

AMERICA'S PROMISE

THE ALLIANCE FOR YOUTH®

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GENERAL COLIN POWELL DELIVERS AMERICA'S PROMISE REPORT TO THE NATION 2000 TO PRESIDENT CLINTON

WASHINGTON, D.C., May 26 – Retired General Colin L. Powell, delivered the America's Promise Report to the Nation 2000 to President Bill Clinton at the White House, saying, "I confidently tell America that the Alliance for Youth is fulfilling its promise to the country. We are pulling together the might of this nation to strengthen the character and competence of young people. We now have an active Alliance and a powerful movement."

America's Promise was founded after the 1997 Presidents' Summit for America's Future, which challenged the nation to make youth a national priority. The organization mobilizes the country to provide fundamental resources – Five Promises – for children:

- Ongoing relationships with caring adults – parents, mentors, tutors or coaches;
- Safe places with structured activities during non-school hours;
- Healthy start and future;
- Marketable skills through effective education; and
- Opportunities to give back through community service.

Documenting Progress

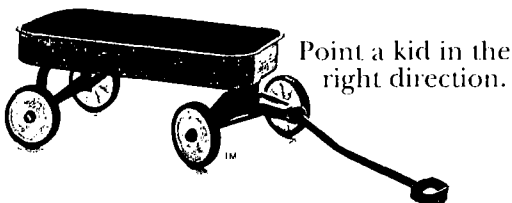
The 650-page report contains individual progress reports from almost 500 communities and states and nearly 500 national businesses and organizations. Each summary – self reported by an America's Promise partner – shows the progress against a specific commitment to fulfill the Five Promises for young people. The information was collected in February using a survey of America's Promise partners that responded to a series of standard questions. The *Report to the Nation 2000* is available as a book and CD-ROM. It is fully searchable on the Web at www.americaspromise.org.

"These are the results of children being helped by communities, businesses, organizations and people working together to support our youth who desperately need it," General Powell said.

America is Fulfilling the Promise

America's Promise partners are responding in record numbers:

- More people are mentoring, tutoring and coaching youth. Businesses are adopting schools and giving employees paid time-off to work one-on-one with young people. Not-for-profits are rapidly expanding programs and increasing facilities. Faith-based organizations are mobilizing their congregations to give youth positive role models.



Point a kid in the
right direction.

-more-

- Communities, businesses and organizations nationwide are establishing places for youth to participate in enriching activities during nonschool hours. Communities are banding together to provide more safe places with structured activities and adding new and innovative locations, sponsored by partners, such as shopping malls, hotels and banks.
- Partners are providing affordable and accessible health services for infants, children and young people. Youth and their families are learning about healthy lifestyles, getting medical and dental checkups, and receiving free eyeglasses, immunizations and healthcare insurance.
- In this high-skill, high-wage economy, the nation's youth need new core competencies to succeed. Through job shadowing and technological training programs, internships, scholarships, career counseling and computers in schools, America's Promise partners are equipping today's youth for the workplace. They also are helping to improve basic education, by assisting with reading, writing and math.
- Young people are mentoring younger children, leading through advisory councils and developing their own community service projects. They are showing that they are part of the solution by volunteering in record numbers and working with neighborhood teams, corporate projects, service clubs and public officials to change America for the better.

All Sectors of Society Respond

(See fact sheets for specific examples)

As part of this unprecedented Alliance, all sectors of society are marshalling resources for children by leveraging their networks of employees, residents, members, volunteers, customers and students. The environment is changing. Collaborations between industries, organizations and communities are crossing boundaries that traditionally separated the public sector from the private sector and for-profit corporations from not-for-profit groups, and the common mission is kids.

“Our partners are helping to prepare their future workers, patrons, neighbors and leaders,” noted General Powell. “Helping a child succeed makes an adult feel good, like he is improving the society in which he lives.”

- **States and Communities** – America's Promise has a presence in all 50 states and nearly 500 communities across the nation. Citizens are banding together and using the Five Promises as a common framework to help the kids in their neighborhoods. States are championing the cause, initiating activities and fostering collaboration among counties and communities. Communities are creating local alliances for youth to ensure that kids have access to all Five Promises.
- **Business** – America's Promise counts 161 businesses and corporations among its partners; they represent 44 industries. Businesses associated with America's Promise multiply the impact of their commitments by involving their employees, customers and business partners. Many corporations are donating their resources and core competencies, including their employees – who in many cases are getting paid time off to spend meaningful time with young people.
- **Not-for-Profits** – There are 167 national not-for-profit partners in The Alliance for Youth. By working with America's Promise, these groups are networking to generate or expand programs, and are collaborating to better channel resources to kids at the national, state and local levels.

- **Faith** – Catholic, Protestant and Orthodox denominations; major Jewish groups, American Indian spirituality; and faith-based service organizations represent the broad spectrum of 24 religious groups that are working with America’s Promise. The traditional role that these groups have played in helping young people is being augmented by work with The Alliance.
- **Federal Government** – There are 35 government organizations, including all 13 departments of the federal government and 14 independent federal agencies which have committed their human resources to directly impact the lives of our nation’s youth; collectively they have structured more than 75 programs around the Five Promises as well as funding for local communities.
- **Higher Education** – The partnership includes 39 institutions of higher learning. These are the training grounds for tomorrow’s leaders; their programs for children and youth are opening the gateway to higher education. Faculty, staff and students all play a role in preparing youth for the future and serve as resource hubs in the communities they live, work and learn.
- **Associations** – There are 36 national trade associations with 18 million employees from 30 industries in all 50 states which are mobilizing entire sectors of society to give youth access to the Five Promises. Hundreds of businesses, organizations and interest groups exist in every community, and are represented by associations that are making the mission of America’s Promise central to their large networks, and bringing to bear the critical mass needed to fuel this youth movement.
- **Public Officials** – Governors and mayors are rallying public will to increase funding, expand volunteering and develop other resources to mobilize communities for young people. They are providing leadership, and using their public platforms and influence to build consensus, garner new commitments, and initiate and support legislation on behalf of youth.

The Work Continues

“America’s Promise is committed to helping the millions of children who need us to care, to be involved, to act,” General Powell said. “I salute the communities, organizations and individuals making youth a top priority,” said General Powell. “But our work isn’t done. Millions of kids still don’t have the resources they need to become productive adults. And, although we have nearly 500 Communities of Promise, we need thousands more to follow their lead. We must take America’s Promise to every town and city across the country, and to every business and organization willing to help.

“America’s Promise is working, so we will keep working in 2000 and beyond to expand our capacity, inspire new partners and make sure youth have a role improving their communities,” concluded General Powell.



DEPARTMENT OF HEALTH & HUMAN SERVICES

Administration for Children and Families
Administration on Children, Youth and Families
330 C Street, S.W.
Washington, D. C. 20201

FACSIMILE COVER SHEET

TO: ANN O'LEARY

ORGANIZATION:

FROM: JULIE

TELEPHONE #:

RECIPIENT'S FAX NUMBER: 458-2878

NUMBER OF PAGES INCLUDING THIS SHEET:

REMARKS

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**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.

