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001. letter	Albert Aramburu to Richard Garcia [partial] (1 page)	10/25/1990	b(6)
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FOLDER TITLE:

Hispanic Issues - Federal Government

2013-0436-S

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P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
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Melanne Verveer —

Eric, p's talk
to me about
responding to
this.

— Talk to Melanne
after China.



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EDUCATION
AND
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INCORPORATED

Marine Dominguez
PRESIDENT / FILMMAKER

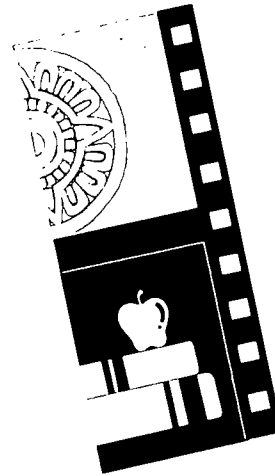
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Margo M. Segura
EXECUTIVE DIRECTOR / FILMMAKER

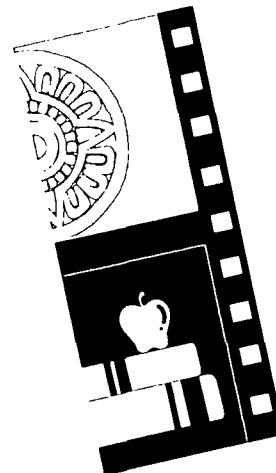
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**HISPANIC
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INCORPORATED

June 17, 1998

Ms. Hillary Rodham Clinton
Office of the First Lady
c/o Melanne Verveer
Room 100, Old Executive Office Building
Washington, DC, 20500



Dear Ms. Rodham Clinton,

On behalf of the **Hispanic Education and Media Group, Inc. (HEMG)**, we would like to thank you for taking time from your busy schedule to review this letter on our **CADA CABEZA ES UN MUNDO/EACH MIND IS A WORLD (CADA CABEZA)** national Hispanic high school dropout prevention project. Ms. Rita Moreno instructed to write to you. The purpose of this letter is to request your assistance with **Phase II** of our project. The following information will brief you on our historic and urgent **CADA CABEZA** project and will also help put into perspective the scope of our nine year effort to help thousands of Latino students throughout the U.S.

BACKGROUND

The Census Bureau predicts Hispanics will become the nation's largest minority by the year 2005, changing from 27 million to 36 million. From 1995 to 2025, Hispanic growth will account for 44 percent of the nation's population increase. The current growth rate for the Hispanic population is about 3.2 percent a year, almost twice as high as America's total population growth during the peak of the baby boom. **Our community faces intolerably high educational drop-out rates, the highest in the nation.** The percentage of Hispanic youth who do not complete a high school education approaches 60% in some areas. This represents a very real "time bomb" of underemployment, unemployment, poverty, despair, and increased incarceration of our young people. Here are young men and women who will not have the basic skills necessary to function as productive citizens or make a positive impact in the modern world. The result of this unacceptable drop out rate on prospective employers is an undereducated and poorly motivated work force.

All indices tie low educational achievement with relegation to the secondary labor market and poverty. Latinos as a group have the highest poverty rate and lowest educational attainment. These undereducated and poorly motivated individuals are more likely to have difficulty in job attainment and retention. **HEMG** targets those Latino youth who are most "at-risk" and in danger of dropping out of the educational system. Improving educational achievement is key to reducing early Latina teenage pregnancy, an unacceptable dropout rate and a reduction in poverty.

CADA CABEZA is a nine year effort spearheaded by Ms. Rita Moreno, Mr. Carlos Santana and Mr. Edward James Olmos. **CADA CABEZA** was produced to tackle the alarming school dropout nightmare plaguing the Latino community. The primary target population we serve are those Latino-Chicano youth most at risk for school failure in grades 7-12. The secondary target groups are the educators of these students.

MISSION

Our mission is to deal directly with the reasons why Latino youth fail to complete school. We have created a program that adds value by providing the educational system with the tools they need to attract and motivate Latino youth. Our project is complete and in place. Initial results show that our training and educational package, properly presented, can and will produce the desired effect. The impact will be a quantifiable increase in school interest, academic achievement, and attendance. **HEMG'S** mission is to further the educational goals of at risk Latino youth. It does so by educating the general public, the Hispanic community, and teaching professionals as to the nature of the problems facing Latino-Chicano youth and presenting ways to overcome these problems. **HEMG** addresses those issues which place Latino-Chicano children at risk for failure. We are changing the ways in which Latino youth perceive themselves through the use of materials that are meaningful to them.

CADA CABEZA is composed of a set of culturally relevant instructional materials and experiences which challenge deep-rooted negative stereotypes and nurture the creation of a positive self-identity for Latino youth. The project includes a year long curriculum, a film documentary, and a resource directory. The 18 unit curriculum provides students with strategies and methods that build competency through culturally based materials. The curriculum links the learner's frame of reference to the educational system. The film shares many of the problems which at-risk youth encounter. The resource directory summarizes exemplary dropout prevention programs that focus on Latino at-risk youth and includes research material, film, video, and bibliographical information. Each component complements the other.

The end result is a program that has received widespread affirmation for its quality. **HEMG** has received recognition from the California Department of Education for "... leadership and perseverance in highlighting dropout prevention...", a prestigious IMAGEN Award for best documentary, a first prize Chris Award from the Ohio International Film Festival, and a Silver Screen Apple from the U.S. International Film and Video Festival.

CADA CABEZA incorporates a number of topics of interest and value to Latino students. The award winning documentary was a derivative of interviews with more than 300 at-risk youth. The direction which was undertaken by the project is an outcome of concerns expressed by those students. The documentary tells the story of the world of four at-risk youth as seen through their eyes. It is their story, in their own words, with their music as a background. The film chronicles many of the reasons why Latino students drop out of school.

Our goal is nothing less than a systematic change in the ways in which Latino-Chicano youth are educated. Our publicly funded schools have demonstrated an inability to adequately teach and retain Latino youth through high school graduation. **HEMG** challenges deep seated negative stereotypes. We train and sensitize teachers, administrators, and educators to their students populations through culturally based material of relevance to youth.

Dissemination of the well received, finished product to individual schools and community based organizations has begun. **HEMG** has received encouragement to develop a similar program for K-6 which is now in the planning stage. The completed project will be augmented by a process evaluation study which will measure impact on 1000 urban and rural high school students at selected pilot schools.

The program design was an outgrowth of the direct input of a cross section of our society. Successful completion of **Phase I** of the project was possible only through the collaborative efforts of Latino youth, concerned parents, the Latino community, as well as public and private sectors. The project is guided by a 75 member advisory body which includes members of the Latino community and includes Latino elected officials, teachers, academics, entertainers, community and parent groups, student groups, corporations, foundations, and governmental bodies. The Project Co-chairpersons, Mr. Carlos Santana, who wrote an original music score for the documentary, Ms. Rita Moreno and Mr. Edward James Olmos helped to raise funds and are currently making appearances on behalf of the project. All three appear in the film.

CADA CABEZA is being called the “**project of the decade for Latino youth in the U.S.**”

STRATEGY

Our strategy is to achieve the maximum impact among “at risk” Latino youth by working within the educational system as well as community based and social service organizations. We help provide a missing link between the schools, teachers, students, and parents in the common goal of retention. This acts as a catalyst leading to an increased awareness and academic proficiency, using culturally-based relevant materials and proven instructional strategies.

THE NEED

CADA CABEZA was designed for California, but because of the urgent need for this project nationwide **CADA CABEZA** has been catapulted into a national presence. It is currently in over 300 programs and schools throughout the U.S.

What we specifically are requesting of you, Ms. Rodham Clinton, is to please assist us with our national outreach and implementation effort (**Phase II**) of the project.

There are many community based organizations, programs and school districts that deal with at-risk Latino youth throughout U.S. that can not afford to adopt the dropout prevention kits and the teacher training.

On June 23 we will be returning to Washington, D.C., with Ms. Rita Moreno, to host a press conference in conjunction with Senator Jeff Bingaman (D-NM) (**Chairman of the Senate Democratic Hispanic Task Force**) and with members of the **Congressional Hispanic Caucus** to officially launch **CADA CABEZA** and to ask for support. We would be honored to have you be part of this effort. If you are going to be out of town could you please send a representative?

Additionally, Senator Orrin Hatch ((R-UTAH), Chairman of the **Senate Republican Hispanic Task Force** will be meeting with Ms. Rita Moreno on June 23 to explore short term and long term support for this critical project.

We also wanted to invite you and President Clinton to the Los Angeles unveiling of **CADA CABEZA** on August 17th which will be part of Mr. Carlos Santana's **Hollywood Walk of Fame** star presentation. Ms. Rita Moreno, Mr. Edward James Olmos, Mr. Jimmy Smitts, Mr. Cheech Marin, Ms. Jennifer Lopez and many more will be on hand to honor Mr. Santana and **CADA CABEZA**. This event is of utmost importance to the success of **CADA CABEZA**. Los Angeles, per capita, has the largest Hispanic enrollment and the highest Latino dropout rate in the nation.

Perhaps if you can't come in August we can arrange to have you meet with all the principals next time you come to California at a press event.

Finally, **we as individuals**, were actively involved in President Clinton's election and re-election campaigns. We truly appreciated his efforts to reach out to the Hispanic community. **As a non profit organization we are prohibited on taking any political position.**

The issue of Latinos dropping out of school affects everyone. It's important to recognize that it's not the recent immigrants who are dropping out but rather the young Chicanos who have been here for generations. Most of these young Chicanos don't even speak Spanish.

We focused on the Chicano/Mexican American in our first phase since it's the largest Hispanic community in the U.S. Similar projects are in development for the Puerto Rican, Cuban, Central American, etc., communities.

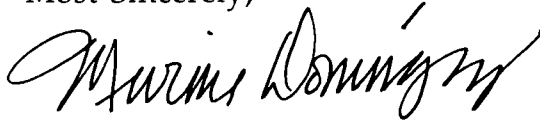
This is a marvelous example of how the arts and humanities have join forces with corporate America, foundations, school districts, community based organizations, celebrities, elected officials, juvenile justice agencies and many others to address an issue that affects millions of lives.

Some final thoughts, over 56% of all incarcerated youth in California are Latino, over 50% of all teenage pregnancies under the age of 19 in California are Latinas.

Ms. Rodham Clinton, we truly appreciate your commitment to excellence in education and would be honored to continue onto **Phase II** of the project with you. We feel extremely

grateful that you appreciate the importance and urgency of this project. We look forward with great anticipation to hearing from you soon. We can be reached at (415) 331-8560.

Most Sincerely,

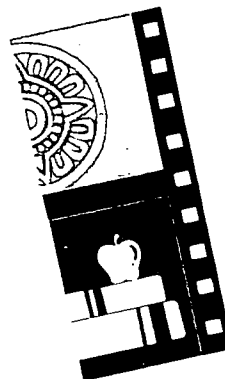
A handwritten signature in black ink, appearing to read "Marine Dominguez". The script is fluid and cursive, with a large initial "M".

Marine Dominguez
President

A handwritten signature in black ink, appearing to read "Margot Segura". The script is fluid and cursive, with a large initial "M".

Margot Segura
Executive Director

cc: Ms. Rita Moreno, Project Co-chairperson
Mr. Edward James Olmos, Project Co-chairperson
Mr. Carlos Santana, Project Co-chairperson

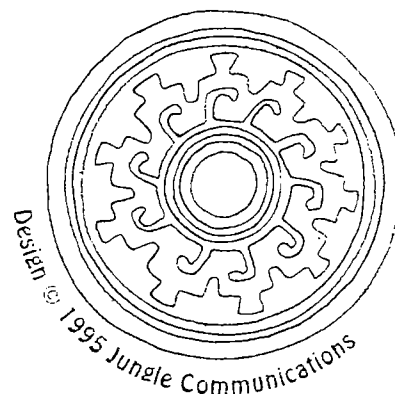


The Hispanic Education and Media Group, Inc.

(H.E.M.G., Inc.) is a private, non-profit (501) (C) (3) organization. Founded in 1989, the organization's mission is to address issues which place Latino-Chicano school children at risk for school failure.

The development of culturally relevant instructional materials and experiences will challenge deep-rooted negative stereotypes and nurture the creation of a positive self-identity among Latino youth. The Hispanic Education and Media Group, Inc., has successfully generated support for its flagship program, The California Latino-Chicano High School Dropout Prevention Project.

The California Latino-Chicano High School Dropout Prevention Project is a multi-faceted effort by H.E.M.G., Inc., to develop solutions to the Latino and Chicano dropout problem. The project is guided by a 75-member advisory board which draws from a wide cross section of the community including Hispanic elected officials, teachers, academics, entertainers, community, parent groups, student groups, corporations, foundations, and governmental agencies. It is important to recognize that the entire project has been developed and produced for Latino-Chicano students who are currently at risk of dropping out of school. The motivation behind the entire project is **prevention**. The project has multiple uses and can be applicable for other at-risk students as well.



To order call or write:

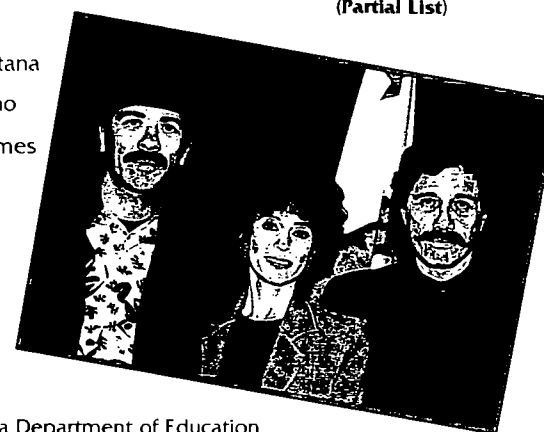
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The California Latino-Chicano High School Dropout Prevention Project Contributors & Endorsees

(Partial List)

Carlos Santana
Rita Moreno
Edward James Olmos



- ▲ California Department of Education
- ▲ California Department of Corrections
- ▲ California School Boards Association
- ▲ United Way of the Bay Area
- ▲ Kaiser Permanente Foundation
- ▲ BankAmerica Foundation
- ▲ Hispanic Community Foundation of the Bay Area
- ▲ Vanir Construction Management, Inc.
- ▲ Franco Productions
- ▲ Santana Management, Inc.
- ▲ Olmos Productions, Inc.
- ▲ ARCO Foundation
- ▲ Marin Community Foundation
- ▲ Margoe's Foundation
- ▲ Rex Foundation/Jerry Garcia & The Grateful Dead
- ▲ AT&T Foundation
- ▲ Chevron USA
- ▲ Bechtel Corporation
- ▲ Pacific Telesis Foundation
- ▲ J.C. Penny Company, Inc.
- ▲ The Clorox Company Foundation
- ▲ PG & E
- ▲ La Opinion
- ▲ McKesson Foundation
- ▲ American Savings Bank
- ▲ Westamerica Bank
- ▲ Coca-Cola USA
- ▲ Bechtel Corporation
- ▲ San Francisco Foundation
- ▲ California Lottery
- ▲ Union Bank
- ▲ Southern California Edison
- ▲ Personal Services, Inc.
- ▲ Ronald McDonald Children's Charities (Sac-Joaquin Valley)
- ▲ Chicano Correctional Workers' Association
- ▲ J.C. Dellinger Memorial Trust
- ▲ California Association of Bilingual Educators
- ▲ California Federation of Teachers
- ▲ California Hispanic Superintendents Association
- ▲ California School Boards Association, Hispanic Caucus
- ▲ California Teacher's Association
- ▲ Alameda County Board of Education
- ▲ Alisal School District
- ▲ Alum Rock Unified School District
- ▲ Alvord Unified School District
- ▲ Brawley School District
- ▲ Central Union High School
- ▲ East Side San Jose Union School District
- ▲ Fresno County Office of Education
- ▲ Imperial County Schools
- ▲ Lamont Unified School District
- ▲ Norwalk/La Mirada School District
- ▲ Novato Unified School District
- ▲ Parlier Unified School District
- ▲ Riverside Unified School District
- ▲ Sacramento Unified School District

Edward James Olmos • Rita Moreno • Carlos Santana
with the Hispanic Education and Media Group, Inc.

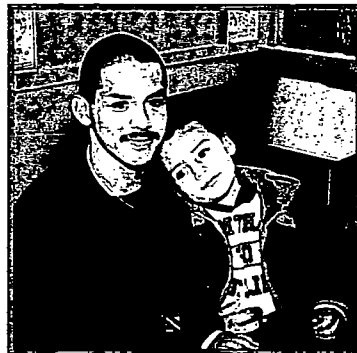
present

CADA CABEZA ES UN MUNDO
EACH MIND IS A WORLD



The California Latino-Chicano High School Dropout Prevention Project

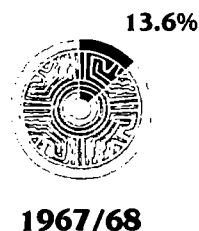
In California, Latinos and Chicanos...



constitute **36.1%** of K-12 enrollments. The drop-out rate is on a par with the national figures of roughly 50% with some areas reaching 80%. Latinos and Chicanos have the highest drop-out rate of any ethnic or racial group in the state. Approximately 31% of the 1.9 million Latino and Chicano students in California have been identified as Limited English Proficient and slightly more than **77%** of all identified (LEP) students speak Spanish as their primary language, with less than half of these served by bilingual education programs.

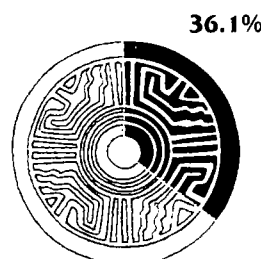
The **California Latino-Chicano High School Dropout Prevention Project** was created as a concerted effort to mitigate this situation. Each year the challenge of reaching today's sophisticated youth becomes more difficult. The **California Latino-Chicano High School Dropout Prevention Project** is designed for schools to incorporate and implement effective strategies, comprehensive culturally-based materials and topics relevant to Latino-Chicano youth. What is needed are bold educational programs and changes that reach out and meet multi-cultural students needs.

- The California Average Daily Attendance 1992-93 figure is \$4200 per pupil per year. The national average is \$5600 per pupil, per year.
- The average expense for incarceration is \$35,000 per person, per year.
- As educators we should all invest in **prevention vs corrections.**



1967/68

Latino-Chicano enrollment in California schools



1992/93

The California Latino-Chicano High School Dropout Prevention Project



The **California Latino-Chicano High School Dropout Prevention Project** consists of 3 major components: **Curriculum Guide, Resource Directory, 45-minute Film Cada Cabeza Es un Mundo – Each Mind Is a World** (aimed at 13 to 17 year-old Latino and Chicano at-risk students).

Curriculum

Some important features of this unique curriculum's educational opportunities are:

- It incorporates culturally-based materials that will be the key component in attracting Latino-Chicano and other at-risk youth to stay in school.
- It provides a link between the student's own frame of reference and that of the educational system.
- The student's self-concept would improve. Academic competency would improve through instruction via culturally-based curriculum.
- It provides students with key strategies and methods to continue building competency (i.e., producing their own debate team, video, audio presentation on key curriculum suggestions).
- It encourages decision-making and planning for the future choices.
- It is congruent with the California State Framework in Language Arts.
- It will strongly complement the Bilingual and ESL curriculum.

The **California Latino-Chicano High School Dropout Prevention Project Kit** includes: 18 Journeys (units), film guide, slides, audio cassettes, historical newspapers, and the fact booklet, "We the American...Hispanics", published by the U.S. Department of Commerce.

