community-based-organizations that increase levels
> of educational excellence? If so, a good place to start is to review the
> April 2000 report of the White House National Science and Technology
> Council: Ensuring A Strong US Scientific, Technical, and Engineering
> Workforce in the 21st Century. In it Neal Lane, Assistant to the
> President for Science and Technology, highlights the important role of
> Hispanics in helping America remain competitive in the 21st Century.

>

> Appendix B identifies practices in the Federal government that increase
> access of minorities (esp. Hispanics) into higher education in order to
> become scientists, engineers and super-technicians. In fact, one of the

> practices is at the Dept of Energy. It is lead by Samuel Rodriguez.
> Samuel needs to be a member of the group. Here is his contact info:
>
> Samuel Rodriguez
> Assistant Director, Office of Energy Research and Project;
> Director of Science
> Education, U.S. Department of Energy
> 202-586-7141; FAX 202-586-4120
> EMAIL: <Samuel.Rodriguez@science.doe.gov>
>
> If the background info I requested is to large to FAX, I am willing to
> pick it up.
>
> Thank you for your help.
>
> Edmundo DeLeon
> Office of the Secretary
> US Dept of Transportation
> 202-493-0545; FAX 202-366-6806
>
>
>

Suggested Panelists
Hispanic Conference
May 23, 2000

Goal 1-Early Childhood

Chairperson:

Gloria Rodriguez

Recommended by: WHI

Commissioner

CEO and Founder of AVANCE family support and education programs.
(Texas)

Rebecca Barner

Panelists:

Betty Ansin Smallwood, Ph.D.

Recommended by: CAMP

Dr. Smallwood has been named Co-director, responsible for training, curriculum, and instruction for CAL, Center for Applied Linguistics, started the Multicultural Preschool Language Initiative. (Washington D.C.)

Hemo-start

Ken Milbrodt

Recommended by: Gabriela Lemus

Director of Training, Education and Development

Iowa Beef Packers (IBP)

Recommended by: Gabriela Lemus

(South Dakota)

For three years, Ken Milbrodt has been an active partner in the Consortium Arrangement for Identification and Recruitment (CAIR), an organization fostering agri-bussiness and education partnerships to develop model migrant education models for the identification and recruitment of migrant students. Under Mr. Milbrodt's direction, IBP has taken a leadership role in CAIR. Over a two-year period IBP conducted 20 plant surveys, identified approximately 10,700 children, and raised \$3.5 million for the school districts in their plant communities.

*Ken Milbrodt
to replace
Gloria Rodriguez*

Other Possibilities:

Patricia Montoya

Commissioner

Recommended by: WHI

(Washington D.C.)

*Alternate Chair: Secretary Shalala

Goal 2 - Language

Chairperson: Ken Hunt

Recommended by: WHI

General Manager of Longo Toyota in California. Longo Toyota is the most successful Toyota dealership in the world and they believe it is because they have a sales force that speaks the language of the customers.
(California)

Panelists:

Migdania Vega

Recommended by: Department of ED

Principal, Coral Way Elementary Bilingual School, Miami (the ground-breaking and successful dual immersion school); she's also on the National Assessment Governing Board which provides guidance on NAEP--so she knows a few things about testing and the inclusion of LEP students. (Florida)

Catherine Snow, Professor of Education

Harvard University

(Massachusetts)

Other Possibilities:

1. Diana Lam, Superintendent

Recommended by: DPC

Providence School Department

(Rhode Island)

2. Lillian Hernandez, Director

Recommended by: DPC

Office of Bilingual Education

NY City Public Schools

(New York)

3. Adeline Becker, Executive Director

Recommended by: DPC

The Education Alliance

Brown University

(Rhode Island)

*Alternate Chair: Congressman Hinojosa

Goal 3 - Achievement Gap

Chairperson:

Dan Domenech

Recommended by: DPC

Superintendent Fairfax County School

Recommended by: Andy

(Virginia)

Panelists:

Aida Hurtado

Recommended by: Department of ED

Department of Psychology, UC Santa Cruz

Aida served as research director of the UC-wide Latino Eligibility Study.

(California)

Katy Haycock

Recommended by: DPC

President, Education Trust

(Washington D.C.)

*Alternate Chair: Congresswoman Roybal-Allard

Goal 4 - High School Completion

Chairperson:

Maria Tukeva, Principal of Bell Multicultural in D.C.

Recommended by: DPC

(Washington D.C.)

Panelists:

Expert on tracking:

Sam Halperin-

American Youth Policy Forum.

Recommended by: Department of Education- OCR

An academic who can speak to the role that alienation and tracking play in increasing the Hispanic dropout rate. Founder and Senior Fellow, has held leadership positions in academia, the federal government, a foundation and non-profit organizations for over 30 years. He has served as Study Director of Youth and America's Future: The William T. Grant Foundation Commission on Work, Family and Citizenship (responsible for two major studies: The Forgotten Half: Non-College Youth in America and The Forgotten Half: Pathways to Success for America's Youth and Young Families); the President of the Institute for Educational Leadership; a Deputy Assistant Secretary at the U.S. Department of Health, Education and Welfare; and a Congressional Fellow of the American Political Science Association, where he worked on U.S. Senate and House of Representatives committees dealing with major education legislation.

Manuel Isquirdo

Recommended by: DPC

Founder and Executive Director

Latino Leadership Project

(Illinois)

Other Possibilities:

Dr. Deborah Saldana,

Director of St. John's University Gear Up,

Recommended by: WHI

Deborah has conducted professional development courses for her Gear Up school (Oliver W. Holmes) in Queens, and for other NYC Gear Up grantees.

(New York)

* Alternate Chair: Louis Caldera

Goal 5 - Higher Education

Chairperson:

Juliet Garcia

Recommended by: WHI

President of University of Texas at Brownsville (Hispanic Serving Institution) and

Chair of the WHI Commission Higher Education Committee.

(Texas)

Panelists:

Alex Saragoza

Recommended by: WHI

Vice President-designate

UC Office of the President, VP for Outreach

Professor of Ethnic studies at UC Berkeley. He will be leading UC's \$100m outreach effort to increase the number of Latinos and other under-represented groups in the UC system's undergraduate and graduate programs.

(California)

Retention expert: Patricia Gandara is professor in the UC system who edited a recent pub from the College Board, *Priming the Pump: Strategies for Increasing the Achievement of Underrepresented Minority Undergraduates*.

Other Possibilities:

David Montejano

Recommended by: Gabriela Lemus

Professor, University of Texas

Center for Mexican American Studies. David authored the 10% admissions plan in Texas.
(Texas)

Marcos Sanchez, Ed.D.

Recommended by: CAMP

Director

College Assistance Migrant Program

Dr. Sanchez is currently the director of the CAMP program at Sacramento State University.

CAMP is a federal program designed to recruit migrant youth to enter college and to provide needed services to ensure that they complete their first year and go on to graduate from college. Nationally, 96 percent of CAMP students complete their first year and 73 percent go on to graduate.

(California)

*Alternate Chair: Secretary Richardson