I. 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.

II. 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.]

- b) 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

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

2) *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]

- 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:

- 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]

- 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:

- 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.

- d) [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.]

3) *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.]

III. 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.

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.

- 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

OK

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.

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.

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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.

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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.

Suggested Panelists
Hispanic Conference
May 23, 2000

Goal 1-Early Childhood

Chairperson: Secretary Shalala

Panelists:

Gloria Rodriguez

Recommended by: WHI

Commissioner

CEO and Founder of AVANCE family support and education programs.

(Texas)

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.)

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-business 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.

Goal 2 - Language

Chairperson: Congressman Hinojosa

Panelists:

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)

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)

Adeline Becker, Executive Director
Recommended by: DPC
The Education Alliance
Brown University
(Rhode Island)

Goal 3 - Achievement Gap

Chairperson: Congresswoman Roybal-Allard

Panelists:

Dan Domenech
Recommended by: DPC
Superintendent Fairfax County School
Recommended by: Andy
(Virginia)

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.)

Goal 4 - High School Completion

Chairperson: Louis Caldera

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.

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*.

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

Goal 5 - Higher Education

Chairperson: Secretary Richardson

Panelists:

Juliet Garcia
Recommended by: WHI
President of University of Texas at Brownsville (Hispanic Serving Institution) and
Chair of the WHI Commission Higher Education Committee.
Dr. Juliet V. Garcia, chair of the Advisory Committee on Student Financial Assistance, was appointed by the Secretary of Education to serve a three-year term that expires in September 2002. Dr. Garcia has 25 years of teaching and administrative experience in higher education. Since 1992, Dr. Garcia has been the president of the University of Texas at Brownsville in partnership with Texas Southmost College. Prior to her current position, she served as dean of arts and sciences. She is a board member of the White House Initiative on Educational Excellence for Hispanic Americans, the Ford Foundation's Campus Diversity Initiative, and the Carnegie Foundation for the Advancement of Teaching. Dr. Garcia received her B.A. and M.A. degrees in Speech/English from the University of Houston, and her Ph.D. in communications and linguistics from the University of Texas at Austin.
(Texas)

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)

Jacqueline Woods
Recommended by: DPC, NEC
Jacqueline E. Woods has more than 25 years of experience as an educator. Ms. Woods' professional experiences range from classroom instruction in speech pathology and special

education to program development and management activities in early childhood education, adult and vocational education and higher education administration and governance. Ms. Woods' currently serves as the Liaison for Community Colleges at the Department of Education. (Washington D.C.)

Watson Scott Swail is associate director for policy analysis of the College Board. Swail provides data and analysis on issues of academic preparation, access to college, and postsecondary success, with particular focus on educational opportunities for low-income, disadvantaged students. His work has been published in the College Board Review, Technology Teacher, and Higher Education Management. In addition to policy research, he directs and produces The College Board's annual Trends reports on student aid, college pricing, and academic preparation. Swail is a former classroom teacher and received his doctorate in educational policy from The George Washington University. (Washington D.C.)

TO: Maria Echaveste

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

RE: **UPDATE #1: Deliverables for the White House Conference on Hispanic Education**

DATE: May 23, 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 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.
- **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.
- **National PTA:** Maribeth Oakes of the National PTA suggested two publications that are already in print and are available in Spanish—*Parent Involvement Quality Indicators* and the tip sheet *Ten Ways Parents Can Be Involved*.

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.
 - **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.
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:

- **Department of Education's America Counts Challenge (math and science initiative):** The publication *Improving Mathematics Achievement: What Parents and Families Can Do* will be translated into Spanish and printed for distribution by June 15. We could create a partnership with the Department of Agriculture's WIC program and Department of the Army for distribution of this publication. (Julie Anderson)
- **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.)

RESOURCES:

- **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)
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:

- **Establish a partnership between CCSSO's National and State Teacher of the Year program and the private sector (ASPIRA?) to focus on teacher quality issues.**
- **Contact American Association of Colleges for Teacher Education and National Council for Accreditation for Teacher Education to discuss possibility of creating a model teacher preparation curriculum for teaching LEP students.**
- **Contact Federal Agencies about developing federal internships for Hispanic college students.**
- **Contact U.S. Chamber of Commerce's Workforce Development Committee re: status of and ideas for new private sector internships for Hispanic college students.**

RESOURCES:

- **Department of Education's 21st Century Community Learning Center (after-school) program:** Still pending. (Julie Anderson)
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 her ideas of who within the foundations/private sector we can tap for additional resources in order to facilitate NHSF's plan to set up satellite offices through-out the country. In addition to rewarding scholarships, NHSF also plans to do more with local schools to prepare Latinos for college from an early age. (Maria Echaveste will contact Sarah Martinez Tucker.)

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. We could create a partnership with the Department of Agriculture's WIC program and Department of the Army for distribution of this publication. (Julie Anderson)

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
NEA Teacher/Bob Chase
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, Lightspeed
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 (4)

Marilyn Whirrey, National Teacher of the Year
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 Quinones, ABC News

**HISPANIC EDUCATION STRATEGY SESSION
RECOMMENDED INVITES**

<u>CATEGORY</u>	<u>NUMBER</u>
Congressional	27
Education Organizations	17
Cabinet	4
Stakeholders	10
Commissioners	21
Hispanic Organization NHHLA and HEC	11
Intergovernmental Affairs	17
Local Electeds - 3	
State Electeds - 7	
Governor - 1	
Practitioners - 6	
Practitioners	6
Super. - 2	
Teacher - 2	
Professors - 2	
Private Sector	11
Philanthropists	3
Journalist	3
Panelists	12
(Not covered on other categories)	
Total Number	142

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		

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		

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	NEA Teacher - TBD		NEA Teacher	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	Byrant, Anne L., Ms. National School Boards Association 1680 Duke Street Alexandria, VA 22314 (703) 838-6700 - office (703) 548-5613 - fax	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		

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	Casserty, 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		Cabinet	Richardson, Bill, Hon. Secretary of Energy U.S. Department of Energy, Headquarters Forrestal Building 1000 Independence Avenue, SW Washington, DC 20585	DC	Secretary of Energy	Cabinet Affairs/OPL		
A	X	Cabinet	Riley, Richard, Hon. U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202	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	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	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			

HISPANIC EDUCATION STRATEGY SESSION -RECOMMENDED INVITES

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		
A		Commissioner	Rodríguez, 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		

HISPANIC EDUCATION STRATEGY SESSION -RECOMMENDED INVITES

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		
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		

HISPANIC EDUCATION STRATEGY SESSION -RECOMMENDED INVITES

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		
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		
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		

HISPANIC EDUCATION STRATEGY SESSION -RECOMMENDED INVITES

(?)		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, Jim, Hon.	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	Oliveira, Rene, Honorable State Representative 55 W. Price Road, #22 Brownsville, TX 78520	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		
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. State Representative		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	X	Practitioner	Whirrey, Marilyn		National Teacher of the Year	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.	WA	Super., Seattle Public Schools	DPC		
A	X	Practitioner	Courtines, Ramon	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. Harvard University	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 1-877-473-4636	CA	Presidnet and CEO of Hispanic Scholarship Fund	DCoS		