Resource Directory

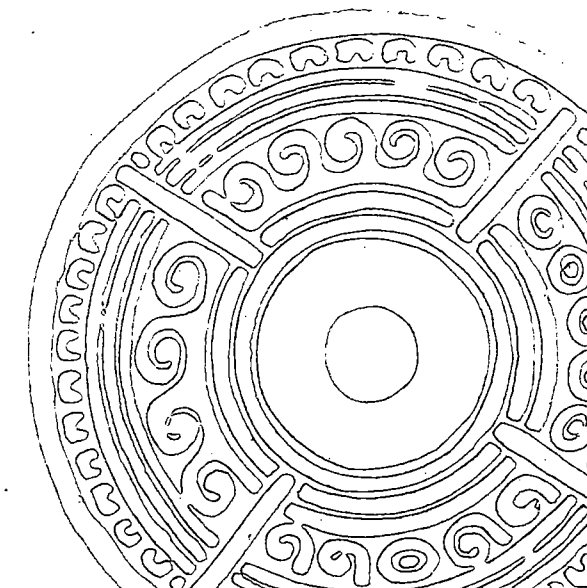
A comprehensive resource directory of exemplary dropout prevention programs which focus on Latino-Chicano at-risk youth. It was developed for use by educators, school administrators, adult literacy providers, community agencies and parents. The Resource Directory will complement the proposed curriculum and will include the latest research materials, film, video, and contacts of exemplary intervention programs throughout the state.

Documentary

Cada Cabeza Es un Mundo – Each Mind Is a World is a 42-minute film documentary dealing specifically with the issue of why so many Latino and Chicano students drop out of school during their junior high and high school years. Though the targeted audience are 13 to 17, the film can be utilized by various ages. Far too often films which are produced for the elementary, junior and high school population are told through the eyes of adults. After extensive research and hundreds of interviews with Latino and Chicano youth throughout California, this film provides students a venue in which to share their stories with other at-risk youth.

The 18 Journeys (units) include the following topics:

- ▲ Good Communication Skills: Learning Respect
- ▲ Human Oppression: The Many "Isms"
- ▲ Responses to Human Oppression
- ▲ Self-Empowerment
- ▲ Values
- ▲ Decision Making
- ▲ Rites of Passage
- ▲ Addictions
- ▲ Health-Nutrition
- ▲ The Two World Encounter
- ▲ The Muralists of the Latino-Chicano Community
- ▲ The Contributions of the Latino-Chicano Musicians
- ▲ Family
- ▲ Parenting
- ▲ People We Look Up To
- ▲ Indigenous Culture
- ▲ California - Southwest History Through La Cronica (The Chronicle) Newspaper
- ▲ Environmental Justice



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Business, Career, Politics & Culture

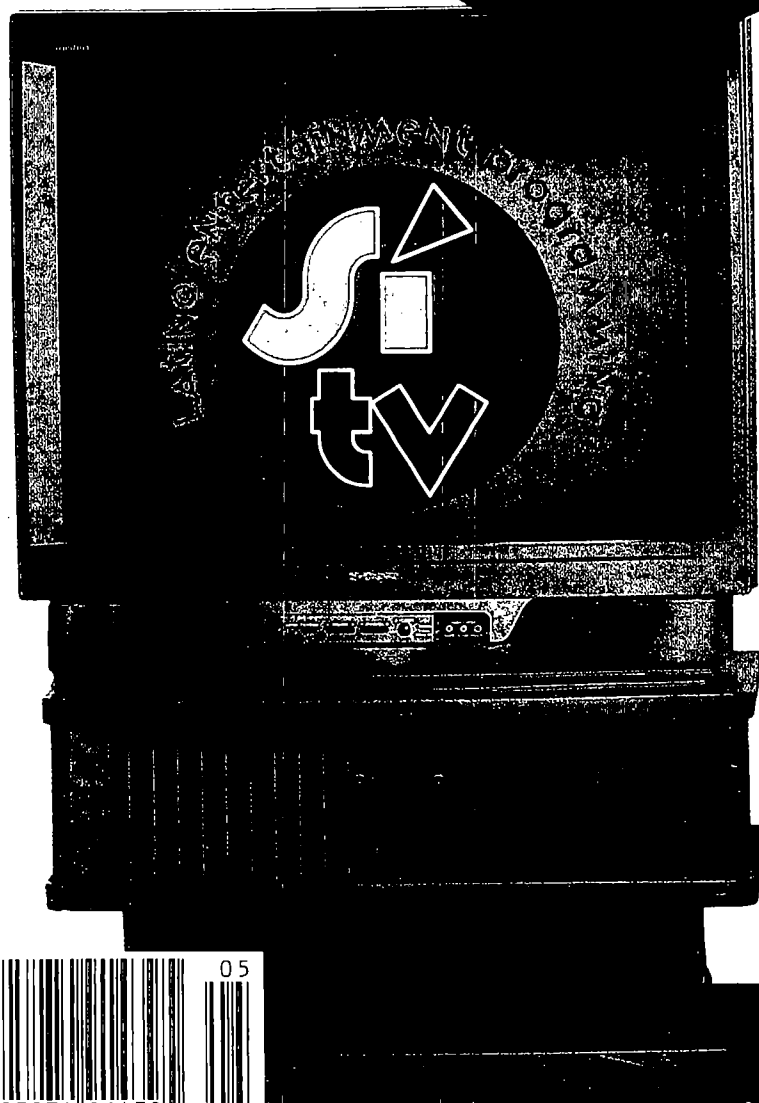
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Inside the GOP's
Big Tent

The Future of Spanish-language Television (in English)



Producer Jeff Valdez



One of Monreal's custom homes.

Built for Success

Monreal Homes is special not only for its tremendous success in the custom home business, but also for the man behind it. Raised in the town of Dimmitt, Texas, Steve Monreal was an all-star football player who realized early on that he had a hunger for success. In 1982, after graduating with a degree in construction from Texas State Technical Institute in Amarillo, Steve embarked on a career that would eventually lead to the multimillion-dollar operation he heads today.



Steve Monreal.

Although the path he was taking would someday lead to success, Steve met with many difficulties in the beginning partly because of his ethnicity. "It was tough getting a break because I was seen as a laborer only, nothing more," he recalls. In 1986, Steve was convinced by a friend to move to Austin and begin a new business. Soon after, he founded Monreal Framing.

After much hard work, including seven-day work weeks, Monreal Framing had become a genuine success. After four years in business, Monreal had over 30 crews

working in the Austin area. With the profit earned from his business venture, Monreal purchased a subdivision in the Hill Country southwest of Austin. The subdivision, Hill Country Estates, contains beautiful homes priced in the \$200,000 to \$600,000 range. Among the people who call Hill Country Estates home are a five-star general, the vice-president of Motorola, and a famous film producer.

Held in high regard in the Austin area by others in the profession, Monreal will display some of his houses at the Parade of Homes held in June at the Polo Club in Austin.

Monreal Homes has built a reputation out of creating spectacular homes and providing the best quality possible. With his total involvement in each project, from preliminary meetings with design groups to the actual construction of the house, Monreal is truly a shining example of a successful Hispanic entrepreneur.

Tony Peña

Keeping Latinos in School

In California, Latinos are 36 percent of kindergarten through twelfth grade students. Between 50 and 80 percent drop out, making Latinos the group with the highest drop-out rate in the state. The Hispanic Education and Media Group, Inc. (HEMG) believes those statistics can change.

The group suggests that one reason so many Latinos do not finish school might be that the edu-

cational system does not meet their needs. Approximately 31 percent of the 1.9 million Hispanic children in California have been designated Limited English Proficient and bilingual programs are limited.

The HEMG created the California Latino-Chicano High School Dropout Prevention Project to assist schools in implementing effective strategies, culturally based materials, and topics relevant to Latino youth to meet their multicultural needs. Since the beginning of the program in 1989, it has become a national project with over 300 programs implemented and it has earned ten awards, such as the Imagen Award.



Rita Moreno.

Edward James Olmos, Rita Moreno, and Carlos Santana chair the project, while it is guided by a seventy-five-member advisory board. "This is the first time celebrities, grassroots organizations, non-profits, community members and educators, bi-partisan, have come together to address this problem," says Marine Dominguez, president of HEMG and producer of the dropout prevention program.

The three major components of the program are the curriculum guide, the resource directory and the documentary, *Cada Cabeza Es Un Mundo-Each Mind Is a World*.

The curriculum guide uses culturally based material to keep at-risk students in school. It provides a link between both the student's and school board's frame of reference to improve students' self-concepts. Most importantly, the guide is designed to complement the existing bilingual and English as a Second Language



Edward James Olmos.

(ESL) program. In the resource directory, educators, administrators, community agencies, and parents can find information on other successful intervention programs throughout the state. Films, research materials, and contacts included in the directory help users incorporate issues addressed in the curriculum. *Cada Cabeza Es Un Mundo-Each Mind Is a World*, a documentary aimed at 13 to 17-year-old Latino at-risk youth, deals with the reasons so many Latino students drop out in their junior high and high school years. Unlike many other films about teens, this documentary is told through the eyes and experiences of at-risk Hispanics in California.

The project targets at-risk youth in order to prevent problems and failure, instead of trying to correct them later. The HEMG says the project "will challenge deep-rooted negative stereotypes and nurture the creation of a positive



Carlos Santana.

self-identity among Latino youth." Currently, HEMG is studying pilot programs in San Jose, California and El Paso, Texas. At the end of 1999, the group will present a report of any differences the program makes.

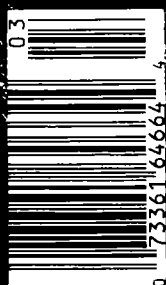
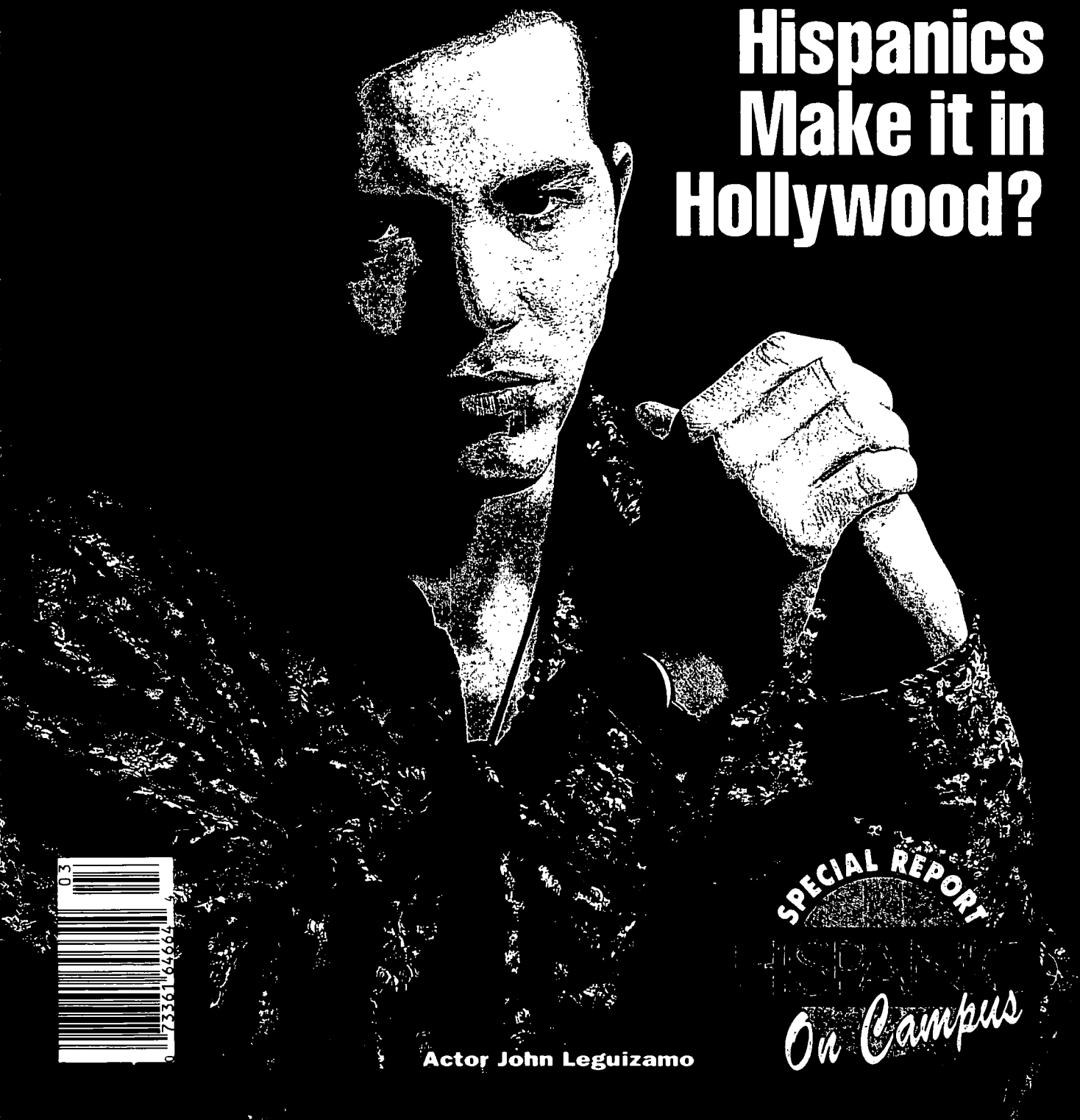
For more information, call the HEMG at 415-331-2636.H

Diana A. Terry-Azof

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MARCH 1992 \$2.00

**Can
Hispanics
Make it in
Hollywood?**



Actor John Leguizamo

SPECIAL REPORT

On Campus

COAST TO COAST

CALIFORNIA

SHINING STARS

Los Angeles—The National Migrant Education Conference taking place in Los Angeles later this month might seem an unlikely place to premiere a new teen film featuring Edward James Olmos, Rita Moreno, and rocker Carlos Santana. But for all its Hollywood luminaries and its slick, MTV video-like look, *Cada Cabeza ses un Mundo* ("Each Mind is a World"), designed to help keep Hispanic youths from dropping out of school, is about as far from Hollywood and its easy answers as a film can be.

Said to be the first in the nation to be created by Hispanic teens, for and about Hispanic teens, and starring Hispanic youth, the 30-minute documentary is the brainchild of Marine Dominguez and Margo Segura, two 39-year-old filmmakers who speak passionately about how massive and explosive the Hispanic dropout issue is.

"We don't have all the answers," says Segura, an educator and the project's executive director. "But we were paid a compliment by someone who said we're the closest thing to a Latino cultural movement in the state."

That's how Dominguez, the film's executive producer, Segura, and Dr. Richard Garcia, Project Associate, see their mission, which they call the California Hispanic High School Dropout Project. "We've organized around migrant workers, we've organized around immigration, we have to organize around education. We're not going away, and we want our people to count," says Dominguez, who sees the \$275,000 film as just a small part of the five- to ten-year project to keep Hispanics in school.

Some of the first to join them were playwright and director Luis Valdez (*La Bamba*), who is a technical adviser to the film; Santana, who is writing the music; and Olmos and Moreno—herself a high school dropout—who will narrate.

The film took its makers from the northernmost point of California to the



(l to r) Marine Dominguez, Carlos Santana, Rita Moreno, Edward James Olmos, Luis Valdez, and Margo Segura.

Mexican border. They interviewed some 300 13- to 17-year-olds and talked to educators, superintendents, mayors, and anyone who would listen. The California Youth and Adult Correctional Agency not only listened but has adopted the film as one of its official dropout projects, as has the California Department of Education. The film also has the support of nearly all Hispanic elected officials in the state.

Once they started talking to the teens, Dominguez and Segura realized the problem was even larger than they had imagined. Over and over, whether talking to Los Angeles gang members, children of Central Valley migrant workers, or San Francisco teens, Dominguez and Segura heard the youths touch on the same issues. "Lack of recognition, apathy, a lack of culturally relevant curriculum and materials, racism—they feel excluded," said

Dominguez.

"All they need is someone to say, 'Hey, you count.' It's not because the parents don't care. They work eighteen, twenty hours (a day). Some of these people are merely surviving."

Dominguez, Segura, and Garcia believe their job isn't finished just because the film is. This year they plan to start a film geared towards parents, in Spanish, to be followed by a curriculum guide for schools that addresses cultural identity and history—including Hispanic murals and graffiti street writers—and racism. They are also creating a national database at the University of California at Davis for all materials concerning Hispanic dropouts—the first in the nation. "The problem is manageable," said Segura. "We just have to be tenacious about working at a solution."

Vicki Larson

NEW MEXICO

RUBBED THE WRONG WAY

Española—Fans of the ancient art of healing massage known as *sobador*, practiced in this part of the country for hundreds of years, say a new state law infringes on this Hispanic tradition. Many swear by the vigorous massage tech-

nique, long a folk remedy, for stretching nerves and stimulating circulation.

In its last session the 1991 New Mexico state legislature quietly set up licensing requirements for massage therapists, to become effective April 30, 1992. The statute will require massage therapists

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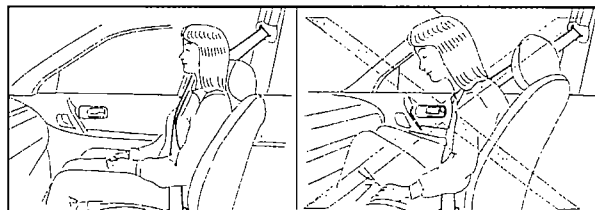
arine Dominguez and Margot Segura are partners in the Hispanic Education and Media Group (HEMG), a nonprofit organization located in Sausalito, California, dedicated to improving the low statistics for educational attainment within the Latino community.

With Latinos still leading the nation with the highest dropout rate, HEMG's prevention program incorporates culturally-based topics relevant to Latino youth. The topics include learning good communication skills, respect, self-empowerment, values, and role models that are designed to instill pride in their heritage and help them stay in school. The topics were decided upon after interviews with 300 students.

The organization's hard work is paying off. "After investing seven years in a labor of love and hope, the project is going great and has received an award from the Latin Business Association," says Dominguez.

In 1995, Segura and Dominguez, decided to try to disseminate their message to kids through film. This dynamic duo—with the help of actors Rita Moreno and Edward James Olmos, writer-director Luis Valdez, and musician Carlos Santana—created a 30-minute documentary accompanied by educational materials. The result, "*Cada Cabeza Es Un Mundo*" - "Each Mind Is A World," documents the lives of four Latino students defying the odds, and hammers home the importance of a high school education. The response to this project has been outstanding. "Because of the tremendous feedback from teachers and students, HEMG will work in collaboration with Univision to launch this project nationally," says Dominguez.

The film and educational materials can be obtained by calling HEMG at (415) 331-8560.



Children are not the only ones at risk from air bags. More than 20 women have been killed by air bags since 1990. Air bags are about 55 percent less effective at saving the life of a woman than a man, according to government statistics. This should be no surprise, because they have been designed to protect an average-sized male in federal crash tests. Because women are typically smaller, an air bag is more likely to hurt them because of its force, and because they are likely to be positioned closer to the dashboard when driving.

Beginning this fall, auto makers will sell new cars and trucks with less forceful air bags. These bags will eliminate most—but not all—of the potential dangers to small women. But the change doesn't do anything for the 50 million cars on the road with air bags now.

Women should be alert to the possible dangers from air bags, but not overly concerned. Simply use your safety belt and sit at least ten inches away from the steering wheel. If that's not possible for you to do while operating the car safely, talk to your dealer about getting pedal extenders. Children under thirteen should never be seated in front of an air bag. If you must transport several children and one has to sit in the front seat, place the oldest or largest in the seat with their safety belt on and the seat pushed all the way back.