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		

B		Practitioner	Alvarado, Tony, Mr.	CA	Deputy Supt. San Diego Public Schools, former supt. District 2 in NY	DPC		
B		State Elected	Glendening, Parris, Hon.	MD	Governor of Maryland	IGA		
B		Local Elected	Ortega, Deborah, Honorable Denver City Council 2511 17th Street Denver, CO 80211 (303) 458-8690 - office (303) 640-2636 - fax	CO	Council Member, Denver	IGA		

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

**HISPANIC EDUCATION CONFERENCE RECOMMENDATIONS
TABLE BREAKDOWN**

<u>CATEGORY</u>	<u>NUMBER</u>
Congressional	17
Education Organizations	14
Cabinet	4
Stakeholders	10
Commissioners	21
Hispanic Organization NHLA and HEC	11
Intergovernmental Affairs	16
Local Electeds - 4	
State Electeds - 7	
Governor - 1	
Practitioners - 4	
Practitioners	5
Super. - 1	
Dep. Sup. - 1	
Teacher - 1	
Professors - 2	
Private Sector	11
Philanthropists	3
Journalist	3
Panelists	12
(Not covered on other categories)	
Total Number	127

CD - Continuing
Latino Artists
Strongly shared more
education sites
Jimmie -
Appointed
the name

HISPANIC EDUCATION CONFERENCE RECOMMENDATIONS

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		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		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 CONFERENCE RECOMMENDATIONS

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	Secretary 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	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		
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		

HISPANIC EDUCATION CONFERENCE RECOMMENDATIONS

A	X (?)	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		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	Byrant, Anne L., Ms. National School Boards Association 1680 Duke Street Alexandria, VA 22314 (703) 838-6700 - office (703) 548-5613 - fax	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		

HISPANIC EDUCATION CONFERENCE RECOMMENDATIONS

A	X	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		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		
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		

HISPANIC EDUCATION CONFERENCE RECOMMENDATIONS

A	X	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		Cabinet	Richardson, Bill, Hon. Secretary of Energy U.S. Department of Energy, Headquarters Forrestal Building 1000 Independence Avenue, SW Washington, DC 20585	DC	Secretary of Energy	Cabinet Affairs/OPL		
A	X	Cabinet	Riley, Richard, Hon. U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202	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	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	DC	Secretary of the Army	Cabinet Affairs/OPL		
A	X	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	Guerra, John, Mr. (invite CEO) Vice President, Corporate Affairs AT&T 5501 LBJ Freeway - Suite 400W Dallas, TX 75240 (972) 778-2419 - office (972) 778-2775 - fax	TX	Stakeholder			
A	X	Stakeholder	Padilla, Orlando, Mr. (invite CEO) Director, Public Policy Center General Motors Corporation Mail Code 482-C27-C81 300 Renaissance Center, P.O. Box 300 Detroit, MI 48266-3000 (313) 665-2977 - office (313) 665-0746 - fax	MI	Stakeholder			
A	X	Stakeholder	Gonzalez, Rey, Mr. (replaced with CEO) Director, Diversity Initiatives McDonald's Corporation Kroc Drive Oak Brook, IL 60523 (630) 623-2242 - office (630) 623-7232 - fax	IL	Stakeholder			
A	X	Stakeholder	Overton-Adkins, Betty, Ms. (replaced with CEO) Program Director, Higher Education 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			

HISPANIC EDUCATION CONFERENCE RECOMMENDATIONS

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	Rivera, Ingird, Ms. (replaced by CEO) Director, Public Affairs and Marketing Proctor & Gamble P.O.Box 363-187 San Juan, PR 00936	PR	Stakeholder			
A	X	Stakeholder	Ruiz, Art, Mr. (replaced by CEO) Federal Affairs State Farm Insurance 1710 Rhode Island Avenue, NW, Suite 700 Washington, DC, 20036 (202) 466-5208 - office (202) 496-0733 - fax	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		

HISPANIC EDUCATION CONFERENCE RECOMMENDATIONS

A		Commissioner	Villareal Garcia, 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		
A		Commissioner	Rodríguez, 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		

HISPANIC EDUCATION CONFERENCE RECOMMENDATIONS

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		
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		

HISPANIC EDUCATION CONFERENCE RECOMMENDATIONS

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		
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		
A		Hispanic Organization	Hilda Crespo, Vice 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		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	Salas, Gumencindo, Mr. Vice President for Government Relations 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		

HISPANIC EDUCATION CONFERENCE RECOMMENDATIONS

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		

HISPANIC EDUCATION CONFERENCE RECOMMENDATIONS

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	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	Ortega, Deborah, Honorable Denver City Council 2511 17th Street Denver, CO 80211 (303) 458-8690 - office (303) 640-2636 - fax	CO	Council Member, Denver	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, Jim, Hon.	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	Oliveira, Rene, Honorable State Representative 55 W. Price Road, #22 Brownsville, TX 78520	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	Sanchez, Raymond, Honorable State Capitol, Room 100 Santa Fe, NM 87503	NM	Speaker of NM House of Representatives, NALEO President	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		
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		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	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	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.	WA	Supt. Seattle Public Schools	DPC		
A		Practitioner	Alvarado, Tony, Mr.	CA	Deputy Supt. San Diego Public Schools, former supt. District 2 in NY	DPC		
A	X	Practitioner	Escalante, Jamie, Mr.	CA	Noted teacher, "Stand and Deliver"	DPC		
A		Practitioner	Orfield, Gary, Mr. Harvard University	MA	Civil Rights Project	DPC		
A	X	Private	Tucker, Sara			DCoS		
A	X	Private	Gerstner, Lou, Mr. IBM			DCoS		
A	X	Private	Trujillo, Sol, Mr. US West			DCoS		

A	X	Private	Becerra, Rudy, Mr.(T) 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 underpriviledged 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	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	Eli 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		

HISPANIC EDUCATION CONFERENCE RECOMMENDATIONS

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		

?		Stakeholder	Aguerreberre, Joseph, Mr. Program Officer, Education, Media, Arts and Culture The Ford Foundation 320 East 43rd Street New York, NY 10017 (212) 573-4651 - office (212) 351-3650 - fax	NY	Stakeholder			
?		Stakeholder	Cruz, Roberto, Mr. Director, District Relations\Public Relations AT&T Office #2345F2 295 North Maple Avenue Basking Ridge, NJ 07920 (908) 221-7144 - office (908) 221-3098 - fax	NJ	Stakeholder			
?		Congressional	Bonilla, Henry, Hon. 1427 Longworth House Office Building Washington, DC 20515 (202) 225-4511 - office (202) 225-2237 - fax	DC		Leg. Affairs		
?		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		
?		Congressional	Diaz-Ballat, Lincoln, Hon. 404 Cannon House Office Building Washington, DC 20515 (202) 225-4211- office (202) 225-8576 - fax	DC		Leg. Affairs		

EARLY CHILDHOOD EDUCATION AND HISPANICS

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]

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.

Strategy #1: Access and Participation

Improving Access:

- Target CCDBG to Hispanic Families
- Reach Out to Hispanics to Take Advantage of Child Care Tax Breaks

Encouraging Participation:

- Model after Head Start efforts to engage and enroll more Hispanic children in Head Start [efforts announced at FL Hispanic Convening]
- 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.
- 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: Ensuring High Quality

Improving Professional Training

Building Language and Literacy Skills

Strategy #3: Encouraging Parental Involvement

Dept of Ed Recommendations

Consider supporting child care centers (early childhood and beyond) that meet the needs of shift-working parents. This may mean creating facilities that operate 24 hours/day.

- Provide incentives that place BOOKS in the hands of parents and young children. Low income Latino families own few books and are not library users. In Lexington, NE, the local employer provided "BEEF BUCKS" to families who participated in a CATV public awareness campaign on reading, using the library, helping with homework, and talking to teachers. In addition to distributing hundreds of books paid for by the BEEF BUCKS, library use rose over 200% with new users.
- Partner with CBOs, LEAs and advocacy groups to leverage Federal funding that supports early childhood education and family services. These grants may be available from a variety of agencies including HUD, HHS, Agriculture, and Labor. Not all education programs are funded through this Department.
- Become an advocate for your employees. Programs and services that support them influence your profit margin and employee retention rates. Providing administrative or liberal leave to Release employees for teacher conferences and school activities is such an initiative.
- Consider inviting communities (such as the Siouxland, NE/IA/SD area) where employer/education partnerships have created family learning centers and partnerships with minimal Federal support to share their strategies Community Services
- When 5,000 new immigrants arrive in your community, please consider that it may be easier to adjust your internal operations (that affect several dozen individuals) rather than attempt to force your Standard operating procedures on the thousand or more families that seek your service
- Build capacity to communicate with new populations
- Recruit liaisons from the target community as ombudsmen, translators, and advocates for new clients
- Form a diversity task force (such as Emporia, KS) to lead change among community leaders in business, health, municipal services, and education

Businesses

- Newspapers and media: Create programs and supplements that provide information to Spanish language parents on child development, inoculations, safety, school enrollment policies, and which acknowledge holidays and celebrations for that community.
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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.

I. 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.

II. 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.]

- b) 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

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

> *over 11 million - 7.2%*

2) *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]
- *Early Childhood Professional - LSGA*

data ran
up
from

annual
negative

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:

- 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]

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:

- 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.

d) [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.]

3) *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.]

III. 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.

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. Narano 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.

EARLY CHILDHOOD EDUCATION AND HISPANICS

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]

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.

Strategy #1: Access and Participation

Improving Access:

- Target CCDBG to Hispanic Families
- Reach Out to Hispanics to Take Advantage of Child Care Tax Breaks

Encouraging Participation:

- ✓ Model after Head Start efforts to engage and enroll more Hispanic children in Head Start [efforts announced at FL Hispanic Convening]
- 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.
- 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: Ensuring High Quality

Improving Professional Training

Building Language and Literacy Skills

Strategy #3: Encouraging Parental Involvement

Dept of Ed Recommendations

Consider supporting child care centers (early childhood and beyond) that meet the needs of shift-working parents. This may mean creating facilities that operate 24 hours/day.

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- Provide incentives that place BOOKS in the hands of parents and young children. Low income Latino families own few books and are not library users. In Lexington, NE, the local employer provided "BEEF BUCKS" to families who participated in a CATV public awareness campaign on reading, using the library, helping with homework, and talking to teachers. In addition to distributing hundreds of books paid for by the BEEF BUCKS, library use rose over 200% with new users.
- Partner with CBOs, LEAs and advocacy groups to leverage Federal funding that supports early childhood education and family services. These grants may be available from a variety of agencies including HUD, HHS, Agriculture, and Labor. Not all education programs are funded through this Department.
- Become an advocate for your employees. Programs and services that support them influence your profit margin and employee retention rates. Providing administrative or liberal leave to Release employees for teacher conferences and school activities is such an initiative.
- Consider inviting communities (such as the Siouxland, NE/IA/SD area) where employer/education partnerships have created family learning centers and partnerships with minimal Federal support to share their strategies Community Services
- When 5,000 new immigrants arrive in your community, please consider that it may be easier to adjust your internal operations (that affect several dozen individuals) rather than attempt to force your Standard operating procedures on the thousand or more families that seek your service
- Build capacity to communicate with new populations
- Recruit liaisons from the target community as ombudsmen, translators, and advocates for new clients
- Form a diversity task force (such as Emporia, KS) to lead change among community leaders in business, health, municipal services, and education

Businesses

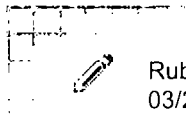
- Newspapers and media: Create programs and supplements that provide information to Spanish language parents on child development, inoculations, safety, school enrollment policies, and which acknowledge holidays and celebrations for that community.
- Develop partnerships and resources with early childhood education providers and colleges/universities that train ECE and Bilingual educators. Provide programs and services that use your publication to support skill building with parents and young children

Employers

- Provide incentives that place BOOKS in the hands of parents and young children. Low income Latino families own few books and are not library users. In Lexington, NE, the local employer provided "BEEF BUCKS" to families who participated in a CATV public awareness campaign on reading, using the library, helping with homework, and talking to teachers. In addition to distributing hundreds of books paid for by the BEEF BUCKS, library use rose over 200% with new users.
- Regarding employee retention policies: Provide administrative or liberal leave to Release employees for teacher conferences and school activities.

Non-Government Resource recommended by Beatriz Ceja

Raising Nuestros Ninos by Gloria G. Rodriguez, Ph.D. combines child and skill development information with engaging parent/child activities. Using songs, stories, games, meals, and popular media, Dr. Rodriguez encourages parents and children to enjoy multicultural experiences that celebrate their Latino and U.S. heritage. Dr. Rodriguez was with the White House Council on Hispanic Education.



Ruby Shamir
03/27/2000 10:21:20 AM

Record Type: Record

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

cc:

Subject: more Hispanic early childhood

----- Forwarded by Ruby Shamir/OPD/EOP on 03/27/2000 10:21 AM -----



"Wilhelm, Susan" <Susan_Wilhelm@ed.gov>
03/22/2000 05:01:13 PM

Record Type: Record

To: Ruby Shamir/OPD/EOP

cc: "Karp, Naomi" <Naomi_Karp@ed.gov>, "Agee, Eve" <Eve_Agee@ed.gov>

Subject: more Hispanic early childhood

The following was provided by our office of Migrant Education and may be useful.

Additional Department of Education early childhood activity:

Bilingual family literacy projects which support native language literacy (directly funded by the Department) include Migrant Education Even Start programs in Newaygo, MI/Grandview, WA/McAllen, TX; San Antonio, TX; New Oxford, PA; Salem-Keizer, OR; Laredo, TX; Montana/Illinois/Eagle Pass, TX; La Grange, Kentucky; and Geneseo Migrant Center, New York. (Programs separated by / are single projects with multiple sites; the lead agency is listed first.) California and Kansas operate state-funded family literacy initiatives for migrant students which are institutionalized from MEES grants in 1990-91.