If these options do not work for you or your family, contact your dealer about either having an air bag cut-off switch installed in your car, or having the air bag disconnected altogether—but only as a last resort.



Marine Dominguez, Carlos Santana, Rita Moreno, Edward James Olmos, Luis Valdez, and Margot Segura.

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Thursday, June 8, 1995

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A Moonves landing at CBS

NL's Echegoyen to run Miramax new division

By Stephen Galloway



Echegoyen

Helena Echegoyen, New Line Prods.' director of development, has been named senior vp production of Miramax Films, company co-chairmen

Harvey and Bob Weinstein announced Wednesday evening. She will head a new in-house division, where she will develop her own slate of modestly budgeted film

Echegoyen, who assumed new post June 26 and will report to the well as to Miramax

See **ECHEGOYEN**

WB is run with 'November'

By Stephen Galloway

Warner Bros. has moved quickly to scoop up the spec script "A Day in November," paying \$750,000 against \$1 million for the action-adventure.

The screenplay was written by first-time writers Kirk De Micco, Glen Trotter and Stuart Zicherman. Producer Arnold Kopelson took the project to Warner Bros.

"November," described as "The

See **"NOVEMBER"** on page 30

It's getting late for 'Stewart'

By Stephen Battaglio

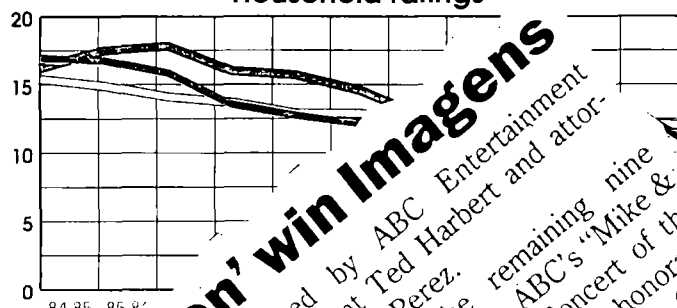
NEW YORK — Paramount's syndicated talk entry "The Jon Stewart Show" is headed for late-night history, sources said Wednesday.

A Paramount spokeswoman said no decision has been made on the fate of the show, which has struggled

See **"STEWART"** on page 34

Eye on decline

Household ratings



• More pages 3

By

WASHINGTON — The Big Brother ex-

A significant number of program distributors attending the annual Promax & BDA marketing conference say

Tortorici exits; network bracing for more changes

By Lisa de Moraes

Beleaguered CBS has enlisted ace program supplier Leslie Moonves,



Moonves

Warner Bros. president, to head out of its voes as CBS ent

ent and CBS Broad- tive vp. who had been as president of tainment under resigned, CBS also Wednesday.

es reportedly plans to CBS Billy Campbell, ner Bros. TV senior vp drama

See **MOONVES** on page 31

October films to Hallmark vid

By Doris Toumarkine

NEW YORK — Marking its debut into the home video marketplace, October Films is joining forces with Hallmark Home Entertainment to launch the October Films Home Entertainment line.

The exclusive agreement, which involves a sizable advance from Hallmark, covers all of October's acquired and produced pictures for the next three years, with October expected to deliver more than 10 new films a year to HHE.

Also included in the deal are previously released vintage titles from October's library, including

See **OCTOBER** on page 32

WHAT'S INSIDE

Clinton veto bails out CPB	3
TW denies music arm for sale	4
Jokes are on New York	10

See **SPOTS** on page 34

Lat no curr culum debuts from Mar'n



IJ photo/Marian Little Utley

EDUCATION PROGRAM: Filmmaker Margo Segura and music administrator Jorge Santana look at slides of Latino art.

Group launches nationwide program

By Zenaida A. Gonzalez

Independent Journal reporter

Sausalito-based Hispanic Education and Media Group Inc. is launching a national curriculum this month aimed at preventing Latinos from dropping out of school.

"Cada Cabeza Es un Mundo" ("Each Mind Is a World") is a curriculum for high schools to incorporate into their classrooms. A documentary film by the same name produced in 1995 was the first part of the curriculum that took seven years to develop.

"It was a difficult and painful seven years," said Marine Dominguez, one of the two founders of Hispanic Education and Media Group. "Raising money for it was very difficult."

Dominguez was an educator for 10 years in the Richmond School District before joining filmmaker Margo Segura on the project.

The Gulf War and recession made donations difficult to get, they said. It wasn't until entertainment stars Carlos Santana, Rita Moreno, Edward James Olmos and Luis Valdez signed onto the project that it really took off.

They filmed parts of the video

"It brings out their heritage. It gives kids a voice. It deals with the low self-esteem and it deals with their expressing themselves."

— Jeannine DeWolf, a San Marin High School teacher of English as a Second Language

and went to Sacramento to push for legislation that would allow the curriculum to be incorporated into California schools.

"It should have taken only three years," Dominguez said. "Thanks to our friends in the entertainment business it finally got going. We're very grateful."

Dominguez said Marin educators and groups such as the Marin Community Foundation have been "champions" of the project for more than six years.

The program has gone through "mini-pilot testing," she said, at San Marin High School, where the response was "overwhelming."

Jeannine DeWolf, an English as a Second Language teacher at San Marin, said her students'

self-esteem was boosted just by knowing that the Latino entertainers cared what happened to them.

"It is a good curriculum, especially for kids that have already been in school for a while and feel self-defeated," DeWolf said.

She said Latino students often feel distanced from school because they don't see themselves in the curriculum.

"The books don't recognize Latinos for their contributions to society," DeWolf said.

She said she saw a big difference in her students when she used the new curriculum in 1995.

"It brings out their heritage," she said. "It gives kids a voice. It deals with the low self-esteem and it deals with their expressing

themselves."

The program has received wide support in Marin. Dominguez said, because while it is aimed at keeping Hispanic youths in school, it is designed to benefit the entire school community.

Elsewhere, the curriculum is earning a name for itself. School districts in Texas, Florida, New Mexico, Illinois and other parts of California have already placed orders for the curriculum.

The University of California at Santa Barbara has asked to review the program. It could be integrated into the teacher training program there, Dominguez said, if the staff likes what it sees.

The California Youth Authority has also requested the program for its schooling program, a spokeswoman in a Sacramento office said.

The importance of the curriculum is twofold, the creators said.

"It's giving kids a venue to dream because they can identify with what is being taught," Dominguez said. "It gives them interest to stay in school because they identify, so they can reach for their goals."

The curriculum also serves another purpose.

See Hispanic, page B2

Hispanic

From page B1

"For those who are not Latino it shows them all the contributions we've made to this country," Dominguez added. "That will help foster understanding of all cultures and tolerance."

The curriculum is divided into 18 chapters. They include "Good Communication Skills: Learning Respect," "The Contributions of the Latino-Chicano Musicians," "Environmental Justice," "Parenting," "The Muralists of the Latino-Chicano Community" and "Indigenous Culture."

Each section is chock-full of information and reference material. The music section alone examines different types of music from the indigenous to modern Tex-Mex.

Musician Santana's skills were called upon when developing this chapter. Jorge Santana, Carlos' brother, worked as the music administrator for the project.

"Carlos' concern for education made this a program he endorsed right away," Jorge Santana said.

With his brother's support, Jorge Santana went about getting permission to use different music and helped compile the music section. "Margo and Marine have done

quite a fine job," Jorge Santana said. "There's information in there that even I didn't know."

"Today youth are lacking identity. This will give Latinos a better sense of where they come from. That will give them motivation to stay in school to find a place for themselves and succeed."

Segura cautions that while the program may give some students a better understanding of themselves and perhaps more confidence, it will not universally solve the problem of dropping out of school.

"This is not the cure-all," she said. "But it is filling in one of the gaps."

Film project aims to keep Hispanics in school

Ygnacio A. Rios
Orange County Register

For more than 20 years, actor Edward James Olmos has stumped at hundreds of Southern California schools, showing students through his success in television and films that even a poor kid can make good.

But increasingly, students are telling him they are losing hope. This problem is particularly acute in the Hispanic community, which has the highest dropout rate in the state — 27.2 percent. Statistics are equally grim for Orange County where Hispanic students are three times more likely to drop out than white classmates.

So Olmos and other Hispanic celebrities are drumming up financial support for an anti-dropout film.

Helping with narration and music will be Olmos, writer-director Luis Valdez, guitarist Carlos Santana and dancer-singer Rita Moreno, the only person ever to win an Emmy, Tony, Grammy and Academy award.

The half-hour documentary is the brainchild of two San Francisco filmmakers — Marine Dominguez and Margo Segura of the Hispanic Education and Media Group. They hope stories told by real students, coupled with classroom lesson plans they develop, will be compelling enough to begin a change.

"Children talk to me and tell me they are full of apprehension in school as they grow older," Olmos said. "They are dropping out because they have a failing sense of pride."

While the Hispanic dropout rate has fallen, it still remains well above other ethnic groups. Forty-three percent of Hispanics older than 18 have no high school diploma.

Contributing to the complex issue is deteriorating families, lack of support in the home, racism and cutbacks in programs that help ethnic students, said Segura, a bilingual-education teacher.

Dozens of students have been interviewed statewide, including a handful in Fullerton, for the documentary. Segura and Dominguez will pare those to four or five who depict the Hispanic community's diversity and consequences of choices.

"A lot of them came from working class, struggling families who succeeded," said Dominguez, who has a public administration degree from the University of San Francisco and attended Michigan State for two years. "We want to show



Ygnacio A. Rios/The Orange County Register
Marine Dominguez, Edward James Olmos and Margo Segura are working on a film encouraging Hispanic students to stay in school.

where there's a will, there's a way. But we also went to some juvenile detention centers. We wanted to show regrets. We wanted some remorse."

Students expressed remorse over lack of Hispanic role models. Filming Moreno, Olmos, Santana and Valdez was important because of their stature in the Hispanic community.

For example, Olmos is known for his tireless generosity to Hispanic causes. He has never turned down a school appearance and in his visits has learned plenty about the educational system.

His father, who dropped out of school to support the family, enrolled in high school while Olmos was in high school. "There was never a time when I thought I wouldn't finish school," Olmos said. The example to persevere started him in the face.

Olmos received a college degree, but tells students it wasn't easy. He succeeded through hard work and the family support.

The actor-director knows, however, that some students don't have that home support. Students must look up to others, with the most likely figure being a teacher.

"I think teachers should be the highest paid officials in this country," he said at a recent migrant education conference in Anaheim. Olmos was there to promote the anti-dropout project and his new film, "American Me."

The story of a gang member shows the extreme of what happens when the support system breaks down.

"I sometimes wish I could be a politician," said the gang member, who wasn't identified, "but I fear the sacrifice of not being able to speak out. And don't blame the representatives for the state of the union. They are not smart enough to have gotten us into this mess all by themselves."

Uniting a diverse community won't be easy; Segura and Dominguez have learned that while soliciting donations for the project. They thought the severity of the problem would make fund-raising easy, but that wasn't the case.

About \$160,000 has been raised since February. They need \$375,000 for the film and the classroom lesson plans that emphasize ethnic contributions and history, said Se-

gura, an East Los Angeles native.

Money has come from some corporations and private donations and they have proposals pending.

The filmmakers hope to finish by September so the film can be used in three pilot schools as part of Hispanic Heritage Day, but the lack of funding might push back the gural date.

The state is interested in the project and helped promote it, said Susie Lange, spokeswoman for the state Department of Education.

Local school boards can decide to use the program on their own because they determine specific lesson plans for their students, she said.

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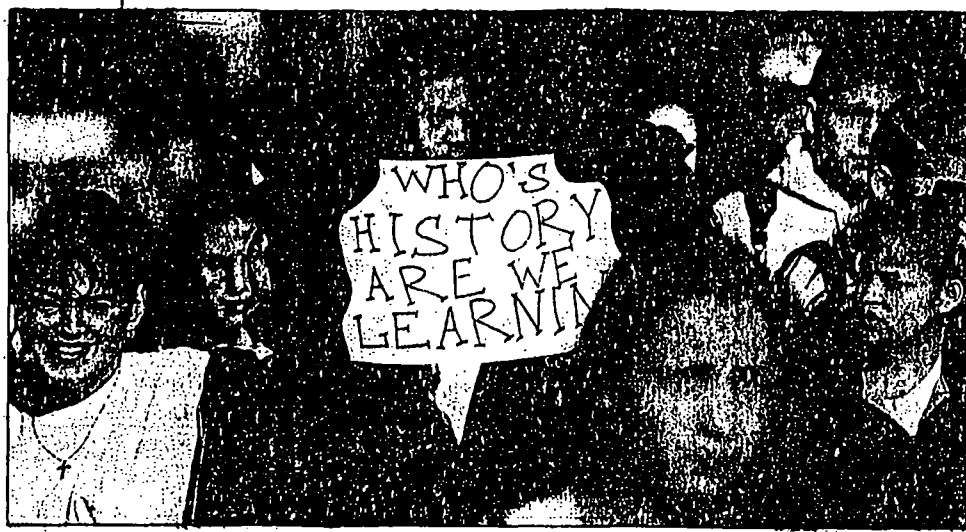
Students march for ethnic education

By Marsha Ginsburg
OF THE EXAMINER STAFF

Demanding a better and more culturally diversified education, about 150 students walked out of their classes at Mission High School Wednesday, marched to the Board of Education and staged a noisy demonstration.

The mostly Latino students also complained that they are not able to wear certain types of clothing, pagers or hoods without automatically being stereotyped as gang members.

They demanded more ethnic perspectives in history and literature classes and better college preparation and job-training work-



Students from Mission High School march to Board of Education headquarters Wednesday.

shops.

During the march to the school district headquarters at 135 Van Ness Ave., students carried signs and shouted slogans. After failing to get anyone from the board to come out and talk with them, they marched back to their school at 18th and Dolores streets.

More than two dozen police officers escorted students along the route, but there were no arrests.

The walkout was one of a series at Bay Area high schools. The last, at several schools on Sept. 16, was sponsored by the San Francisco-based Chicano Moratorium Coalition (CMC).

"The bottom line is people are taking responsibility for their school," said Gabriel Hernandez, a spokesman for the walkout and organizer with CMC.

Malcolm Glover of The Examiner staff contributed to this report.

San Francisco Examiner

METRO

[BAY AREA AND NORTHERN CALIFORNIA]

San Francisco Chronicle

THE LARGEST DAILY CIRCULATION IN NORTHERN CALIFORNIA

TUESDAY, JULY 16, 1991



BY FREDERICK LARSON/THE CHRONICLE

Martha Silva, 19, of Mission High School, talks about how she stuck it out to stay in high school.

Why Latinos Drop Out

Teens tell their stories in film

BY TORRI MINTON

CHRONICLE STAFF WRITER

Carolina Valencia grew up in a family of 10 in a two-bedroom house on a small corn ranch in Mexico. The town was so poor that the nearest paved road was an hour's walk away. Her parents are illiterate.

Sometimes Valencia didn't have enough money for books or a new pair of pants, and she thought of dropping out of school. "I got desperate," she says. "I think of work."

But in the spring of 1989, with help from her sisters, Valencia took her first plane ride and came to San Rafael to get a diploma.

Poverty is keeping her in school, she says. How to escape it fuels her dreams.

First to Graduate

"No one likes to be poor," says Valencia, 17, in a language she didn't speak until last year. "If I can, I'll do something."

Next year she will be the first in her family to graduate from high school.

Her story is one of hundreds being collected by the makers of what is said to be the nation's first film by Latinos, about Latino youth and starring Latino youth. Adult stars such as musician Carlos Santana are playing backup.

The film will explore the massive problem of Latino dropouts, and what it takes to keep them in school.

Made for high school students, the film, by the Sausalito-based nonprofit Hispanic Education and Media Group, will be told, for once, from the teenager's point of view.

More than 100 youths in California have been interviewed about their successes and failures, what it is to be Latino, what helped and discouraged them and what they dream of for the future, among other things. The film makers expect to talk to 300 to 400 youths. Four will be featured.

No Adults

"We don't want one adult in this film," says Marine Dominguez, executive producer of the film. "We want to hear it from these kids."

As part of the official Latino dropout project for the California

Department of Education, the problem these people are tackling is a massive one:

Latinos have the highest dropout rate of any ethnic group in the country, says the National Council of La Raza, an umbrella group of Latino organizations. Around half, depending on what numbers you look at, do not finish high school.

Latino students are the largest ethnic minority in California, one-third of the student population.

"If we wait for the politicians to clean it up, man, don't hold your breath," says Santana.

In 35,000 miles and eight months of interviews from the tip of California to the Mexican border, 38-year-old film makers Dominguez and Margo Segura, executive project director and a longtime educator, are picking up some common threads.

The interviews can be wrenching.

"Sometimes I have to walk out of the room. These kids start crying too," says Dominguez.

Many Obstacles

The students who don't stay in school, and their friends, talk over and over about lack of support at school and at home, lack of role models, of having to drop out to support families, of problems with drugs, gangs, the language, of low self-esteem and little encouragement.

"Many people think, 'Even if I finish high school I will be a janitor. If I don't finish high school I will be a janitor too,'" says Valencia.

She is one of the lucky ones. Her two older sisters, housekeepers in Marin County, encouraged her to leave their little town of Acambay in northern Mexico to come live with them. They want her to get the diploma they gave up in order to work.

"If we don't help her she's not going to be able to have anything," says sister Ernestina, 24, on the couch with sister Leonor, 19, in their one-bedroom Canal district apartment. Valencia wants to become a dentist.

Some days the dream doesn't seem very possible:

■ One student said her brother didn't want to go to high school because he could make more money selling drugs.

■ Another said a friend who was good at computers dropped out because he had trouble with the language.



Cesar Flores, 16, back in school after three years in a gang, credits his mother — Elizabeth.

■ "You got people coming to school with bats and knives," says Martha Silva, 19, vice president of the student council at Mission High School in San Francisco. She dropped out of school for a month, she says, "because I didn't have anybody to look up to."

■ "In the U.S. it's really hard to make it," says Mayra Montoya, 17, senior class president at Mission. "You've got all these obstacles — racism, people telling you you can't make it because you're Hispanic. . . . We need a leader, someone to lead us where we want to go."

■ "Part of being Hispanic, it's like you want to do well, to show people 'Oh, you're wrong about how Hispanics are. We count in this world,'" says Ana Vega, 18, of Mission High.

Discrimination and hard times for Latinos are said to have fueled riots in Washington, D.C., in May. Latinos, who make up only one in 10 Americans, are said to be

Voices of Latino Youth

Talking about why it's hard to stay in school

poorer, less educated and less able to find employment than the rest of the population.

Some 40 percent of Latino children live in poverty, says the Hispanic Education and Media Group.

The film makers also say education itself is a big part of the dropout problem. Take the current textbook dispute.

"There's still this notion out there that anything that doesn't have to do with the dominant society — the George Washington-pilgrim-Thanksgiving approach — anything that is not apple pie curriculum is not American," says Segura, an educator for 13 years. "The kids have to find what's important to them in textbooks so they can see that they are important, that their culture has contributed to the development of their society."

Santana agrees. History "doesn't just belong to the Joe Montanas and the blue eyes and the blondes," says the musician, who "barely" graduated from Mission High School after he came to the United States from Mexico. He is writing the music for the film.

Father Set Example

Actor Edward James Olmos, who starred as the super-teacher in the movie "Stand and Deliver," will narrate. His father came from Mexico with a sixth-grade education, worked in slaughterhouses and started high school when his son started junior high.

Also narrating is actress Rita Moreno, a high school dropout.

Writer and director Luis Valdez, whose parents never graduated high school, is helping design the film. It is due to be released in February.

The youths interviewed who stayed in school speak often of families who encouraged them. In the Pinedo family, the encouragement worked both ways.

Every year since E. was a baby, Maclovio Pinedo Jr., 17, of Soledad



PHOTOS BY ERIC LUSE/THE CHRONICLE

Marine Dominguez interviews potential participants for the Hispanic Education and Media Group film on Latinos staying in school.

Keeping Latinos in school

The youth film is just one part of a five- to 10-year nonprofit project to keep Latinos in school.

First backed by Latino leaders and organizations in the Mission District, it now involves nearly all Latino elected officials in the state, the film makers say.

The list of supporters reads like a Who's Who in California: San Francisco Mayor Art Agnos, Oakland Mayor Elihu Harris, Los Angeles Mayor Tom Bradley. It also includes school superintendents, council members, supervisors, professors, college presidents and lawyers.

After the youth film is done,

another one will be made for parents, in Spanish. Also in the works is a curriculum guide for schools with sections on cultural identity, history and racism; and the first national resource about the Latino dropout issue.

The resource, a clearinghouse for all materials related to Latino dropouts, will be on computer at the University of California at Davis.

So far, the project has raised \$140,000.

For more information, or to donate, call the Hispanic Education and Media Group at 331-8560 or write to P.O. Box 221, Sausalito, Calif. 94965.

in Monterey County, traveled with his four sisters and his parents across the border from Mexico, looking for farm work.

His father had made it as far as third grade. He sang to earn money. He still waters the vegetable fields. His mother, Mercedes, had a junior high school education. She works a few months a year in a tomato factory.

Pinedo remembers staying longer and longer in California as school got harder.

He remembers his parents encouraging his education with stories of what to fear. "It's rough to get a job and go to the fields and get a life out of it," they would say. "Sometimes the dirt gets in your eyes, the sunlight can be terrible. It's safer to get an education."

They did. All four sisters have gone to top colleges. Pinedo, who will be a junior in the fall at Gonzales High School, with a 3.8 grade-point average, plans to be an engineer.

And this spring, when Pinedo's sister graduated from the University of California at Berkeley, his mother and father received their high school equivalency diplomas.

When they put on their caps and gowns and picked up their diplomas that day, Pinedo was very proud.

"I was just like part of them," he says. "They had been struggling to get their goal done. My dad was working at the same time and I was proud of him. He had a dream. And proud of my mom, she worked hard, too."



WORKING TO STAY IN SCHOOL: Although Laura Ramirez (center) is nearly eight months pregnant, she is still hard at work at San Rafael High. She is not falling victim to the 50 percent dropout rate among Hispanic high school teens, typical throughout much of California.

Jeff Vondra photo

They defy the dropout rate



FILMMAKERS: Margot Segura (left) and Marine Dominguez (right) are behind the film "Cada Cabeza Es un Mundo" — "Each Mind Is a World" — featuring the actor, Edward James Olmos, with whom they work.

LI photo/Franco Frost

A student's goal: 'I want to help people'

By Beth Ashley

IJ senior features writer

LAURA RAMIREZ, a 17-year-old senior at San Rafael High School, is expecting a baby next month.

The baby will go into day care, Laura says, so she can finish school.

"I want to be a social worker. I want to help people."

If she dropped out, she says, she would have to give up her dreams.

Laura is one of 50 Hispanic junior and senior students at San Rafael High who attend the weekly Alcantara program, designed to support their efforts to stay in school.

Six percent of Hispanic students at San Rafael High drop out before graduation, far below the 50 percent rate elsewhere in California. "It's good, but we want to get better," says Principal Nando Llacuna.

Pregnancy is one of the main reasons Hispanic females are dropping out all over California. "Most girls who get pregnant don't have family support," says Carol Barahona, 17, also a senior.

Laura says her family is reconciled: "They were disappointed at first. My mom (who has five children) was my age when she had me. Then they looked it over, and now they are really nice about it."

Laura says she and the baby's father do not plan marriage. Laura's mother, a housekeeper in Richmond, and father, a welder in San Francisco, want her to go to college and have a career. Their attitude is unusual, she says: "In the Hispanic culture, a girl doesn't usually go out and do anything."

Laura, Carol, and three other Hispanic students say the Alcantara program gives them valuable support. Sponsored by the College of Marin and taught by college counselor Luis Morones and Hilda Castillo, Alcantara classes deal with potential problems — drugs, alcohol, sexually transmitted diseases, gang awareness and cultural differences. They also offer lectures by role models from Marin.

'We want to give our kids the ability to dream'

By Beth Ashley

IJ senior features writer

Hispanics in California have a sad distinction — the highest school dropout rate of any ethnic or racial group in the state of California.

Two filmmakers based in Marin, Margot Segura and Marine Dominguez, have dedicated four years of their lives to reversing that statistic.

Today, at the National Dropout Prevention Conference in San Jose, the women will premiere their 30-minute film, "Cada Cabeza Es un Mundo" — "Each Mind Is a World" — documenting the successful struggles of four California Latinos to get a high school education.

The movie represents many 16-hour days, frequent seven-day work weeks and four years of financial and emotional sacrifice for the filmmakers and their families.

Segura sold her car to pay the bills. Dominguez moved from Marin to Segura's home in El Sobrante to save money.

Helping the project

If you are interested in helping the Hispanic Education and Media Group, write for further information to P.O. Box 221, Sausalito 94966, or call 331-8560.

The film is part of a four-year high school dropout prevention project that has also produced a 20-part curriculum and a directory of resources that will help Hispanic students stay in school.

Says Dominguez, who grew up in Chihuahua, Mexico: "We want to give our kids the ability to dream — and to go for their dreams."

The Sausalito-based Hispanic Education and Media Group which runs the high school dropout prevention program is funded in part by the California Department of

Education and the Department of Corrections and the Marin Community Foundation. The group and the filmmakers have received strong backing from high-profile friends like actor Edward James Olmos, actress Rita Moreno, writer-director-actor Luis Valdez and musician Carlos Santana.

Santana, a resident of San Rafael, wrote music for the film. Olmos and Moreno, a high school dropout, narrate it. Valdez has been a technical adviser.

"What drives me," says Segura about her work, "is the negative image of Hispanics in this culture."

As a Chicana student at St. Mary's College in the 1970s, she says, "I learned about racism, classism and sexism." She has been fighting all three ever since. After teaching for 13 years in Oakland and Richmond, she decided she could work more effectively in films. "To put out little stories in big ways."

She linked up with Dominguez, who gave up a career in non-profit organizations and plans for law school to involve herself in

See Film, page D3

Film

From page D1
movies. She met Olmos while publicizing "Stand and Deliver" and marketing "American Me."

"Hispanic people get a bad rap in films and TV," says Dominguez. "The stereotype is of Latino kids who hang out in gangs, our people are portrayed as drug dealers or prostitutes. But there's a flip side. We are a very proud people. Not all our people are in gangs, everyone doesn't grow up to be a gardener or a bus boy."

She and Segura, citing statistics, concede that today's Latino youth are struggling: Between 55 and 60 percent of incarcerated youths under 18 in the state are Latino; in 1993 60 percent of all babies born to girls under the age of 19 are born to Latina mothers. "The only way to handle this is through education," says Segura.

The dropout prevention project not only seeks to keep kids in school, but aims (through the new curriculum) to make them proud of their

hy teens leave high school

For the film, "Each Mind Is a World" the producers interviewed 400 Latino teen-agers statewide. "We heard the same stories over and over, telling why they left school or considered dropping out," says filmmaker Margot Segura.

The main reasons were four:

- Pregnancy.
- Convictions for crime or violence.
- The need to get a job and help their families financially.
- "They really felt isolated: they couldn't identify with the curriculum or the culture."

heritage.

A team of five educators is crafting the curriculum, which deals in everything from language arts to Latino history. Santana, with brother Jorge and Jorge's wife Margo, has prepared a survey of Latino music from the 17th century until now.

"Our community has a lot to be proud of, a historical gift of contribution," says Dominguez. "Our community has been an employed people. We don't beg. We work."

"But our kids are sort of lost," says Segura. "They don't understand our culture because we aren't

in the books. Our kids don't have any heroes."

She says she and Dominguez met discrimination in trying to raise funds to make their film. "Again, it was 'Hispanic women are not as competent as white males.'"

They ultimately received \$20,000 from the state Department of Education. Their first \$20,000 came from Kaiser Permanente; the Marin Community Foundation has given \$40,000. Jerry Garcia of the Grateful Dead has given money, too.

Each youth whose story is told in "Every Mind Is a World" represents

a category. Each, having overcome the obstacles, is pursuing more education. The four who are profiled come from Stockton, Parlier, one from Fullerton and East Los Angeles.

"The film gives a message of hope," says Dominguez.

In September, the new curriculum will be introduced in four pilot schools — in San Jose, Norwalk, Parlier and at a juvenile detention center. The project directors hope it will eventually be adopted in all California public schools. "Everyone can benefit from contact with Latino artists, Latino music, Latino history," says Dominguez.

As the premiere of their film neared, the two women were on the edge of exhaustion. And they are still short more than \$100,000 of their \$600,500 budget. "We've taken a lot of setbacks, a lot of broken promises," says Dominguez.

"But we will finish, come hell or high water," says Segura. "We'll do it for the kids. Our kids are just as important and valuable as anyone else's."

'We'll need Latino lawyers, doctors, politicians'

By Beth Ashley

LA senior features writer

"Eighty percent of our students have graduated," says Luis Morales, who has run the Alcantar program for Hispanic students in Marin County since 1990.

"Eighty percent have gone on to college or vocational school."

The aim of the program is to offer support to students so that they will stay in high school and earn a diploma.

"If you don't get support at home, you get it from Luis or Hilda," says Carmen Puga, 16, a junior.

Hilda Castillon also helps with the program, sponsored by the College of Marin.

San Rafael friendly

Latino students say they find San Rafael High in general to be friendly and supportive.

"I went to another high school before I came here," says Carol Darras, 17, a senior at San Rafael High.

"People here are a lot more welcoming."

Carmen felt out of place as a freshman at Terra Linda, where "there were only about 10 Hispanics and two blacks. I went into culture shock." She obtained an inter-district transfer to attend San Rafael.

"I like to be around different cultures," she says. "Mr. Llacuna (the school's principal) calls this place the melting pot."

Thirty-three percent of the students at the school are Hispanic; 16 percent are white.

But Hispanic students feel that even at San Rafael High, white students have a low opinion of Hispanics in general. "You are looked down on," says Laura, who reacts with a smile. "It makes you want to prove you're just as good."

"It's like they say 'you're not going to be anything,'" says Carmen. "You're going to be a gardener or a maid."

Instructor Morales sympathizes. "The adaptation to a new culture can be overwhelming," he says. "If the atmosphere is not friendly, it's hard on self-esteem."

College goals

Several students interviewed say they'll go to college: Laura Ramirez, Carol and Roberto Calderon, 17, a junior, will go first to the College of Marin.

Carmen, who is already taking night classes at the College of Marin, plans to attend Santa Rosa Junior College before going to Berkeley or Sonoma State. Wellman Barrios, 18, a senior who hopes to work in computers, says his mother is pregnant, so he will postpone college for

a while to help her out. "My parents want what's best for me. I think it's best for me to help my mother."

All five agree that many Hispanic students are pressured by their families to quit school, get a job and help out financially. "They have to worry about putting food on the table," says Carmen.

Roberto says other students lose interest in school when they "find the wrong friends." As a freshman, he took up with youths who didn't value school. "I tried to fit in, but I found out they liked to cut school and to party Friday, Saturday, Sunday. My mom didn't like that. My sophomore year I started worrying more about my grades and education."

"Other kids don't pressure you to drop out," Carol says. "They just say, 'Let's hang around, let's go get a drink.'"

Students new to this country must struggle with learning the language. "I had to repeat the third grade because I didn't know English," says Roberto, who is from El Salvador.

Wellman, in this country three years, had a hard time learning English because he started at age 15. "I practice with my 8-year-old brother, who learned it much faster."

Teachers Morales and Castillon agree that language is a problem for many. "They're intelligent kids, but

the language can be a big barrier," says Castillon.

School melting pot

Principal Nando Llacuna says he and his faculty are determined to make San Rafael High School a hospitable and helpful place for its melting pot of cultures. The Alcantar program, English-as-a-second-language classes, a Latin dance troupe and a multi-cultural exhibit in the library have been major pluses for Hispanics — "anything that helps the kids see the other kids as people," Conches, he says, make every effort to integrate athletic teams.

"We try to do the best by our students. We give them every opportunity to succeed."

Llacuna himself is one of 14 children of a Filipino father and Mexican mother: "I tell them I'm an example. You can be a teacher, or a principal or anything you want."

The Alcantar students have taken this lesson to heart. "We want to be somebody," says Carmen. "That's why our families came here."

"I'm going to work hard," says Wellman.

Carmen wants even more support for Latino students. "In a few years, there are going to be a whole lot more Hispanics in this country. We're going to need Latino lawyers, Latino doctors, politicians, more Latino everything."

ard
for the government
from entertainer to

don Liddy, to newly
Cast.

LIFESTYLES

Marin Independent Journal

D

Monday, January 16, 1991

A lesson to be learned: 'Each Mind is a World'

Sausalito group takes aim at Hispanic dropout rates

By Richard Pollito

Independent Journal reporter

WHEN MARINE DOMINGUEZ looks at the dropout rate for Latino youth, she is kind of despair. "Six out of 10 Hispanic kids drop out of school," she says.

So she's doing something about it.

Dominguez and Margot Segura, her partner in the Sausalito-based nonprofit Hispanic Education and Media Group, have designed a program to make troubled students think twice before dropping out. The program has two components: a film with original music by Carlos Santana and comments from Rita Moreno and Edward James Olmos, and 18 lesson plans, called "Journeys."

The film, "Carla Cabeza Es Un

ON TV

"Each Mind Is A World," will be broadcast at 8 tonight on Channel 60 (cable channels 30 on Viacom and 34 on Chambers).

Mundo/Each Mind Is A World," has its premiere at 8 tomorrow night on Channel 60 (cable channels 30 on Viacom and 34 on Chambers). The program is the result of four years of work and

fundraising.

Dominguez knows it was worth the effort. "People are really realizing the importance of this project," Dominguez says. "By February, it will be in every major school district in the state that has a large Hispanic population."

The film tells the stories of four young Latinos. Three of them were considered "at risk" of dropping out but decided to stay in school. The third, a child of migrant farm workers, knew enough about the world that she

never considered making such a mistake.

Dominguez says that young woman tells a very real story. "She knew she wanted to stay in school because she didn't want to end up in the field."

The lessons celebrate facets of Latino history and culture rarely touched on in the California curriculum. "Basically there's nobody in the history books they can identify with," Dominguez says. "We're trying to empower these kids by making them understand they're just as important as any other kids."

Experts puzzled, concerned at high dropout rate of Hispanics

Gannett News Service

WASHINGTON — The high number of Hispanic students who don't finish school puzzles researchers and worries educators, who report little success whittling back a dropout rate that is three times that of whites and twice that of blacks.

A report just released by the U.S. Education Department's National Center for Education Statistics shows the Hispanic dropout rate cannot be entirely explained by income, immigration or language differences.

"This is a national crisis," said Esther Aguilera, executive director of the Congressional Hispanic Caucus. "This is the work force for tomorrow."

In the 1995-96 school year, 12.4 percent of all Hispanic students left school, compared to 6.4 percent of blacks and 4.5 percent of whites, according to the report.

Overall, 30 percent of Hispanics between the ages of 15 and 24 lack a diploma, compared to 12.1 percent of blacks and 8.6 percent of whites.

Those figures have changed very little over the last 10 years, says Maria Montacel, whose San Antonio dropout program has been adopted by 90 schools.

Language differences can't explain the problem, because the dropout rate for students who speak English at home is not that different from the rate for those who speak Spanish at home.

And income is not an answer, because the high Hispanic dropout rate applies to all income levels. By contrast, the dropout rates for black and white students respond to changes in family income.

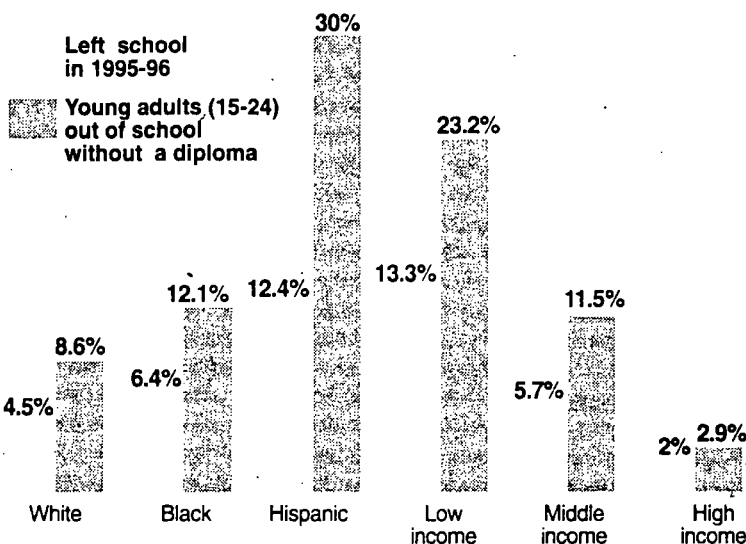
"It's discouraging that after 10 years, we are still looking at the same problems in terms of Latino young children," said Montacel.

The irony of the dilemma is that while Hispanics drop out at higher rates than black students, they fare better academically.

"I do see that as a contradiction," said Montacel. "But it also underscores that we can do some-

Hispanic dropout rates

High dropout rates for Hispanic students both puzzle and worry educators. Not all the reasons for dropping out can be traced to language differences.



Source: National Center for Education Statistics

GNS graphic

thing about the issue."

One clue to the high dropout rate may come from the lower unemployment rate for Hispanics compared to blacks. In short, Hispanics are far more likely to drop out to join the work force as laborers.

"Latinos are predominately working poor families," said Aguilera. "These are families that often need help from children as soon as they are able to work."

Marilyn McMillan, who wrote the center's report, says Latino students drop out of school earlier than other dropouts.

"Not only do they drop out at higher rates, but they drop out with less education," she said.

In 1995, more than half the Hispanic dropouts had less than a 10th grade education, compared to 31 percent of white dropouts and 27 percent of black dropouts.

The tendency of Hispanic students to become isolated is a key reason behind the high dropout rate,

said both Montacel and Aguilera.

"The students feel a little alienated from the curriculum," Aguilera said. "They're made to read books they can't relate to."

Said Montacel: "Societal expectations for Hispanic students are a lot lower than for other students. When they come into school, they're seen as a potential reading problem rather than a bilingual person who can contribute to the global economy."

Montacel's program, which includes children of all ethnic backgrounds, identifies middle and high school students considered at risk of dropping out.

"The premise is the best way to learn is to teach," says Montacel. "They become tutors of elementary school children."

The students learn tutoring skills once a week and then tutor young children for four days. Among those participating in the program, the dropout rate is only 2 percent.

High School Graduation Rate Up for All But Latinos, Study Finds

DROPOUT RATES

The Education Department's study found that among students ages 16 to 24 in 1995:

- 30 percent of Latinos were high school dropouts.
- 21.4 percent of Latinos who speak English well did not finish high school.
- 12.1 percent of blacks dropped out.
- 8.6 percent of white students did not graduate.
- The nation's overall dropout rate was 12 percent, down slightly from 14.6 percent in 1972.

Los Angeles Times

*By Heather Knight
Los Angeles Times*

Washington

While black and white children are graduating from high school in increasing numbers, the dropout rate for Latinos remains an alarmingly high 30 percent, roughly what it was 25 years ago, according to a government report released yesterday.