Research findings:

* 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.

Suggestions for challenges for the private sector

Employers:

- * Consider supporting child care centers (early childhood and beyond) that meet the needs of shift-working parents. This may mean creating facilities that operate 24 hours/day.
- * Provide incentives that place BOOKS in the hands of parents and young children. Low income Latino families own few books and are not library users. In Lexington, NE, the local employer provided "BEEF BUCKS" to families who participated in a CATV public awareness campaign on reading, using the library, helping with homework, and talking to teachers. In addition to distributing hundreds of books paid for by the BEEF BUCKS, library use rose over 200% with new users.
- * Partner with CBOs, LEAs and advocacy groups to leverage Federal funding that supports early childhood education and family services. These grants may be available from a variety of agencies including HUD, HHS, Agriculture, and Labor. Not all education programs are funded through this Department.
- * Become an advocate for your employees. Programs and services that support them influence your profit margin and employee retention rates. Providing administrative or liberal leave to Release employees for teacher conferences and school activities is such an initiative.
- * Consider inviting communities (such as the Siouxland, NE/IA/SD area) where employer/education partnerships have created family learning centers and partnerships with minimal Federal support to share their strategies

Community Services

- * When 5,000 new immigrants arrive in your community, please consider that it may be easier to adjust your internal operations (that affect several dozen individuals) rather than attempt to force your Standard operating procedures on the thousand or more families that seek your service
- * Build capacity to communicate with new populations
- * Recruit liaisons from the target community as ombudsmen, translators, and advocates for new clients
- * Form a diversity task force (such as Emporia, KS) to lead change among community leaders in business, health, municipal services, and education

Businesses

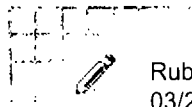
- * Newspapers and media: Create programs and supplements that provide information to Spanish language parents on child development, inoculations, safety, school enrollment policies, and which acknowledge holidays and celebrations for that community.
- * Develop partnerships and resources with early childhood education providers and colleges/universities that train ECE and Bilingual educators. Provide programs and services that use your publication to support skill building with parents and young children

Employers

- * Provide incentives that place BOOKS in the hands of parents and young children. Low income Latino families own few books and are not library users. In Lexington, NE, the local employer provided "BEEF BUCKS" to families who participated in a CATV public awareness campaign on reading, using the library, helping with homework, and talking to teachers. In addition to distributing hundreds of books paid for by the BEEF BUCKS, library use rose over 200% with new users.
- * Regarding employee retention policies: Provide administrative or liberal leave to Release employees for teacher conferences and school activities.

Non-Government Resource recommended by Beatriz Ceja

Raising Nuestros Ninos by Gloria G. Rodriguez, Ph.D. combines child and skill development information with engaging parent/child activities. Using songs, stories, games, meals, and popular media, Dr. Rodriguez encourages parents and children to enjoy multicultural experiences that celebrate their Latino and U.S. heritage. Dr. Rodriguez was with the White House Council on Hispanic Education.



Ruby Shamir
03/27/2000 10:21:29 AM

Record Type: Record

To: Ann O'Leary/OPD/EOP@EOP
cc:
Subject: RE: Hispanic Early Childhood Education

----- Forwarded by Ruby Shamir/OPD/EOP on 03/27/2000 10:21 AM -----



"Wilhelm, Susan" <Susan_Wilhelm@ed.gov>
03/22/2000 04:44:18 PM

Record Type: Record

To: Ruby Shamir/OPD/EOP
cc: "Karp, Naomi" <Naomi_Karp@ed.gov>, "Agee, Eve" <Eve_Agee@ed.gov>
Subject: RE: Hispanic Early Childhood Education

Ruby, in term of other things that are going on in the Department of Ed re
Hispanic early childhood are the following:

The Reading Compact for parents of children K-3 (which I am trying to find
out exactly what this is) has been translated into Spanish and will soon be
available. Also -- we will do our training materials for the Even Start
Parenting Guide in Spanish

I will forward you a separate e-mail with the additional feedback that I got
in response to the questions raised at our last meeting. Susan

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

> From: Ruby_Shamir@opd.eop.gov [SMTP:Ruby_Shamir@opd.eop.gov]
> Sent: Wednesday, March 22, 2000 4:20 PM
> To: Naomi_Karp@ed.gov; Heidi_ramirez@ed.gov; susan_wilhelm@ed.gov;
> jbosland@acf.dhhs.gov; Eparker@acf.dhhs.gov; pmontoya@acf.dhhs.gov;
> Eve_Agee@ed.gov; deborah_santiago@ed.gov; Quirina_J._Orozco@omb.eop.gov;
> Bethany_Little@opd.eop.gov
> Cc: Ann_O'Leary@opd.eop.gov
> Subject: Hispanic Early Childhood Education
>
> We would like to have a follow-up meeting tomorrow (Thursday, 3/23) at 4pm
> in room 100 OEOP on Hispanic Early Childhood Education, but we have not

> yet
> received any new memos from you all. Please try to send us your memos by
> the end of the day today, or latest by noon tomorrow, so that we can
> incorporate your ideas into a new document that we will discuss tomorrow.
> Thanks.
>
>



WHITE HOUSE INITIATIVE ON
EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

PHONE: 202-401-1411

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

FAX COVER SHEET

Number of pages (including cover): 6

To: Maria Echaveste

Rey Valencia

Fax Number: 456-1907

From: Sarita Brown

Date: 5/17/00

Subject:

Hard copy with materials will be
brought over as soon as Debbie Montoya
gets clearance.



WHITE HOUSE INITIATIVE ON
EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

May 17, 2000

TO: Maria Echaveste and Members of the WH Planning Committee

FROM: Sarita E. Brown *seb*

RE: Ideas for the June 15 Conference

This memo consolidates the feedback we have received from Commissioners over the past several weeks on the White House event focussed on Latino educational excellence. This is not elegant prose but rather ideas, names of programs, people, and issues of concern that may be helpful. Please feel free to call with any questions or to receive additional information.

First, a couple of issues Commissioners advise the conference planners to consider:

- The conference must address the federal role in improving education for all young people. While Commissioners understand that conference planners want to emphasize looking beyond government, there must be a clear articulation of the federal role.
- To blunt the criticism that this conference is coming too late in the life of the Administration to make a difference, Commissioners encourage planners to explain, in the opening session of the conference, why the White House has chosen to commit its resources now to this issue.
- Commissioners hope that the conference will make reference to last August's White House Convening on Latino Youth and include one or two speakers from the programs to describe their continued progress since last summer.
- Commissioners hope that members of the Administration who speak will reference the body of work created in response to Executive Order 12900 which includes:

- Our Nation on the Faultline, 1996 Commission Report
- The creation of the Interdepartmental Council on Hispanic Educational Improvement
- The FY98 Annual Performance Report (attached) and pending FY99/00 Report
- The conference series, **Excelencia en Educación: The Role of Parents in the Education of Their Children** (San Antonio, Los Angeles, New York, Chicago, Miami and on September 9, Washington, DC) (description attached)
- Policy Briefs on assessment and higher education
- Hispanic Serving Institutions (federal support, information kit)
- Commission's Final Report, tentatively titled, **How to Get from Here to There: Latino Educational Excellence**

Beyond these issues, we present the Commissioners' suggestions by following the five issue areas identified for the conference. We also encourage conference planners to consider the one page fact sheets prepared by the White House Initiative (early childhood, K-8, 9-12, undergraduate, and graduate and professional) as you make your strategic decisions about the conference content.