Factors traditionally thought to account for the high level of Latinos who do not complete high school — such as immigrant status and limited proficiency in English — do not fully explain the difference in graduation rates between them and their white and black peers, the report added.

The study, compiled by the U.S. Education Department's National Center for Education Statistics, found a high dropout rate persists even among Latino students who

were born in the United States and speak English fluently.

Of Latinos ages 16 to 24 who speak English well, 21.4 percent did not finish high school. Of those who were born in the United States, 17.9 percent did not finish. While these rates are considerably lower than the overall rate for Latinos, they still are notably higher than the dropout rates of 8.6 percent for white students and 12.1 percent for blacks, according to the report.

On a positive note, the study found a significant decrease in dropout rates among blacks, to the point where the figure is close to that for white students. The dropout rates among both groups have decreased, but the rate for black students has done so more rapidly.

The report found that the nation's overall dropout rate in 1995, the latest year for which figures were available, was 12 per-

cent, down slightly from 14.6 percent in 1972.

The new federal report includes as dropouts those immigrants who entered the United States as children without a high school degree and never entered U.S. schools. While this may partially account for the 30 percent Latino dropout rate, it does not diminish the figure's significance, according to the report.

"Regardless of the reasons behind their lack of high school credentials, the impact is the same — these young adults do not have the basic level of education that is thought to be essential in today's economy," the report says.

The high percentage of Latinos not completing high school may be due to the schools themselves, said Maria Robledo Montecel, executive director of Intercultural Development Research Association, a nonprof-

it organization in San Antonio that focuses on equity in education.

"Fundamentally, there is an incompatibility between the characteristics of the students and what the schools offer, which results in Hispanic students feeling isolated," Robledo Montecel said.

The center also released a report yesterday painting a mixed picture of the teaching profession in the United States. One key finding was that more than one-third of public school teachers have neither an undergraduate major or minor in the subject they instruct. In poorer schools, the figure jumps to nearly one-half.

However, teachers are among the nation's most educated groups, with 99 percent holding at least a bachelor's degree and nearly half with more advanced degrees, according to the report.

**FOR IMMEDIATE RELEASE
CONTACT: CHALA WERBER
HISPANIC EDUCATION AND MEDIA GROUP, INC.
(415)332-2731/PLEASE RSVP**

On Tuesday June 23, 1998 Senator Jeff Bingaman (D-NM) will help host a press conference at 2:30 p.m. at the Dirksen Building, Room #562, Washington, D.C., with Actress Rita Moreno and members of the Congressional Hispanic Caucus to announce the launching of a first of its kind and urgently needed national Hispanic high school dropout prevention project.

Ms. Moreno, Mr. Edward James Olmos and Mr. Carlos Santana with the Hispanic Education and Media Group, Inc. have developed CADA CABEZA ES UN MUNDO/EACH MIND IS A WORLD, a comprehensive program aimed at keeping Hispanic youth in school. Young Hispanics have the highest high school dropout rate in the nation.

Since its release in January 1997, CADA CABEZA has been implemented in over 300 school districts and community organizations in California, Arizona, New Mexico, Texas, Oregon, Kansas, Colorado and Michigan.

The program consists of four components: a year long, 18 unit Language Arts and Social Science, culturally based curriculum guide, (with music cassettes, slides and historical documents), a resource directory that highlights exemplary dropout prevention programs and a 45 minute award winning film documentary, CADA CABEZA ES UN MUNDO/EACH MIND IS A WORLD (CADA CABEZA), featuring original music by Carlos Santana and special narration by Edward James Olmos, Rita Moreno and Carlos Santana. Completing over 250 hours teacher/ facilitator training in the first year, the training has been a successful and integral part of the project.

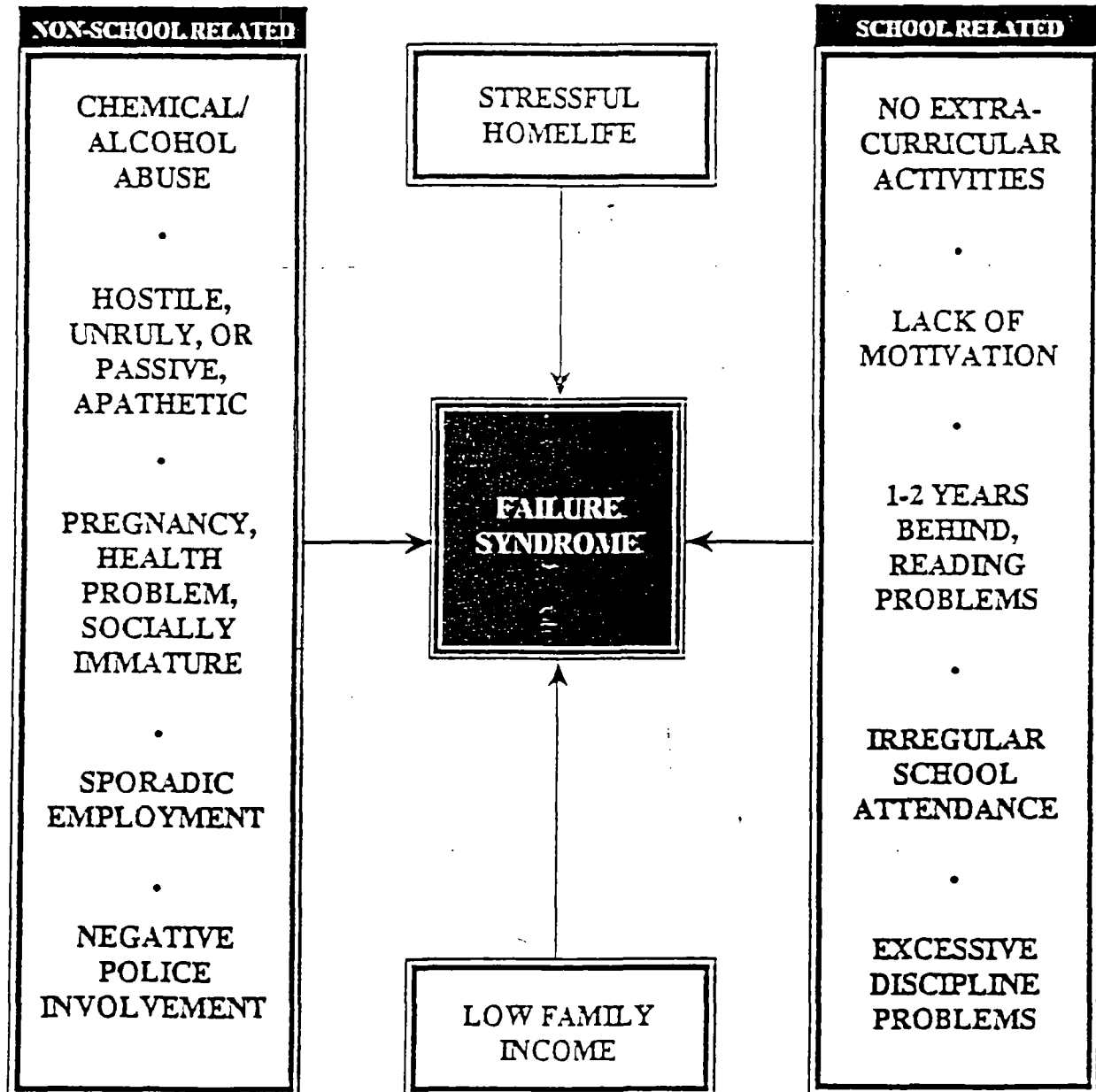
A national pilot/evaluation two year study is now underway in San Jose, Ca. and next year in El Paso, Texas. The pilot/evaluation study will target 1000 eighth and ninth grade Mexican-American/Chicano at risk youth in each city. The focus of the evaluation study is to measure the impact and effectiveness of culturally based curriculum on the students.

The project helps empower Latino/Chicano youth, promotes self-esteem and challenges them to compete academically through the use of culturally based curriculum which will help move them towards becoming productive citizens in their communities.

Similar projects are in development for the Puerto Rican, Cuban, Central American, etc., communities.

STUDENT AT RISK

PROFILE



CHARACTERISTICS OF HIGH RISK YOUTH

- FREQUENT EXCUSED ABSENCES
- FREQUENT UNEXCUSED ABSENCES/TRUANCY
- FREQUENT TARDINESS
- FREQUENT RESIDENTIAL CHANGES
- FAILURE IN ONE OR MORE SCHOOLS
- FREQUENT BEHAVIOR/DISCIPLINARY REFERRALS
- LACK OF BASIC SKILLS
- IMMATURE, SUGGESTIBLE
- EASILY DISTRACTED
- FREQUENT HEALTH PROBLEMS
- LOW SELF-ESTEEM
- FREQUENT NEGATIVE POLICE CONTACTS
- POOR GRADES
- "SOFT CONTACT" WITH SCHOOL ACTIVITIES
- HAS BEEN RETAINED
- INABILITY TO FUNCTION IN STRUCTURE
- INABILITY TO RELATE TO AUTHORITY FIGURES
- SIBLINGS OR PARENTS WHO HAVE DROPPED OUT
- VERBAL DEFICIENCY
- LOW S.E.S.

BOARD OF DIRECTORS

HISPANIC EDUCATION & MEDIA GROUP INC.
Margot M. Segura, Executive Project Director

CALIFORNIA HISPANIC HIGH SCHOOL DROP-OUT PREVENTION PROJECT
Margo M. Segura, Project Director

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- Santana Management

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- Camerapersons
- Sound Editors
- Technical Crews
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- Etc.

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- Central Calif. Parlier Unified
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- 18 Migrant Education Regions
- 15 California Youth Authorities
- 25 Statewide Puente Projects
- 900 California Teacher Association (CTA) Locals
- 100 California Federation of Teachers (CFT) Locals
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Trained Teacher Consultants
who will train statewide in the use of our materials

- 20 Trained Consultants

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FUMAR, JNOI
Dr. Richard Garcia, Project Director

Institute Curriculum
Margot M. Segura

Institute Process Video
Marine Dominguez

Project Coordinator
Dr. Maria Natera

Advisory Committee

Summer Institute

Process Manual

Videos

Staff

Recruitment

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Evaluation



June 16, 1997

Dear Colleagues, Educators, Mentors and Friends:

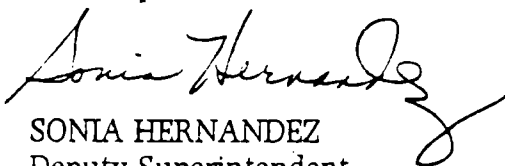
The California Department of Education (CDE) and the California School Boards Association (CSBA) would like to share with you a very exciting and timely project, *The California Latino-Chicano High School Dropout Prevention Project* -- CADA CABEZA ES UN MUNDO (EACH MIND IS A WORLD).

For the past six years we have been following the efforts of the Hispanic Education and Media Group, Inc. (HEMG) to develop and produce this historic dropout prevention kit. The kit contains bold, innovative strategies, methodologies and culturally-based language arts and social science materials targeted at middle and high school students. The CADA CABEZA ES UN MUNDO dropout prevention kit contains a 45-minute award-winning documentary film, resource directory, curriculum guide and other additional materials.

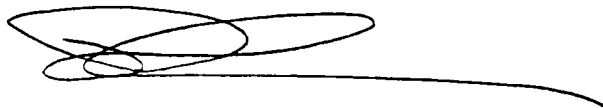
In addition to the distinguished artists and performers associated with the project -- Ms. Rita Moreno, Mr. Edward James Olmos and Mr. Carlos Santana -- HEMG has assembled an impressive 75-member advisory committee from throughout California and the United States to assist with the project.

The final results of the project are quite remarkable. We recommend it highly and encourage you to look into these kits for your school district. If you have any additional questions, please do not hesitate to contact Margot M. Segura or Marine Dominquez at HEMG (415) 331-8566.

Sincerely,



SONIA HERNANDEZ
Deputy Superintendent
Curriculum and Instructional
Leadership Branch - CDE



DAVIS CAMPBELL
Executive Director
California School Boards Association



1331 Franklin S.E. ■ P.O. Box 117 ■ Grand Rapids, MI 49501-0117
(616) 771-2000 ■ (TDD) 771-2004

May 7, 1997

Ms. Margo M. Segura & Ms. Marine Dominguez
Hispanic Education And Media Group
P.O. Box 221
Sausalito, California 94966

Dear Ms. Segura and Ms. Dominguez:

This letter will serve to congratulate you for your excellent training session conducted for the teaching and tutorial staff of the Grand Rapids Public Schools on April 15th and 16th. Everyone was ecstatic about the video and curriculum you presented in a thorough manner. We appreciated your depth of knowledge about the Hispanic urban learner. As you know we share many of the same challenges in Michigan as you do in California in our efforts to improve the educational condition of Hispanic students.

Your curriculum and dynamic video served to launch our district's Latino-Chicano High School Dropout Prevention Project in cooperation as a national dissemination/replication/adoption site. Last night we showed the video to approximately 35 persons including students, tutors, teachers administrators and community members. (See press release attached) As we discussed, our staff are committed to implementing a pilot to demonstrate the effectiveness of this program and we will accomplish this in the following manner:

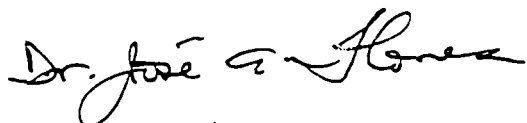
Staff who received the Cada Cabeza es Un Mundo, Each Mind is a World training initiated lessons from the curriculum this spring and included the video showing at Cinco de Mayo celebrations held in our middle and high schools. During the upcoming Summer Migrant Education Clinical School Program we will implement the curriculum for use with middle school and high school eligible migrants. I personally plan on teaching a few lessons. We will create an appropriate evaluation design for this project component and share results with you. If you have an evaluation design, please send it to us.

"Every student a great student"

On May 21 and 22nd, we plan on showcasing your inspiring video and curriculum at the Michigan Association for Bilingual Education State Conference to be held in Dearborn, Michigan. We are proud to be part of an effort that promises to motivate students toward achieving to their fullest potential and applaud your efforts, salute your stamina and admire your conviction to the mission of education.

Please reserve four more kits for the Grand Rapids Public Schools effort and trust that I am promoting your efforts to reach our children "COAST TO COAST". Si! Se Puede!

Best wishes!

A handwritten signature in cursive script, reading "Dr. Jose A. Flores". The signature is written in dark ink and is positioned above the printed name.

Dr. Jose' A. Flores, Leader for Bilingual/Migrant Education

c.c. Kevin O'Neill, Interim Superintendent GRPS

Dr. Miguel Ruiz, Chief of Bilingual Education, Michigan Department of Education

Ms. Margaret Beehan, Migrant Education Director, Michigan Department of Education

DEPARTMENT OF THE YOUTH AUTHORITY
Education Services Branch
California Education Authority.

4241 Williamsborough Drive, Sacramento, California 95823
Telephone (916) 262-1500



October 29, 1997

Ms. Margot Segura
Executive Director
Hispanic Education and Media Group
P. O. Box 221
Sausalito, CA 94966

Dear Ms. Segura,

The Teacher In-Service Training Workshop presented by you and Dr. Reveles on September 18-19, 1997 was a success. The twenty-five participants representing teachers and librarians from nine high schools in the Department of the Youth Authority were unanimous in praise of the quality and depth of the training. They appreciated being given a deeper examination of the richness of the Latino-Chicano Dropout Prevention Project.

For example, one participant expected just another in-service and instead reported, "An outstanding, excellent program which was presented in an exciting and dynamic manner." Another participant expected a promotional presentation of a curriculum package, but received, "A thoughtful, stimulating and thoroughly enjoyable journey." These two comments were typical of the evaluation responses from the workshop.

Both you and Dr. Reveles demonstrated an expertise of the subject matter in a professional and culturally sensitive manner. You not only imparted much needed information regarding Hispanic education, but also you modeled a positive attitude and an empathetic approach to multicultural education.

The California Education Authority is dedicated to providing the youth in its charge with a quality education so they can lead more productive lives. Your work has contributed to that mission. We have started implementation of the materials in the targeted programs. Hispanic Heritage month will provide a particularly meaningful opportunity for classroom integration of the curriculum "Cada Cabeza Es Un Mundo."

Thank you for the work you have done. I look forward to a continuing collaboration with the Hispanic Education and Media Group as we strive to achieve our mutual goal, the betterment of our youth. If there is anything I can do to assist you in ensuring a widespread use of your dropout prevention program, please let me know.

Sincerely,

A handwritten signature in cursive script that reads "Patsy F. Fine".

Patsy F. Fine, Assistant Principal
Curriculum and Instruction Support

cc: D. Davis
B. Brown
J. Barankin

East Los Angeles College

1301 Avenida Cesar Chavez, Monterey Park, CA 91754-6099 (213)265-8650

UPWARD BOUND PROGRAM

(213)265-8990 FAX: (231)265-8980

October 17, 1997

Ms. Margo Segura, Executive Director
Hispanic Education and Media Group
P. O. Box 221
Sausalito, CA 94966

Dear Ms. Segura:

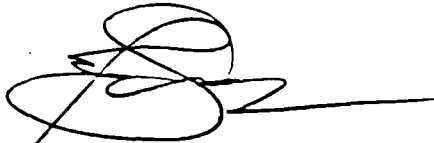
It was a pleasure meeting you and getting a chance to discuss our mutual concerns regarding the education of Hispanic youth.

As I indicated, I am committed to utilizing "Cada Cabeza Es Un Mundo" in our In-school Upward Bound program for 9th Graders in our target schools, Huntington Park and Roosevelt. I am also looking forward to helping you set up a presentation with our administration to propose a training program in the utilization of your materials. I have enclosed a copy of my letter to Ms. Victoria Castro indicating my intent.

I truly believe that you have developed a vehicle to address the most critical need for the success of Hispanic students, the development of a strong positive self-image. You will find expressions of my perspective in the enclosed statement of need from our Upward Bound proposal.

I look forward to working with you.

Sincerely,

A handwritten signature in black ink, appearing to be "Roberto E. Zuniga", with a long horizontal line extending to the right.

Roberto E. Zuniga,
Project Director, Upward Bound

REZ/msw

East Los Angeles College

1301 Avenida Cesar Chavez, Monterey Park, CA 91754-6099 (213)265-8650

UPWARD BOUND PROGRAM

(213)265-8990 FAX: (213)265-8980

October 17, 1997

Ms. Victoria Castro, Member
Board of Education
Los Angeles City Schools
450 North Grand Avenue
Los Angeles, CA 90012

Dear Ms. Castro:

This morning I met with Margo Segura, Executive Director of Hispanic Education and Media Group (HEMG), having had a chance to review the "Cada Cabeza Es Un Mundo" curriculum kit. After our discussion on the materials I have concluded that this is a very timely and powerfully relevant curriculum which all educators who are working with Latinos should seriously consider utilizing.

Accordingly, I have made commitment to work with HEMG two areas. :

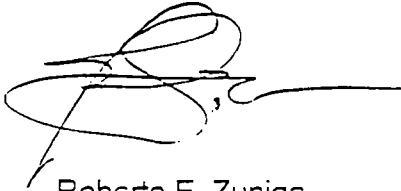
- 1) Utilization of the curriculum in our In-school Upward Bound program for ninth graders (which emulates the Jr. High Upward Bound program we did at Belvedere Junior High) at Roosevelt and Huntington Park High Schools, our Upward Bound target schools.
- 2) Development of a certificate program at East Los Angeles College which will train teachers, teacher aides, and other educators in utilizing the curriculum.

As you know, my position has been that each of us makes such impact as we are able on improving the ability of our schools to serve our community. The Hispanic Education and Media Group has developed a vehicle that addresses one of the greatest needs of Hispanic students, the development of a strong self-image.

Ms. Victoria Castro
October 17, 1997
page 2

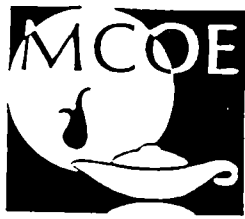
I believe "Cada Cabeza Es Un Mundo" is a huge leap forward in counteracting the stereotyped images our kids see of themselves in the media. The more widespread its use becomes the greater the impact will be. I encourage your support of its use in the LAUSD.

Sincerely,

A handwritten signature in black ink, appearing to read "Roberto E. Zuniga", with a long horizontal line extending to the right.

Roberto E. Zuniga,
Project Director, Upward Bound

REZ/msw



MARIN COUNTY

OFFICE OF EDUCATION

1111 LAS GALLINAS AVENUE/P.O. BOX 4925
SAN RAFAEL, CA 94913
marincoe@marin.k12.ca.us

MARY JANE BURKE
MARIN COUNTY
SUPERINTENDENT OF SCHOOLS

(415) 472-4110
FAX (415) 491-6625
TDD (415) 491-6611

August 18, 1997

Margot M. Segura, Executive Director
Hispanic Education and Media Group, Inc.
P.O. Box 221
Sausalito, CA 94966

Dear Margot:

Congratulations on developing the CADA CABEZA ES UN MUNDO (Each Mind Is A World) dropout prevention kit. It's an excellent curriculum that will truly make a difference for at-risk youth. The depth and breadth of this curriculum package is extraordinary. Students are exposed to important issues such as examining values, decision making, self empowerment, family, parenting, addictions, health and nutrition, and communication. In addition, there are many visual arts and historical items to enable students to understand the history of the Latino-Chicano people. The topics in the curriculum are easily integrated into Social Studies and English subject areas.

The target population is Latino students, yet, the curriculum is appropriate and can be used for all students.

Teacher training is an essential component to implementing CADA CABEZA ES UN MUNDO. The topics require a sensitivity and process to engage students so that the students are able to address the risk factors that often lead to school failure, juvenile delinquency and/or dropping out of school. Teachers must provide the structure necessary for students to make changes in class attendance and performance. The teacher training provides information about who at-risk students are, their needs, and the potential challenges which compromise student success in school.

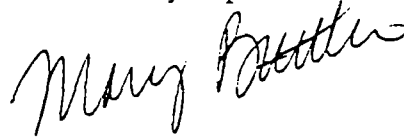
August 18, 1997
Margot Segura
Page 2

The Marin County Office of Education will partner with you to provide teacher training. We will also train community agency staff as an additional support provider to school districts. In addition to teacher training, our office will work with school districts to encourage staff to integrate curricular materials from the CADA CABEZA ES UN MUNDO dropout prevention kit into existing programs.

Without hesitation, I recommend the CADA CABEZA ES UN MUNDO for middle and high school programs. CADA CABEZA ES UN MUNDO is an investment in the future for many of our students.

Sincerely,

MARY JANE BURKE
Marin County Superintendent of Schools

A handwritten signature in cursive script, appearing to read "Mary Butler", written in black ink.

MARY BUTTLER
Assistant Superintendent

MB:jc



April 24, 1997

Margo M. Segura, Executive Director/Filmmaker
Hispanic Education and Media Group
P.O. Box 221
Sausalito, California 94966

Dear Ms. Segura:

Thank you for coming to Ukiah with Dr. Francisco Reveles to provide two days of training on Cada Cabeza Es Un Mundo. Present were teachers, Mini-Corps students, school counselors and administrators representing Ukiah Unified School District and Mendocino County Office of Education. I believe the variety of individuals present was a rare opportunity in this County because of the diverse roles and the preponderance of Latino participants.

It seems critical to the effective use of Cada Cabeza Es Un Mundo to bring school staff together to sample elements of the curriculum and discuss content and methods of teaching the material. I am more than happy to have had the quality of trainers in you and Francisco Reveles. I learned as much about delivery methods of Cada Cabeza material as I did about the qualities of good teachers.

The two days of training you presented felt very personal to me. As a Chicana who participated in history making events of the 1960's and 1970's, I feel proud. As an educator who sees herself as a bridge-builder, I see how what we each do contributes to the development of our families, neighborhoods, schools, counties, state and world. Your modeling non-judgment, showed me how it can be done in the face of differing opinions. Francisco's humor and examples made the material real and gave the presentation a grounded-ness.

The curriculum itself is one that does all of us proud. It is comprehensive, full of quality, diverse learning and teaching methodologies and practical ideas. Cada Cabeza is a wellspring of information, a perfect beginning place to stimulate dialog and exploration. If I were in a classroom teacher using Cada Cabeza it would be a seed, to which I would add more literature, art, music building on students' writings, discussions and creative endeavors. Imagining that happening, I would believe I had died and gone to heaven. That is how much "juice" and excitement I personally feel from seeing in one place our remarkable Latino history and inspirational accomplishments.

I wish you well as you continue to promote Cada Cabeza Es Un Mundo. You do your work for young people, but you also did it for me. Thank you.

Sincerely,

Roberta M. Valdez, Director

CITY OF



Police Department

Cam Sanchez, Chief of Police

San Rafael

Mayor
Albert J. Bora

Council Members
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August 1, 1997

To: HISPANIC EDUCATION & MEDIA GROUP, INC.

From: Cam Sanchez, Chief of Police, San Rafael Police Department

Subject: CADA CABEZA ES UN MUNDO CURRICULUM

After going through the curriculum and watching the video in it's entirety, I have come to the conclusion that this type of program and effort is over due. I wish to endorse this program both as a parent and as a Police Chief.

The inspiring young people and motivating curriculum is something I would like to see utilized immediately. It will certainly make an immediate and positive impact on the lives of not just at risk youth, but that of the their families and of society in general.

I applaud the efforts of The Hispanic Education & Media Group, Inc. and that of Ms. Rita Moreno, Mr. Carlos Santana and Edward James Olmos. For me personally, those three have been individuals who have carried the torch for equality for quite a while, and I am proud to say that I have admired them for their advocate roles as well as their professional example to others for some time.

In the past, police departments have filled the role of reactionary processes for the most part, and that is unfortunate. In the new world of Community Oriented Policing, police departments will have to take an active part in the proactive approaches to serving our community including our young people.

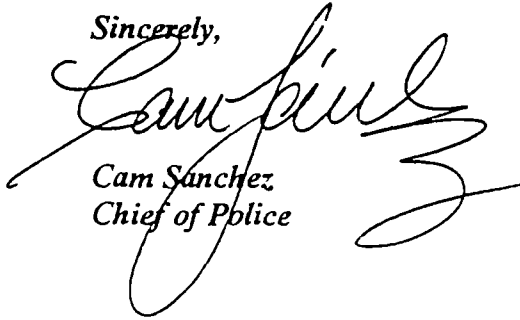
Our role as reactionary may not change, however adding a proactive approach will assist us in serving better. I believe that your curriculum, goals and objectives will change the lives of many young people, and will allow them to be better citizens and community role models, which in turn will make law enforcement's job easier.

If there is ever room on your Board or on any committees, please do not hesitate to call me.

Education is the key, and your program and dedication towards saving lives is extremely honorable and very special.

Mucha Suerte! Adelante!

Sincerely,

A handwritten signature in black ink, appearing to read 'Cam Sanchez', with a large, stylized flourish extending from the end of the signature.

*Cam Sanchez
Chief of Police*

May 13, 1997

Margo Segura
Hispanic Education and Media Group, Inc
P.O. Box 221
Sausalito, CA 94966

R.Y.C.O.
c/o San Francisco Bay Girl Scout Council
P.O. Box 2249
Oakland, CA 94621
(510) 562-8470
FAX (510) 633-7925

Dear Margo:

I would like to formally thank you for participating in our 5th Annual Latino Youth conference entitled "Open Your Eyes to Reality" on April 10, 1997, in Oakland. I want to pass on to you some feedback I received about your film.

Your film, "Cada Cabeza Es Un Mundo" was the highlight of the conference. The "cheers and whistles" by the students after seeing the movie, demonstrated their appreciation and approval of it. I also received several comments and inquiries from our adult guests about the movie. Every single one of them told me that it was one of the best movies for Latino youth. Some of them told me that they were "personally touched" by some of the situations in the movie. One of our guest is an Executive Director of a community based organization that serves Latinos. He called me to get information about your film because he was calling the library afterwards to ask them to purchase a copy. Finally, one of the school counselors called to borrow the film, so she could show it to her classrooms.

As you can see, your film is a huge success. Keep up the good work. Hopefully, we can count another successful follow up.

Sincerely,



Dolores Reveles
R.Y.C.O. Chairperson



THE FILM COUNCIL OF GREATER COLUMBUS

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Potts & Schmidt
Legal Council

November, 1997

Congratulations on winning the Chris Award! You are in the elite upper 10% of entries in the Columbus International Film & Video Festival. Only one award is generally given per category, and then, only if merited. You have accomplished a major distinction, winning a Chris Award in the oldest non-theatrical film and video competition in North America.

Enclosed is a copy of the 1997 Awards Program and a press release which you might find helpful in announcing the recognition honoring your production. You are invited to add the specifics of your own production and use this release as you choose.

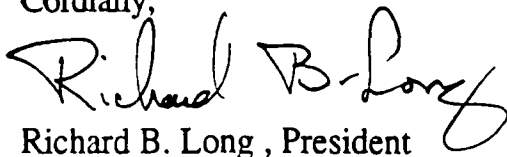
Many thanks for your interest and participation. We believe that this award will increase interest in your production, and should help you in any marketing efforts you might pursue. We would like to remind you that duplicate awards are available for others with primary affiliations in your production. (Director, co-producers, clients, sponsors, etc.) They may wish to display the award as well. You can find a duplicate order form on page 35 of the program. The fee schedule on the back of the page.

In the event members of your production team, clients or sponsors might want to order a duplicate award, let us know who they are and their addresses and we will contact them.

1998 "Call for Entry" booklets will be sent out in April, 1998. We look forward to your participation again in the near future. Productions completed during the current year or the two preceding the deadline date of July 1, 1998, are eligible. We accept entries beginning May 1, and conduct the judging process throughout the summer.

Best wishes, and again, congratulations on your significant achievement.

Cordially,


Richard B. Long, President

THE COLUMBUS INTERNATIONAL FILM & VIDEO FESTIVAL

5701 North High Street, Suite 200 Worthington, Ohio 43085
Website: <http://www.infinet.com/~chrisawd>

Phone/Fax: 614/841-1666
E-mail: chrisawd@infinet.com

1

Ms. Margot Segura
Executive Director
Hispanic Education and Media
Group, Inc.
Post Office Box 221
Sausalito, California 94966

February 4, 1994

Ms. Margot Segura
Executive Director
Hispanic Education and Media
Group, Inc.
Post Office Box 221
Sausalito, California 94966

Dear Ms. Segura:

The work of the California Hispanic High School Dropout Prevention Project was recently brought to my attention. I'm glad to know that Californians share a deep commitment to providing our nation's young people the opportunity to enjoy all the benefits of a strong education.

If America is to prosper in the increasingly competitive global marketplace, our citizens must work together to build a world-class educational system for the 21st century. Neighborhood by neighborhood, school by school, we must make the kind of investments in lifelong learning that will empower people with the knowledge and skills they need in order to succeed in the years to come.

These efforts are particularly crucial in encouraging at-risk youth to complete their secondary education. Young people facing the burden of a troubled family life or confronting the dangers of urban violence require added support to remain in school. We must offer them a positive alternative to the cycle of welfare dependency or the high-stakes risks of crime. These students need our help, and they deserve our attention. I am committed to working with schools and communities as we strive to meet this important goal.

I appreciate your interest in building a bright future for all our people, and I look forward to hearing of your progress.

Sincerely,





GOVERNOR'S OFFICE

August 11, 1993

Ms. Margo M. Segura
Executive Director
Hispanic Media Group
P.O. Box 221
Sausalito, California 94966

Dear Ms. Segura:

I am pleased to extend my support to the Hispanic Education and Media Group, Inc., which I believe can play an important role in identifying potential strategies to emphasize the importance of education in the Hispanic community and combat the serious dropout problem of high school students.

A commitment to education is paramount, and if we are to continue California's legacy of achievement and success, concerned citizens in both the public and private sectors must contribute energy and ideas towards achieving this goal. As Governor, I have maintained education as a top priority of my Administration and will pursue making the Golden State a better place for schools, students and parents.

To that end, your organization advocates an impressive ideal -- the ethic of responsibility. I am particularly confident that by emphasizing personal responsibility, you can promote self-reliance and motivation in young people at risk of dropping out of school and forfeiting their future.

Please accept my best wishes for continued success.

Sincerely,

A handwritten signature in black ink that reads "Pete Wilson".

PETE WILSON

United States Senate

WASHINGTON, DC 20510-0504

November 4, 1993

Ms. Marine Dominguez
Executive Producer
Hispanic Education and Media Group
Post Office Box 221
Sausalito, California 94966

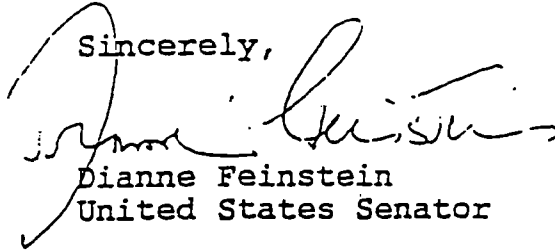
Dear Ms. Dominguez,

I am most impressed by your far-reaching proposal to encourage Hispanic young men and women to remain in school and complete their education. As we know, education is the key to the future, and for many, dropping out of school closes the door to fulfillment and opportunity.

Your program of coordinating classroom curricula and film and counseling of young people is as exciting as it is innovative, and I want you to know how supportive I am of what you are doing.

With all best wishes,

Sincerely,



Dianne Feinstein
United States Senator

DF/keh

CALIFORNIA
COMMITTEE ON ENVIRONMENT
AND PUBLIC WORKS

COMMITTEE ON BANKING,
HOUSING, AND URBAN AFFAIRS

COMMITTEE ON THE BUDGET

JOINT ECONOMIC COMMITTEE

DEPUTY WHIP

United States Senate

HART SENATE OFFICE BUILDING
SUITE 112
WASHINGTON, DC 20510-0505
(202) 224-3553

1700 MONTGOMERY STREET
SUITE 240
SAN FRANCISCO, CA 94111
(415) 403-0100

2250 EAST IMPERIAL HIGHWAY
SUITE 545
EL SEGUNDO, CA 90245
(310) 414-5700

525 B STREET
SUITE 990
SAN DIEGO, CA 92101
(619) 239-3884

2300 TULARE STREET
SUITE 130
FRESNO, CA 93721
(209) 497-5109

November 2, 1993

Margot Segura, Project Director
Hispanic Education and Media Group, Inc.
P.O. Box 221
Sausalito, CA 94966

Dear Ms. Segura:

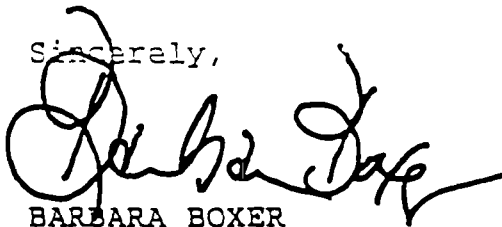
I understand that the Hispanic Education and Media Group has developed the California Hispanic High School Dropout Prevention Project.

The completion of a high school education is an essential goal that should be set for all of California's children. With the highest dropout rate of any ethnic group in our state, the Latino community's need for efforts to encourage and enable the completion of high school levels of education is especially urgent.

The importance of programs which address low rates of high school graduation in the Latino community is clear. I believe education is the foundation of future success and community involvement. It is through projects like yours that we can give every child a chance at the American dream.

Best wishes for continued success in your endeavors.

Sincerely,



BARBARA BOXER
United States Senator

BB:kam:doa

Committee on Banking, Finance,
and Urban Affairs

Subcommittee on Housing and
Community Development

Subcommittee on Consumer Credit
and Insurance

Committee on Small Business

Subcommittee on SBA Legislation and
the General Economy

Subcommittee on Minority Enterprise,
Finance, and Urban Development

Congress of the United States

House of Representatives

Washington, DC 20515-0533

324 Cannon House Office Building
Washington, DC 20515
Telephone: 202-225-1766

DISTRICT OFFICE:
255 East Temple St.
Suite 1860
Los Angeles, CA 90012
Telephone: 213-628-9230

September 17, 1993

Ms. Margo Segura
Executive Director
Hispanic Education and Media Group
P.O. Box 221
Sausalito, California 94966

Dear Ms. Segura:

It is a pleasure to offer my support and endorsement to the California Hispanic High School Dropout Prevention Project.

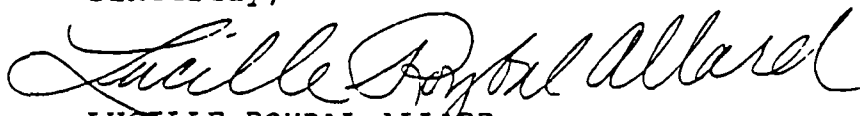
Latinos are perhaps the fastest growing community and will soon be the largest minority group in the nation. Therefore, success in addressing the educational needs of our Latino youth is critical to the well-being of the entire country.

The California Hispanic Dropout Prevention Project will address the alarming high school dropout rate among Latinos and deserves everyone's full support. The project will not only target at-risk students, but will also train and assist teachers in developing alternative teaching strategies.

I am optimistic that this project will be an effective means of mitigating the serious problem of the alarming high school dropout rates among Latinos. Additionally, I believe that this program will ultimately be used as a model to aid other communities across the United States.

Once again, I lend my full support to the California Hispanic High School Dropout Prevention Project, and thank you for your commitment to this noble mission. If I can be of any further assistance please do not hesitate to contact my office.

Sincerely,



LUCILLE ROYBAL-ALLARD
Member of Congress

LRA:amf

CAPITOL OFFICE
1710 LONGWORTH MOB
WASHINGTON, DC 20515
PHONE: (202) 225-6235
FAX: (202) 225-2202

DISTRICT OFFICE
2435 COLORADO BLVD., #200
LOS ANGELES, CA 90041
PHONE: (213) 550-8962
FAX: (213) 550-1440

Congress of the United States
House of Representatives
XAVIER BECERRA
30TH DISTRICT, CALIFORNIA

COMMITTEE ON EDUCATION
AND LABOR
SUBCOMMITTEE ON ELEMENTARY,
SECONDARY, AND VOCATIONAL EDUCATION
SUBCOMMITTEE ON POSTSECONDARY
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IMMIGRATION, AND REFUGEES

COMMITTEE ON SCIENCE, SPACE,
AND TECHNOLOGY
SUBCOMMITTEE ON TECHNOLOGY,
ENVIRONMENT, AND AVIATION

September 20, 1993

Margot Segura, Project Director
Hispanic Education and Media Group, Inc.
P.O. Box 221
Sausalito, California 94966

Dear Ms. Segura:

I would like to take this opportunity to express my enthusiastic support for the California Hispanic High School Dropout Prevention Project. I applaud the Hispanic Education Media Group's efforts to reduce California's startling 27% Latino dropout rate through this project.

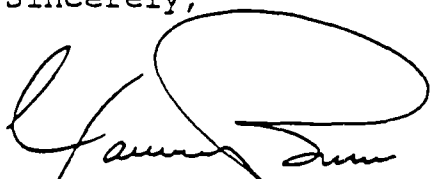
According to the 1990 census, the Latino population constitutes 28% of California's K-12 enrollments. By the year 2005, Latino children are projected to represent 42% of the California K-12 enrollment and 38% of California's high school graduates. Given these significant numbers, Latinos remain grossly underrepresented in colleges and universities. Of the 234,164 University of California 1990 graduates, only 19.5% were Latino.