Early Childhood

In addition to strengthening federal support particularly in Head Start, the Commission suggests framing the discussion/message so that it includes practical information on practices in the home and employer support for parenting.

Commissioner Gloria Rodriguez, CEO and Founder of AVANCE, is an expert on early childhood programs and her comments from last August's Convening on Latino Youth offer good information about the topic. You may also wish to select representatives from programs from the 1st edition of What Works for Latino Youth.

Patricia Montoya, Commissioner for Children and Families, chairs the Interagency Working Group on Early Childhood that is part of the Interdepartmental Council for Hispanic Educational Improvement. This working group is developing a pilot project to expand quality early childhood programs in selected federal public housing facilities. Last month, Pat and I met with Saul Ramirez, Deputy Secretary from HUD on the proposed pilot and there may be something to report by the June conference.

Language

Commissioners recommend that the discussion/message make clear that proficiency in English is important and well-implemented bilingual education programs have accomplished this for years while not sacrificing grade level academic achievement.

Additionally, in today's global economy, language is an asset and research has long ago established that language acquisition is easier at early stages in life. Therefore, promoting dual immersion programs makes sense. The Commission fully supports Secretary Riley's message on the topic from his March 15 speech.

The Commission has offered two policy seminars addressing the private sectors support for multiple language skills among employees (see enclosed materials). Among the speakers are two that they recommend for the conference. Professor Sandra Fradd, University of Florida, has documented the positive effects of multiple language skills to employee salaries. Her work played a key role in the school district of Miami Dade adopting its English-plus-one curricula. The other speaker to consider is Ken Hunt, the General Manager of Longo Toyota in CA. 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.

Commissioner Miriam Cruz (President, Equity Research, DC) has been very active in promoting efforts to strengthen dual immersion programs and the K-12 level (like in Chicago) and at the post secondary (University of Texas at Brownsville and the University of Puerto Rico).

Assessment

The Assessment Committee of the Commission focused attention on the impact of standards, assessment and accountability on Latino students, and particularly English language learners. Their report, **A Report to the Nation: Testing Hispanic Students in the United States** (enclosed) includes recommendations and offers a thorough delineation of the issues and proposed solutions. Commissioners would want the discussion/message to reflect that state and local accountability practices have not adequately addressed the needs of English language learners.

Commissioner Sonia Hernandez, Deputy Superintendent for the State of California's Department of Education is a national expert on this topic and Co-Chairs the Commission's Assessment Committee with Erlinda Archuleta from the State Department of Education in Colorado. Commissioner Hernandez served as Texas Governor Ann Richards educational advisor before moving to California and has significant classroom, administrative and policy experience.

High School Completion

Commissioners conclude that the most important factor in combating the current high school drop out rate is changing the expectations of school personnel. Once principals, teachers, and counselors act as if they expect all Latino students to succeed there will be a sea change in the success rate of students. **No More Excuses: The Final Report of the Hispanic Dropout Project** (Feb. 1998) provides important data and references on this point. The Secretary's response, **Improving Opportunities** is also a good resource.

Commissioners are quite concerned about how the President will address the Hispanic drop out rate. As recently as the White House Conference on Teens the President stated:

The drop out rate among Hispanic young people is still too high, but that's largely explained, I think, by the fact that we still have a very large number of Hispanic children in our schools who are first-generation immigrants whose first language is not English, and they come from families that are struggling to make ends meet, and very often drop out to go to work still.

Later during the Teen conference, Professor Katherine Newman from Harvard's Kennedy School discussed the results of her research on working class and immigrant students, many of them Latino. Her findings were that students who hold a job actually have higher academic achievement and graduation rates than their non-working counterparts. Commissioners recommend the President's message emphasize talent development and focus on the dramatic results achieved by schools that actively pursue better graduation rates.

One other aspect of the drop out discussion is the loss to the nation of human capital, or saying it in positive terms—what the nation will gain with more Latino students receiving at least a high school degree. Commissioners hope that the President's message will focus on how the economy will be enhanced by the addition of new Latino high school graduates. Perhaps with all this deliberation over social security, the President's message might indicate the potential positive impact of the increased Latino percentage in the workforce and the country's resources to support social security and its beneficiaries.

Commission Chair Guillermo Linares can speak to the entire agenda proposed for the conference. Over the past 18 months he has served as a Commission a leader on their work to support Latino parents efforts to secure a quality education for their children. Co-chairing with Commissioner Gloria Rodriguez the Committee on Children, Youth and Families, Chair Linares catalyzed the development of a 5 city conference series that modeled the cross sector partnering and pragmatic discussion about excellence that the Commission wants to see grow across the country.

College Going

Attached is the draft policy brief on higher education which Commissioners hope will inform the discussion on this topic. Commissioners also recommend that graduate and professional education be included the point be made that today's Latino doctoral students are tomorrow's faculty.

Commissioner Juliet Garcia, President of the University of Texas at Brownsville and Texas Southmost College is the Chair of the Commission's Higher Education Committee. Her campus is a Hispanic Serving Institution, she currently serves on the Student Financial Aid Advisory Commission, and she is the past Chair of the Board of the American Council on Education.

Next week, the Educational Testing Service will release a report tentatively titled, **Crossing the Great Divide: Can We Achieve Equity When Generation Y Goes to College?** Through our

collaboration with the DC office of ETS, a special report on Latino Gen. Y students will also be released and might be a good resource for the conference.

Strategies

Rather than offer advice in a vacuum, Commissioners would prefer to wait until the conference planners make their strategic decisions about the conference content to then offer additional suggestions about the proposed strategies.

Participants

Beyond the Commissioners (list attached) the following includes the suggestions from the Commission:

Tomas Arciniega, President, California State University, Bakersfield
Douglas Patiño, Vice President, California State University, Bakersfield
Ricardo Romo, President, University of Texas at San Antonio
Maria Vallejo, Chancellor, Palm Beach Community College
Ricardo Fernandez, President, Lehman College, New York
Raymond Paredes, Vice Chancellor, UCLA
Esaul Rodriguez, President, California Hispanic School Board Association
Harry Valenzuela Garewal, Chair, Hispanic Caucus, National Association of School Boards
Ellen Moir, Executive Director, New Teachers Center, UC Santa Cruz
Richard Elmer, Colorado Deputy Superintendent
Sara Martinez-Tucker, Hispanic Scholarship Fund
Lorraine Cortes-Vasquez, Hispanic Federation, New York
Ernesto Cortes, Industrial Areas Foundation
Barbara Taveras, President, Hazen Foundation, NY
Blandina Cardenas Ramirez, Professor of Education, University of Texas at San Antonio
Arturo Pacheco, Dean, College of Education, University of Texas at El Paso
Maria Casillas, LAAMP Director, Los Angeles

Hector Cordero-Guzman, Professor, New School University, NY (speaker at last Aug. convening)

Carlos Rodriguez, DC area consultant and adjunct professor at American University NY (speaker at last Aug. convening)

Ana Maria Fernandez-Haar, President, IAC Group, Chair of the Human Capital Committee of the New America Alliance-An American Latino Business Initiative

Daisy Exposito, Bravo Group and Chair, Association of Hispanic Advertising Agencies (Ahaa)

Ivelisse Estrada, VP Community Affairs, Univision

Art Ruiz and Tony Waller, State Farm Insurance

Orlando Padilla, GM Motors

John Guerra and Roberto Cruz, AT&T

Ingrid Rivera, Proctor and Gamble, Director, Public Affairs and Corporate, Puerto Rico, US Hispanic and Caribbean Markets

Diane Medina, Walt Disney Company

Rafael Fantauzzi, American Airlines

Antonia Jimenez, Judge Luis Perez, and Reverend Wesley Williams, Steering Committee of the MA Education Initiative for Latino Students (a state wide effort involving 18 communities and inspired by EO 12900)

Frank Reyes, San Bernardino Community College
Erlinda Torres, Director of Inter-Institutional Relations, University of Arizona Leader in the
National Assembly of Hispanic Higher Education Associations-NAHHEA)
Identify key representatives from the state higher education system and LEAs in California,
Texas, Illinois, New York, and Florida
Select 3 "emerging communities" (e.g. Arkansas, Iowa, Georgia)

Cc: Guillermo Linares, Commission Chair
Sonia Hernandez, Commission Vice Chair

DRAFT-DRAFT-DRAFT-DRAFT-DRAFT-DRAFT-DRAFT-DRAFT-DRAFT-DRAFT

National Goals for Educational Excellence for Hispanic Americans

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

NATIONAL GOALS

- 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.
- Respecting the value of multilingualism, different learning styles, 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 ensure that all students graduate from high school having demonstrated proficiency in English.

OR

- Respecting the value of multilingualism, different learning styles, different research-based instructional approaches, and the variety of developmental levels at which limited English proficient (LEP) children enter school, by 2010, all students will graduate from high school having demonstrated proficiency in English.
- 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.
- 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.
- Reduce the opportunity gap by 2010 by at least doubling both the percentage of Hispanic Americans who earn Associate's and the percentage of Hispanic Americans who earn Bachelor's degrees annually.

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

be won with partnerships among all stakeholders, innovation at all levels and a serious commitment to excellence.

Federal, state and local governments:

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

Private sector:

- Partner with schools and institutions of higher education to provide mentors, tutors, internships, scholarships, part-time jobs, continuing education courses and other educational supports.
- Support adult involvement in education with flexible schedules, leave for parent-teacher conferences, worksite schools, childcare centers and other supports.

Foundations:

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

Educators:

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

Nonprofit organizations:

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

Individuals:

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

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

Strategies

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

- 2) **Respecting the value of multilingualism, different learning styles, 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 ensure that all students graduate from high school having demonstrated proficiency in English.**

OR

Respecting the value of multilingualism, different learning styles, different research-based instructional approaches, and the variety of developmental levels at which limited English proficient (LEP) children enter school, by 2010, all students will graduate from high school having demonstrated proficiency in English.

Strategies

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

- Help students and educators appreciate the value of multilingualism; and
- Recruit and train more foreign language teachers.

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

Strategies

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

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

4) Eliminate the gap in the high school completion rate between Hispanic students and the national average by 2010.

Strategies

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

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

- 5) **Reduce the opportunity gap by 2010 by at least doubling both the percentage of Hispanic Americans who earn Associate's and the percentage of Hispanic Americans who earn Bachelor's degrees annually.**

Strategies

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

HISPANIC EDUCATION CONFERENCE RECOMMENDATIONS

RANK	CATEGORY	CONTACT INFORMATION Name - Title/Org - Address - Phone - Fax	LOC	WHY SHOULD THEY BE INVITED? Title/Position/Organization - Rationale	Recommending Office	EVENT	DATE DROPPED
	Congressional, Federal/Cabinet, State Elected, Local Elected, Practitioners, Ed.	LAST NAME, First Name, Prefix (Hon./Mr., Dr., Mrs., Ms.) Organization Street Address City, State Zip Code Telephone (include area code)	State (Please use US Postal abbreviation)	Title/Position/Profession, Organization Description/Rationale for invitation consideration	CAB IGA OPL NEC DPC etc.	For Social Office Use Only	For Social Office Use Only
A	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	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		

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	Secretary of Congressional Hispanic Caucus	Leg. Affairs		
A	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		
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	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	OPL		

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	Byrant, Anne L., Ms. National School Boards Association 1680 Duke Street Alexandria, VA 22314 (703) 838-6700 - office (703) 548-5613 - fax	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	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	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		
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	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	Cassery, 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, Katie, 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	Cabinet	Riley, Richard, Hon. U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202	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	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	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)			
A	Stakeholder	Estrada, Ivelisse, Ms. Vice President, Corporate and Community Relations Univision Communications, Inc. 6701 Center Drive, West, 15th Floor Los Angeles, CA 90045-5073 (310) 348-3656 - office (310) 410-5657 - fax	CA	Stakeholder			
A	Stakeholder	Guerra, John, Mr. Vice President, Corporate Affairs AT&T 5501 LBJ Freeway - Suite 400W Dallas, TX 75240 (972) 778-2419 - office (972) 778-2775 - fax	TX	Stakeholder			
A	Stakeholder	Padilla, Orlando, Mr. Director, Public Policy Center General Motors Corporation Mail Code 482-C27-C81 300 Renaissance Center, P.O. Box 300 Detroit, MI 48266-3000 (313) 665-2977 - office (313) 665-0746 - fax	MI	Stakeholder			
A	Stakeholder	Gonzalez, Rey, Mr. Director, Diversity Initiatives McDonald's Corporation Kroc Drive Oak Brook, IL 60523 (630) 623-2242 - office (630) 623-7232 - fax	IL	Stakeholder			

A	Stakeholder	Overton-Adkins, Betty, Ms. Program Director, Higher Education 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	Stakeholder	Gloria Alvarez, Carmen, Ms. Chief of Staff National Council for Community and Education Partnerships 1400 20th Street, NW, Suite 116 Washington, DC 20036 (202) 530-1135 - office (202) 530-0809 - fax	DC	Stakeholder			
A	Stakeholder	Rivera, Ingird, Ms. Director, Public Affairs and Marketing Proctor & Gamble P.O.Box 363-187 San Juan, PR 00936	PR	Stakeholder			
A	Stakeholder	Ruiz, Art, Mr. Federal Affairs State Farm 1710 Rhode Island Avenue, NW, Suite 700 Washington, DC, 20036 (202) 466-5208 - office (202) 496-0733 - fax	DC	Stakeholder			