The disproportionately low representation of Latinos in higher education is the product of several circumstances: extremely high dropout rates before high school graduation, inadequate preparation for continued study, and underenrollment of qualified Latinos in four-year institutions. This represents a serious undereducation of Latinos, with potentially grave consequences for California's economy and social structure.

Page 2
September 20, 1993

For this reason, I support your project and congratulate you for gathering such noted individuals like Edward James Olmos, Rita Moreno and Luis Valdez, to assist in presenting this program to our California schools. It is through education that our youth become successful and model citizens. The California Hispanic High School Dropout Project is destined to touch the lives and needs of a significant population. You have my endorsement for this project, please feel free to call on me should you need further assistance.

Sincerely,

A handwritten signature in black ink, appearing to read "Xavier Becerra", with a large, stylized loop at the end.

XAVIER BECERRA
Member of Congress

XB:ca

ATOR CHRIS G. HATCH, COCHAIRMAN
NATOR CONNIE MACK, COCHAIRMAN
NATOR JOHN MCCAIN, COCHAIRMAN
NATOR JOHN SEDGWICK, COCHAIRMAN

United States Senate

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SENATOR ALFONSO M. D'AMATO
SENATOR ROBERT DOLE
SENATOR PETE V. DOMENICI
SENATOR JAMES GAVIN
SENATOR PHIL GRAHAM
SENATOR RICHARD G. LUGAR
SENATOR ALAN K. SAMPSON
SENATOR ARLEN SPECTER
SENATOR STROM THURMOND
SENATOR JOHN W. WARNER

THE REPUBLICAN CONFERENCE TASK FORCE ON HISPANIC AFFAIRS

135 Russell Senate Office Building
Washington, D.C. 20510
(202) 224-7853

June 24, 1992

The Honorable Lamar Alexander
Secretary
U.S. Department of Education
400 Maryland Avenue, S.E.
Washington, D.C.

Dear Lamar:

We urge your careful consideration of the Hispanic Education and Media Group's request for funding for the California Hispanic High School Dropout Project (CFDA No. 201D, PR/Award No. S201D20014).

As cochairs of the U.S. Senate Republican Conference Task Force on Hispanic Affairs, we are advised by a bipartisan, sixty-member, advisory committee comprised of representatives of the Hispanic community, corporate America, and the federal sector. The advisory committee has defined areas of priority concern to the Hispanic community, foremost among them the need to address the alarming Hispanic dropout rate, with a national average exceeding 50 percent.

The Hispanic Education and Media Group proposal is impressive for its innovation and promise in developing a comprehensive program to reduce the Hispanic dropout rate which represents a catastrophic loss in talent and hope for the future. The five major components of the Project -- the curriculum guide, resource directory, 30-minute film, pilot project, and national database -- offer a substantive approach upon which to build future efforts and share success with similar populations and projects throughout the nation. The substantial support extended this initiative at every level -- local, state, private, and public -- and from key policy makers, enhances the viability and promise of this project.

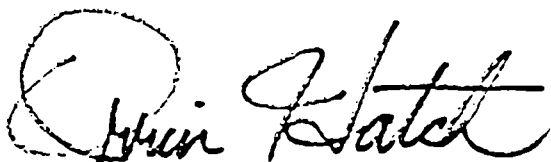
Hispanic Americans are a young and fast growing community and will soon be the largest minority community in this nation. Hispanics suffer the highest dropout rates and lowest educational attainment levels of any population group in the United States. And although Hispanic males have the highest labor force participation rates, they are most likely to be among America's working poor. The socio-economic structure and future of this

June 24, 1992
Page 2

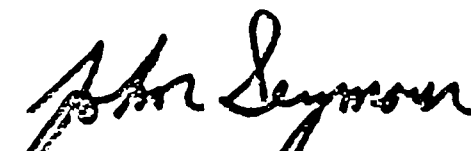
nation depends on the ability of the Hispanic community to participate fully in the educational, social, and economic institutions of this country. Success in addressing the educational needs of the Hispanic community is critical to the well-being of this great nation.

The proposal submitted by the Hispanic Education and Media Group offers great potential for meeting the needs of a significant population. Thank you for your thoughtful attention to this request. Please contact us if we can provide any additional information or assistance.

Sincerely,



Orrin G. Hatch



John Seymour

United States Senate

WASHINGTON, DC 20510-0503

June 29, 1992

The Honorable Lamar Alexander
Secretary
U.S. Department of Education
Washington, D.C. 20202

Dear Secretary Alexander:

As a co-chairman of the U.S. Senate Republican Conference Task Force on Hispanic Affairs, I am asking for your careful consideration of the Hispanic Education and Media Group's request for funding for the California Hispanic High School Dropout Project (CFDA No. 201D, PR/Award No. S201D20014).

As you are well aware, the dropout rate in the Hispanic Community has exceeded 50%. In California, Hispanics constitute 28% of K-12 enrollment, and this level will only increase in the future. This project will be a valuable first step to reach at-risk students in the Hispanic Community.

The Hispanic Education and Media Group has received statewide support from both the public and private sector. This project has received a total of \$250,000 — \$120,000 in state and local funds, \$83,000 from the applicant, and \$47,000 from gifts-in-kind. However, the Hispanic Education and Media Group has applied for much needed federal matching funds through the School Dropout Demonstration Assistance Program (CFDA 84.201).

Specifically, this program will produce a 30 minute film highlighting concerns about Hispanic dropouts. This film will serve as an initial building block for further prevention workshops and teacher training programs.

In addition to targeting at-risk students, this project will have the important secondary impact of educating teachers on how to better address the high dropout rate of Hispanic students. Assisting teachers in developing alternative strategies to better address the differing educational needs of at-risk Hispanic students is a vital goal of this project.

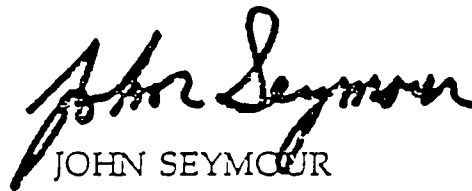
This program consists of three distinct phases. In Phase 1, an advisory committee will be developed with school personnel, university professors and leaders from the Hispanic Community. The advisory committee will develop a curriculum and discussion guide for parents, students and teachers in targeted schools. During Phase 2, production of the video detailing California's Hispanic student dropout rate will begin, and Phase 3 will involve the distribution of the completed California Hispanic High School Dropout Project statewide to targeted schools.

The Honorable Lamar Alexander
June 29, 1992
Page Two

Ultimately, this program will be closely reviewed to ensure the program's goals and objectives are effectively addressed. I am optimistic that this project will prove to be an effective means of highlighting a very serious problem in an often ignored sector of society. Additionally, this program will ultimately be used to aid other Hispanic Communities across the U.S. as well as serve as a model for other at-risk groups.

Thank you for your thoughtful attention to this request. Please contact my office if I can provide any additional information or assistance.

Sincerely,



JOHN SEYMOUR

JS/rg

United States Senate

WASHINGTON, DC 20510-0504

October 29, 1993

Peter Haas
Haas Family Foundation
201 Filbert Street
Suite 302
San Francisco, California 94133

Dear Peter:

I usually don't write about grants that are pending before charitable organizations, but I would like to call your attention to one of outstanding merit that has been submitted to the Haas Family Foundation. It is from the Hispanic Education and Media Group, Inc. to help complete funding for an imaginative educational project to encourage Hispanic youth to remain in school and complete their education.

Called the California Hispanic High School Dropout Prevention Project, it has the support of the State Department of Education, the State Department of Corrections and numerous civic and educational organizations.

So far, it has raised some \$400,000 toward its projected budget of \$600,000. Under a tight time-schedule to inaugurate the program by March of next year, the project is in need of help to complete its funding, and I hope the Haas foundation will give serious consideration to its proposal.

Involved in a combination of a forceful film and accompanying classroom curricula as well as direct involvement by Hispanic young people. As you may know, the drop out rate among Hispanic youngsters is extremely high. A detailed description of the project is attached.

Thank you so much for your personal attention to this important undertaking.

FRESNO OFFICE:
1130 "O" STREET
SUITE 244B
FRESNO, CA 93721
(209) 485-7430

LOS ANGELES OFFICE:
11111 SANTA MONICA BLVD
SUITE 915
LOS ANGELES, CA 90025
(310) 914-7300

SAN DIEGO OFFICE:
750 "B" STREET
SUITE 1030
SAN DIEGO, CA 92101
(619) 231-9712

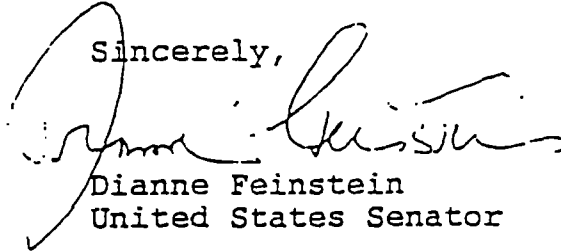
SAN FRANCISCO OFFICE:
1700 MONTGOMERY STREET
SUITE 305
SAN FRANCISCO, CA 94111
(415) 249-4777

United States Senate

WASHINGTON, DC 20510-0504

With all best wishes,

Sincerely,


Dianne Feinstein
United States Senator

DF/keh

Enclosure

cc: M. Dominguez

FRESNO OFFICE
1130 "O" STREET
SUITE 244B
FRESNO, CA 93721
(209) 485-7430LOS ANGELES OFFICE
11111 SANTA MONICA BLVD.
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LOS ANGELES, CA 90025
(310) 914-7300SAN DIEGO OFFICE
750 "B" STREET
SUITE 1030
SAN DIEGO, CA 92101
(619) 231-9712SAN FRANCISCO OFFICE
1700 MONTGOMERY STREET
SUITE 305
SAN FRANCISCO, CA 94111
(415) 249-4777

CITY OF OAKLAND



CITY HALL • ONE CITY HALL PLAZA • OAKLAND, CALIFORNIA 94612

Office of the Mayor
Elihu M. Harris
Mayor

415 273-3141
TDD 839-6451

February 28, 1991

Ms. Margo Segura
Commissioner, Hispanic Media Group
P.O. Box 221
Sausalito, CA. 94965

Dear Ms. Segura:

On behalf of the City of Oakland, I support and encourage the Hispanic Media Group and its efforts to provide a resource directory, a curriculum guide, and a thirty minute film to the schools in our community. Your project, and its emphasis on reducing the Hispanic and Latino high school dropout rates is essential for our entire community.

I welcome the "California Hispanic High School Dropout Project" and I look forward to a new partnership with the Hispanic Media Group.

Please feel free to contact Gilda Gonzales or Joe Chase of my staff for any additional assistance you may need.

Sincerely,

A handwritten signature in dark ink, appearing to read "Elihu M. Harris", written over a large, stylized initial "E".
Elihu M. Harris
Mayor

Office of the Mayor
SAN FRANCISCO



ART AGNOS

May 21, 1990

Ms. Marine Dominguez
Public Media Group
P.O. Box 221
Sausalito, California 94965

Dear Ms. Dominguez:

I was pleased to meet with you last week to discuss your new film on the low student achievement and high drop out rate among California's Hispanic high school students.

This sounds like a worthwhile project - certainly one that is way overdue. Too often, the drop out rate for minorities is ignored or, worse, taken for granted as a "simple fact" that cannot be changed. It is apparent that we do, indeed, need to step back and examine the problem on an individual basis. Each minority population has different needs; the assumption that the needs of all minorities should be addressed the exact same way (too often, not at all) can produce misconceptions about the problems facing the minority students in our high schools and allows us to ignore the underlying reasons behind the high drop-out rate.

You have my best wishes for the film's success. I know that Public Media Group is dedicated to examining this problem realistically and with great compassion.

Good luck!

Sincerely,

A handwritten signature in black ink, appearing to read "Art Agnos", written over the word "Sincerely,". Below the signature, the name "ART AGNOS" is printed in a bold, sans-serif font.

ART AGNOS

AA/fms



CITY OF SAN JOSÉ, CALIFORNIA

801 NORTH FIRST STREET
SAN JOSE, CA 95110
(408) 277-4237

SUSAN HAMMER
MAYOR

April 2, 1991

Margo Segura
Public Media Group
P.O. Box 221
Sausalito, CA 94965

Dear Ms. Segura, *Margo*

It was a pleasure to meet with you and Marine Dominguez to discuss your media project on the Hispanic high school drop-out crisis.

Anyone concerned about the future of California cannot help but support such an innovative program aimed at educating families, teachers, and policy makers about the alarming rate that Hispanic students are dropping out of school.

As I mentioned to you at our meeting, I have called together San Jose's school superintendents to discuss collaboration on projects that combine resources and political will to improve services to children. I am pleased to inform you that the superintendents agreed to learn more about the Hispanic High School Dropout Project at our next meeting.

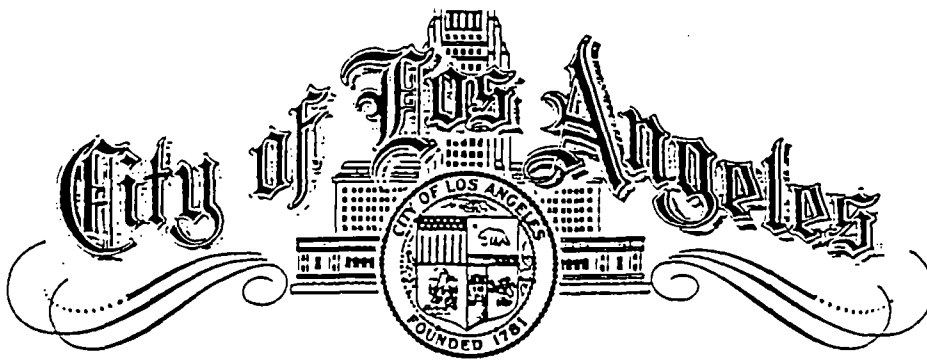
The meeting is tentatively scheduled for Friday, April 26th from 11:30 a.m. - 1:30 p.m. at the LeBaron Hotel. Eva Terrazas of my staff will call you in the next few days to confirm your participation.

I congratulate you on this creative project and look forward to bringing it to San Jose.

Sincerely,

Susan Hammer
Mayor

SH:ei



CITY HALL
LOS ANGELES, CALIFORNIA 90012
(213) 485-3311

OFFICE OF THE MAYOR

TOM BRADLEY
MAYOR

June 20, 1990

Dr. Richard García
Hispanic Media Group
P.O. Box 221
Sausalito, California 94965

Dear Dr. García:

I write with great pleasure this letter of support for the Hispanic Media Group's film project on the Hispanic school drop out rate in California.

The Hispanic drop out rate has reached crisis proportions throughout the nation, reaching as high as 52%. Policy makers must come to understand the problem and develop long term solutions.

For example, in the City of Los Angeles, I have developed an after-school education and child-care program, known as "L.A.'s Best" (Better Educated Students for Tomorrow). This program provides our young children with the support system that they need to stay in school by developing strong academic skills and providing them with recreational and cultural activities during after school hours.

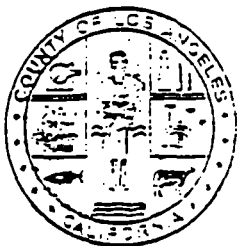
Your project, which also includes a resource directory and curriculum guide will not only educate families, teachers and policy makers on this issue, but provide them with a menu of innovative programs and agencies that are skilled in addressing the problem.

Therefore, I congratulate you on your initiative and encourage you to continue your important work.

Sincerely,


TOM BRADLEY
Mayor

TB:yc



BOARD OF SUPERVISORS
COUNTY OF LOS ANGELES

856 KENNETH HAHN HALL OF ADMINISTRATION / LOS ANGELES, CALIFORNIA 90012 / (213) 974-4111

MEMBERS OF THE BOARD

GLORIA MOLINA
YVONNE BRATHWAITE BURKE
EDMUND D. EDELMAN
DEANE DANA
MICHAEL D. ANTONOVICH

GLORIA MOLINA
SUPERVISOR, FIRST DISTRICT

March 4, 1994

Ms. Marine Dominguez
President
Hispanic Education and Media Group
P.O. Box 221
Sausalito, California 94966

Dear Ms. Dominguez:

It is with great pleasure that I offer my support for your efforts to bring public attention to the ever increasing problem of Hispanic dropouts. The California Hispanic High School Dropout Prevention Project will certainly shed light on a subject long overlooked.

When I served in the California State Assembly, I worked aggressively on legislation to curtail the dropout rate but found that many people were simply unaware or indifferent to the problem. Hopefully, your film project will assist policy makers in framing the issue and stimulate genuine concern over this crisis facing California.

I send you best wishes for the successful completion of your project and look forward to its screening this year.

Sincerely,

A handwritten signature in dark ink, appearing to read "Gloria Molina", is written over the typed name and title.

GLORIA MOLINA
Supervisor, First District

GM/ra



Board of Supervisors County of Los Angeles

MICHAEL D. ANTONOVICH
SUPERVISOR FIFTH DISTRICT

January 28, 1994

Ms. Margo M. Segura
Hispanic Media Group
Post Office Box 221
Sausalito, CA 94965

Dear Ms. Segura:

As a former educator, I endorse the efforts of the California Hispanic High School Drop-Out project. The loss of one child's educational opportunity is a major loss to the future of all of us.

The drop-out rate of Hispanic students in California is alarming. It is projects such as this that will help find long-term solutions to the drop-out problem, help make a positive impact on the Hispanic community, and serve as a model for all at-risk students.

Reaching out to at-risk students must be a high priority. As drop-out rates have continued to increase, it has become imperative that educators, families, and policymakers make every effort to educate these students about the importance of education.

Best wishes in your efforts with this project. If I can be of assistance, please let me know.

Sincerely,

A large, stylized handwritten signature in black ink, reading "Mike Antonovich".

MICHAEL D. ANTONOVICH
Supervisor, Fifth District

MDA:sfs



G A D D I V A S Q U E Z

SUPERVISOR, THIRD DISTRICT

ROBERT E. THOMAS HALL OF ADMINISTRATION

10 CIVIC CENTER PLAZA, SANTA ANA, CALIFORNIA 92701-4061

PHONE: 834-3330 (AREA CODE 714)

October 26, 1990

Mr. Richard Garcia
Executive Director
Hispanic Media Group
P. O. Box 221
Sausalito, California 94965

Dear Mr. Garcia,

United States President George Bush has noted on occasion that our most worthwhile efforts to shorten our unemployment lines begin by increasing our graduation lines. I strongly believe that we as educators, policy makers, legislators and parents must make a commitment to the future of our children.

I would like to offer my congratulations on your outreach efforts to help reverse the increasing rate of Hispanic students dropping out of school. The production of your documentary and supplemental educational materials is a big step in the right direction of assisting our Hispanic youth.

It was alarming when just a few years ago, schools throughout Orange County were plagued with an escalating student drop out rate of up to 50% in some areas. With a concerted effort of many dedicated individuals, we can now report an encouraging solid decreasing trend in student drop outs.

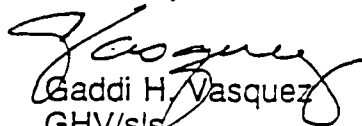
The Santa Ana Unified School District currently has an 81% Hispanic student body, and 56% are limited English-speaking students. Administrators and educators have been battling the largest student drop out rate in the county, but today are now pleased to report an impressive 45% decrease. And that is just the beginning.