A	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, California 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 Garcia, Juliet, Ms. President University of Texas at Brownsville 80 Fort Brown Brownsville, Texas 78520 (956) 544-8201 - office (956) 548-0020 - fax	TX	Moderator - Goal #5 White House Initiative Commissioner	DoE		
A	Commissioner	Padron, Eduardo, Mr. District President Miami-Dade Community College 300 N.E. Second Avenue Miami, Florida 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, New York 10017 (212) 573-4872 - office (212) 351-3650 - fax	NY	White House Initiative Commissioner	DoE		

A	Commissioner	Rodríguez, Gloria, Ms. President/CEO Avance Family Support and Education Programs 301 South Frio, Suite 310	TX	Moderator - Goal #1 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	OPL		
A	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	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		
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	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	IGA		
A	Local Elected	Ortega, Deborah, Honorable Denver City Council 2511 17th Street Denver, CO 80211 (303) 458-8690 - office (303) 640-2636 - fax	CO	Council Member, Denver	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	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	Oliveira, Rene, Honorable State Representative 55 W. Price Road, #22 Brownsville, TX 78520	TX	State Representative	IGA		
A	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	Sanchez, Raymond, Honorable State Capitol, Room 100 Santa Fe, NM 87503	NM	Speaker of NM House of Representatives, NALEO President	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	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	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	Ruhland, Jim, Mr. President-Elect, NSBA 167 South Oakwood Road Troutville, Virginia 24175	VA	President-Elect of National School Boards Association	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	Gery, Chico, 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	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	Private	Baird, Zoe			DCoS		
A	Private	Tucker, Sara			DCoS		
A	Private	Gerstner, Lou, Mr. IBM			DCoS		
A	Private	Trujillo, Sol, Mr. US West			DCoS		

A	Private	Becerra, Rudy, Mr.(T) Coca-Cola			DCoS		
A	Private	Morgridge, John, Mr. Cisco Systems	CA		DCoS		
A	Private	Star Media Network, Inc.	NY		OPL, Dcos		
A	Private	Gates, William or Melinda Gates Foundation			DCoS		
A	Private	Lightspan, Inc			DCoS		
A	Private	Berresford, Susan, Ms. The Ford Foundation			DCoS		
A	Private	INTEL			DPC		
A	Panelists	Smallwood, Betty, Dr.		Panelist - Goal #1	DPC		
A	Panelists	Milbrodt, Ken, Mr.		Panelist - Goal #1	DPC		
A	Moderator	Hunt, Ken, Mr.		Moderator - Goal #2	DPC		
A	Panelists	Vega, Migdana, Mr.		Panelist - Goal #2	DPC		
A	Panelists	Hoxby, Carolyn, Ms.		Panelist - Goal #2	DPC		
A	Moderator	Domenech, Dan, Mr.		Moderator - Goal #3	DPC		
A	Panelists	Hurtado, Aida, Ms.		Panelist - Goal #3	DPC		
A	Panelists	Newman, Katherine, Ms.		Panelist - Goal #4	DPC		
A	Panelists	Isquirdo, Manuel, Mr.		Panelist - Goal #4	DPC		
A	Moderator	Tukeva, Maria, Ms.		Moderator - Goal #4	DPC		

A	Panelists	Montejano, David, Mr.		Panelist - Goal #5	DPC		
A	Panelists	TBD - Retention Expert		Panelist - Goal #5	DPC		
A/B	Congressional	Martinez, Matthew, Hon. 2269 Rayburn House Office Building Washington, DC 20515-0531 (202) 225-5464 - office (202) 225-5467 - fax	DC	Member of Congressional Education Task Force	Leg. Affairs		
A/B	Congressional	Bonilla, Henry, Hon. 1427 Longworth House Office Building Washington, DC 20515 (202) 225-4511 - office (202) 225-2237 - fax	DC	Will need to invited one of the three "r" Hispanics in House	Leg. Affairs		
A/B	Congressional	Ros-Lehtinen, Ileana, Hon. 2160 Rayburn House Office Building Washington, DC 20515-0918 (202) 225-3931 - office (202) 225-5620 - fax	DC	Will need to invited one of the three "r" Hispanics in House	Leg. Affairs		
A/B	Congressional	Diaz-Balart, Lincoln, Hon. 404 Cannon House Office Building Washington, DC 20515 (202) 225-4211- office (202) 225-8576 - fax	DC	Will need to invited one of the three "r" Hispanics in House	Leg. Affairs		
A/B	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/B	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/B	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/B	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		
A/B	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/B	Commissioner	Santiago, Isaura, Ms. 431 Saddle River Road Upper Saddle River, NJ 07458 (212) 524-7747 - office	NJ	White House Initiative Commissioner	DoE		
A/B	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/B	Commissioner	Vigil, Samuel, Mr. 746 Terrace Drive Las Vegas, New Mexico (505) 425-6565 - home	NM	White House Initiative Commissioner	DoE		
A/B	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/B	Commissioner	Zacarias, Ruben, Mr. 9833 Oso Avenue Chatsworth, CA 91311 (818) 993-5863 - office	CA	White House Initiative Commissioner	DoE		
A/B	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		
A/B	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/B	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/B	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/B	Hispanic Organization	Hilda Crespo, Vice 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/B	Hispanic Organization	McAdam, Maryln, Ms. Lenehan-Razor, Moira, Mrs. 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		Member of HEC	OPL		
A/B	Hispanic Organization	Salas, Gumencindo, Mr. Vice President for Government Relations 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/B	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/B	Hispanic Organization	Rios, Elena, Dr. President Hispanic-Serving Health Professions Schools 1700 17th St., NW, Suite 405 Washington, DC 20009 (202) 265-4297 - phone		Member of HEC	OPL		
A/B	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/B	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/B	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		Member of HEC	OPL		
A/B	Hispanic Organization	Rosenthal, Esq., Roger, Mr. Director Migrant Legal Action Program 2001 S Street, NW Washington, DC 20009 (202) 462-7744 - phone (202) 462-7914 - fax		Member of HEC	OPL		
A/B	Hispanic Organization	Vargas, Arturo, Mr. Executive Director National Association of Latino Elected and Appointed Officials 514 C Street, NE Washington, DC 20002		Member of HEC	OPL		
B	Cabinet	Richardson, Bill, Hon. Secretary of Energy U.S. Department of Energy, Headquarters Forrestal Building 1000 Independence Avenue, SW Washington, DC 20585	DC	Secretary of Energy	Cabinet Affairs/OPL		
B	Stakeholder	Aguerrebere, Joseph, Mr. Program Officer, Education, Media, Arts and Culture The Ford Foundation 320 East 43rd Street New York, NY 10017 (212) 573-4651 - office (212) 351-3650 - fax	NY	Stakeholder			

B	Stakeholder	Cruz, Roberto, Mr. Director, District Relations\Public Relations AT&T Office #2345F2 295 North Maple Avenue	NJ	Stakeholder			
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