If just one student drops out of school, that's one more member of our society that will be without the necessary skills needed in tomorrow's workforce. By the year 2000, less than 7% of all US jobs will involve unskilled labor. Immigrant workers may soon make up 50% of the California workforce, many of whom have little or no vocational skills to improve their standard of living.

The number of immigrants making their homes in Orange County definitely impacts our school system. While minorities already make up 45% of Orange County's student population, it is vital our teachers are prepared to deal with the changing demographics, the diverse backgrounds and special needs of these students.

With concerted efforts such as yours, our children can recognize the long term social and economic benefits of staying in school and out of trouble. I commend your project and the many dedicated individuals that will help carry out a successful prevention campaign.

Sincerely,


Gaddi H. Vasquez
GHV/sls



Supervisor Jim Gonzalez

June 14, 1990

Dr. Richard Garcia
Project Director
High School Dropout Project
Hispanic Media Group
P.O. Box 221
Sausalito, California 94965

Dear Dr. Garcia:

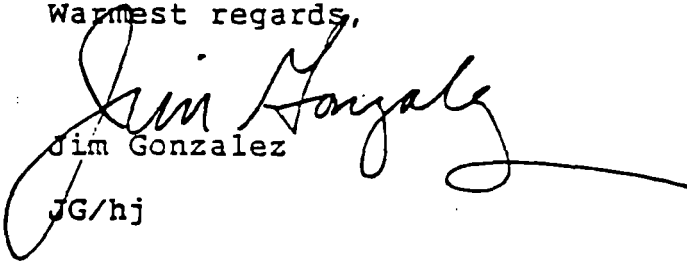
As a local policy maker and educator, I strongly share your dismay at the lack of quality educational resources available to parents, teachers, and students seeking to prevent the alarming high school drop-out rate among Latina and Latino youth.

In San Francisco, I have authored legislation creating existing programs to reduce the drop-out rate; the research, materials, and professional network your project will provide will be essential tools in the struggle to maintain the effectiveness of existing programs.

Your project is long overdue and should be adopted by public and private grant makers. I stand ready to help in anyway possible to achieve this goal.

Congratulations on your excellent vision and exciting project.

Warmest regards,


Jim Gonzalez

JG/hj

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
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001. letter	Albert Aramburu to Richard Garcia [partial] (1 page)	10/25/1990	b(6)
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COLLECTION:

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

FOLDER TITLE:

Hispanic Issues - Federal Government

2013-0436-S

rc1301

RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

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

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



M A R I N C O U N T Y
B O A R D O F S U P E R V I S O R S

October 25, 1990

Dr. Richard Garcia
Hispanic Media Group
P.O. Box 221
Sausalito, CA 94965

Dear Richard:

I enthusiastically support your film project on the Hispanic drop out rate in California. My support is based on three personal factors that bring this project home to me.

AL ARAMBURU
Supervisor, Third District

(b)(6) I attended Roosevelt High School, which was not known in the 1950's as a high academic achiever high school. It was through the efforts of a group of dedicated teachers that led to my college career. Many of my colleagues at Roosevelt were not so lucky.

[001]

Currently, I am on the board of directors of the La Familia Center of Marin, a non-profit agency which provides services for Hispanic clients. I often wonder how many of our young clients will be fortunate enough to get a college education.

Finally, I am also on the board of directors of the Mill Valley Film Festival. In that capacity, I have become aware of not only the entertainment value of film, but also its educational potential. I think projects such as yours will be able to communicate vital information to our young people in an interesting and entertaining way.

Good luck on your endeavor. Please do not hesitate to call if I can be of assistance in the future.

Sincerely,

Albert Aramburu
Supervisor, Third District



BOARD OF SUPERVISORS

CHARLES SANTANA
SUPERVISOR SECONDO DISTRICT

November 29, 1990

Ms. Margo Segura
Project Director
Hispanic Media Group
Post Office Box 221
Sausalito, CA 94965

Dear Ms. Segura:

It is with great pleasure that I wholeheartedly support the Hispanic Media Group's film project on the Hispanic student dropout rate in California.

The horrendous dropout rate is a crime. So much potential talent has been wasted, and this problem will continue unless we all work together to make a difference. Your film project will make a difference.

As the senior member of the Alameda County Board of Supervisors, I have worked very hard for the betterment of Hispanics. One effort that I am very proud of is being the co-founder of the Hispanic Community Affairs Council of Alameda County. This organization, of over three hundred members, has been most active in raising funds for scholarships for Hispanic students in Alameda County. This year alone, we gave twenty-eight \$1000 and four \$500 scholarships. Next year we plan to do even better.

Your project shows careful thought and is well designed to tackle the problem of the high dropout rate. I fully support your commitment and encourage you in your selected tasks.

Very truly yours,

Charles Santana
Alameda County Supervisor

Chair, California Hispanic
Supervisors Caucus

CS:ljb

SENATORS
RUBEN AYALA
CHARLES CALDERON
ART TORRES

California Legislature

Hispanic Caucus

STATE CAPITOL
P.O. BOX 942849
SACRAMENTO, CA 94249-0001
(916) 445-7810

ASSEMBLY MEMBERS
RICHARD POLANCO
LUCILLE ROYBALL-ALLARD

ASSEMBLYMAN PETER R. CHACON
CHAIRMAN

August 15, 1990

Mr. Richard Garcia
Executive and Project Director
Hispanic Media Group
P.O. Box 221
Sausalito, California 94965

Dear Mr. Garcia:

As Chairman of the California Hispanic Legislative Caucus, I would like to express my full support to the Hispanic Media Group in producing high school dropout prevention materials, specifically designed for Hispanic youth. Such a project is long overdue.

I am particularly impressed with the variety of materials which are being developed. The project includes a resource directory, curriculum guide, and a 30-minute film documentary, which will explore the problems and various strategies aimed at alleviating the educational crisis facing the Hispanic community.

The development of both written materials and a documentary film is a unique approach to a problem which has not received sufficient attention. The high school dropout rate among Hispanics is at an intolerable level. Close to 50 percent of all Hispanic high school students will drop out of school before they ever graduate. In some schools nearly 80 percent of the student body will drop out.

A large proportion of students leave school without acquiring basic skills to assist them in securing employment. Experts have shown that Hispanic high school dropouts are two times as likely as Hispanic high school graduates to live in



Mr. Richard Garcia
Page 2
August 15, 1990

poverty and almost four times as likely as Hispanics with a college education.

The social and economic cost of dropouts is staggering. At least \$75 billion is spent annually on the total dropout population in the United States in the form of welfare assistance and lost labor potential. With 29 percent of all Hispanics living at or below the poverty level, and 40 percent of Hispanic children living in poverty, it is clear that Hispanic children face a bleak future unless they remain in school and receive a proper education.

I, therefore, commend the Hispanic Media Group in pursuing this important project. Too often dropout prevention materials are neither culturally relevant to Hispanic youth nor address the particular problems they encounter. I applaud your efforts and wish you, and the future of the dropout prevention project, my best.

Sincerely,

A handwritten signature in cursive script, reading "Peter R. Chacon".

PETER R. CHACON

PRC:bav

File: 177pmmr5d



Bethany Little

08/10/2000 09:38:40 AM

Record Type: Record

To: "Ramirez, Heidi" <Heidi_Ramirez@ed.gov>
cc: See the distribution list at the bottom of this message
bcc:
Subject: RE: document

I am attaching the current draft of the paper. We have gone through and specified who should take a crack at adding additional information, clarifying, etc. in each section. Each person should be able to search for their name and see what needs to be done. Please take your best crack at this over the next day and a half. By noon tomorrow, please send me back the document with your edits and additions highlighted -- either by using the "track changes" function (call or e-mail me if you don't know how), or by doing them in all caps or some other clear mark. You are also free to include thoughts/edits on section other than where you are specified. I will compile all the changes on Friday afternoon, and will send around Draft 1 of the document to each of you and all our other White House and Department partners by COB Friday. Please understand that the noon Friday deadline is firm because many people will be heading out to the convention next week! Please let me know ASAP if this is a problem for you. Rey/Kendra, will you please set up a meeting next Wednesday, Thursday or Friday to discuss people's feedback and edits to the first draft? Those who are not here can call in or send their comments and edits to Kendra directly. Draft 2 should be ready to circulate by Wednesday, August 23. Draft 2 is the draft that will go to the Hispanic Caucus, 2010 Alliance and the Commissioners for review, so it must be complete, and fairly well edited. Thanks very much for working with us under these tight deadlines!



WHreport.doc

"Ramirez, Heidi" <Heidi_Ramirez@ed.gov>



"Ramirez, Heidi" <Heidi_Ramirez@ed.gov>

08/08/2000 06:11:51 PM

Record Type: Record

To: Bethany Little/OPD/EOP
cc: See the distribution list at the bottom of this message
Subject: RE: document

Bethany,

I'm not sure what I was supposed to be doing here. I was expecting to open this and find lots of suggestions or edits...I think for the most part you're just asking for some small clean ups, which I'm happy to make; I'll also go through your, JB's and Kendra's pieces to try and make them a little more concise. I've also talked to James, and he has sent some additional information per my request on HSI's and is working on other background/research info as well. Other than that though, there doesn't seem like much that I can do here.

If you guys could please go through the questions I'd inserted last week and try to fill some of the gaps, I can take care of that. I'm also waiting for the abridged version of deliverables (I think you were getting this from Julie).

We also need examples of good practice for each of the goals; I assume the authors of each of the goals is making suggestion there...though certainly the leabook and WHI paper offer some good options...though not for all goals.

I'm in NYC the rest of this week, but I'll try and stay linked...but I need a little more before we can turn out another draft.

Please advise.

Thanks,
Heidi

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

From: Bethany_Little@opd.eop.gov [mailto:Bethany_Little@opd.eop.gov]
Sent: Monday, August 07, 2000 6:44 PM
To: Ramirez, Heidi; heidirami@hotmail.com
Subject: document

Hey Heidi! Hope you had a nice weekend camping. I am attaching a somewhat edited document for you to work on. This is what went to Maria, so we are working from here. If possible, I'd love for you to go through the document and start filling in areas where it says [NOTE: need more here.] Sometimes it specifies, sometimes it is more general, but I think you can see many gaps that need filling with some substantive information. Send me whatever you have mid-day tomorrow, and we can decide if it's ready for a review by a larger group. We also may need to send certain sections back to folks for re-working - that's your call, just let Kendra know what you decide. Meanwhile I will have my team work on the kind of nitty-gritty editing that you don't need to waste your time on. We'll also work on getting the best practices and resources to you. Please page or call me if you have any questions on this. I have a nasty cold, so I'm heading home within the hour, but don't hesitate to contact me -- I'll be working from home...Thanks!!

(See attached file: WHreport.doc)

Message Copied To:

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Report on the White House Strategy Session on Improving Hispanic Student Achievement

Draft August 7, 2000

I. LETTER FROM POTUS

*Will you
try to
lead
us*

On June 15, 2000, I was proud to host the White House Strategy Session on Improving Hispanic Student Achievement. I am glad to report that the Conference was a resounding success--largely because of the energy and genuine commitment brought to the table by each of the participants, as well as the many individuals and organizations that contributed to its planning.

Ensuring the success of Hispanic students is a top priority of this Administration and great progress has been made over the past seven years, but we have a long way to go. The Strategy Session provided a unique opportunity for experts, advocates, and community members from across the country to come together to discuss the many opportunities for improving the state of Hispanic education. This group enumerated key strategies that we need to undertake as a nation over the next decade to help all students reach high standards. The Strategy Session and its success can serve as both a model and foundation for our continued work. Together we can ensure that more Hispanic students succeed throughout the nation.

*this
other*

With your continued help and support, we will meet the challenges we have set for ourselves and our children by 2010 and we can ensure the success of all of America's children.

Again I thank you for your ongoing commitment to the education of our children.

Sincerely,

[NOTE: Caroline to revise]

II. PREFACE

On June 15, 2000, President Clinton hosted the White House Strategy Session on Improving Hispanic Student Achievement. The Strategy Session, another step in the Administration's continued commitment to ensuring that Hispanics reach high academic standards, focused on developing effective strategies aligned to broad national goals identified by educators, advocates, and policy makers from across the country. As a result, the strategy session and this report have been organized around measurable, attainable national goals for improving the educational achievement of Hispanic students. These include providing access to quality early childhood education, attaining English proficiency, closing the achievement gaps, increasing the rate of high school completion, and doubling the rate of postsecondary degree attainment. These goals focus on results and, in some areas, include indicators that provide a clear picture of the progress that must be made. In other areas, key indicators must be developed to effectively gauge progress and achievement. This report is intended to share the many recommendations made by conference participants that might also provide ideas to help galvanize stakeholders at all levels and in all sectors into action. [NOTE: Rey -- We need the piece we discussed with Maria on "ideas in this document reflect the discussion, not the Administration's policies," etc. We also need more explanation of the structure and purpose of this document (i.e. serve as a road map for policy makers and educators who are interested in taking steps to close the achievement gap, not as technical assistance for implementing programs. Direct people to resources and information, etc.)]

III. EXECUTIVE SUMMARY

A brief overview of the conference, goals and deliverables based largely on the press paper with additional policy issues, analysis and conclusions. [NOTE: to be drafted by Heidi.]

IV. BACKGROUND

(CONTEXT/IMPORTANCE)

Hispanics are the most rapidly growing population in the United States and are projected to increase to one in six U.S. residents over the next twenty years. Education is of particular concern to this expanding demographic, since, one-third of Latinos younger than 18 years old. Between 1978 and 1998 the enrollment of Hispanic students in public elementary schools increased 157 percent, compared to 20 percent for black students and 10 percent for white students. As a result, many schools and districts are faced with new challenges that are only expected to become greater as the percent of Hispanics in the K-12 population increases to 25 percent by 2025.

Gains have been made in ^{typical} Hispanic student achievement over the past decade, with scores Latino on the National Assessment of Educational Progress rising slightly in both reading and math, and with more Hispanic students completing a high school core curriculum and Advanced Placement courses. Nonetheless, academic progress for Latinos has not kept pace with either the growth in the population or the requirements for success in a global economic market. In light of the dramatic population shifts and the potential for Latinos to play an integral role in increasing the productivity of the labor force, improving the education of Hispanic students in the United States must be a national priority.

These educational achievement gaps are especially troubling in a labor market in which the economic rewards of education are large and increasing. Evidence suggests that demand has increased for workers who bring strong problem-solving ability and technical skills to the workplace and the economic rewards of education are much the same for Hispanics as for non-Hispanics. Those who fall behind in educational achievement will also lag in terms of participation in an active citizenry and economic success in the new economy.

As described in the recent report by the President's Council of Economic Advisers, "the gap in educational achievement between Hispanics and their peers is a matter of critical importance for Hispanic young people themselves and also to society more generally." As a result, our efforts must be both ambitious and all-inclusive, bringing together the commitment, expertise, and resources from across public and private partners and in every community.

(DATA/RESEARCH)

Beginning from early childhood, Hispanic children are significantly more likely to be at risk of educational failure than their non-Hispanic peers. Thirty-nine percent of Hispanic children live in families with an income below the poverty line, a rate more than twice as high as that of white children. Despite increased

access to Head Start programs, on average Hispanic children begin elementary school with less preschool experience than either black or white children.

In school, Hispanics continue to be plagued by low expectations and limited support for success. For example, Hispanic students tend to be concentrated in central cities and racially isolated, high-poverty schools with larger classes and fewer qualified teachers. In addition, while more than 2 million Hispanic students have limited English proficiency, between 10-20 percent of limited English proficient students receive neither ESL nor bilingual education to help ensure students learn English. Academic achievement gaps between Hispanic and white students appear at all grade levels and across most academic subjects and over 80% of Hispanics are not introduced to college "gateway" classes such as algebra and geometry by the eighth grade. As a result, the high school completion rate for Latinos has not changed substantially in the past several years, and the high school completion rate for Hispanics remains unacceptably low. In 1998, high school completion rates for white and black students were 90 percent and 81 percent, respectively. However the high school completion rate for Hispanic students was only 63 percent. In addition, Hispanic enrollment and completion in college lags behind most other groups.

As described in the 1996 report "Nation on the Fault Line," a variety of factors—from inequity in school financing, school segregation and poverty, underrepresentation of Hispanics among school personnel, lack of multicultural training for school personnel, lack of bilingual and ESL programs, to difficulties in accurately assessing student progress--affect the educational achievement of Hispanics.

(CLINTON-GORE COMMITMENT)

Improving American Schools for
Beginning with the 1994 reauthorization of the Elementary and Secondary Education Act and the Goals 2000: Educate America Act, improving educational opportunities and outcomes for all Americans has been a cornerstone of the Clinton-Gore Administration. President Clinton and Vice President Gore's commitment to ending the era of low expectations for some students has helped provide all students with the educational opportunities they need to reach high standards. Investing in smaller classes and more after school programs, enhancing the quality of teaching, making college more affordable for all Americans, and supporting lifelong learning opportunities are just a few of the policies that this Administration has championed to help close the achievement gap.

In 1994, President Clinton signed Executive Order 12900, establishing the White House Initiative on Educational Excellence for Hispanic Americans, establishing a Presidential Advisory Commission, and affirming the Administration's commitment to helping Hispanic children reach the same high standards as all

other children. The next year, the Department of Education established the Hispanic Drop-out Project, which charged an advisory team to identify barriers and propose recommendations to reduce the disproportionately high Hispanic drop-out rate. The Project's final report, "No More Excuses," was released in 1998 and served as a foundation for the historic Hispanic Education Action Plan (HEAP). Announced by Vice President Gore in February 1998, the HEAP identified key federal programs for improving Hispanic education, and targeted them for significant increases in the President's FY1999 budget request. President Clinton and Vice President Gore successfully garnered increased support for these programs in both FY1999 and FY2000; and additional HEAP funds have been requested for FY2001.

In addition, the First Lady hosted a White House Convening on Hispanic Children and Youth in the fall of 1999. This forum of over 200 community leaders, and foundation, and private sector representatives emphasized the importance of ensuring that every child meets his or her full potential. Participants joined federal agency personnel in identifying pathways to achievement for Latino youth and the risk factors that impede that progress. The First Lady's convening also highlighted promising efforts across the country and examined ways to foster support for new and innovative programs.

Continuing its commitment to Hispanic educational excellence, in the spring of 2000, the White House undertook development of a series of national goals to focus national attention on the importance of improving Hispanic student achievement. With support and guidance from members of the President's Advisory Commission on Educational Excellence for Hispanic Americans, members of the Congressional Hispanic Caucus, Latino community-based organizations, Hispanic-Serving Institutions, corporate and foundation representatives, and educators from throughout the nation, five national goals were developed to help close the educational achievement gaps for Hispanic students within the next 10 years. The national goals served as a foundation for the June 15th White House Strategy Session on Improving Hispanic Student Achievement, and will continue to help guide our nation as we strive to ensure educational excellence and equity for all students.

The Strategy Session brought together education researchers and advocates, policy makers, community leaders, educators, and corporate and foundation leaders in recognition that Hispanic students positively affect the economic and cultural future of the United States, and we need to develop promising solutions to ensure success. [NOTE: -- Deb: Need more here on Strategy Session, announcements and work that took place around the Session.]

NOTE: Insert text box in this section outlining programs included in the HEAP (and funding levels?). – [NOTE: Caroline is drafting]

V. GOALS

As many conference participants affirmed, ensuring the promise of Hispanic students must begin with high expectations for achievement, clear goals for what must be accomplished, and specific benchmarks to measure progress. [NOTE: Heidi --need more here on role of goals and strategies.]

Goal 1: Ensure that Hispanic American children have access to high quality early childhood education and development programs and enter school prepared to succeed by increasing the Hispanic participation rate to the national participation rate in high quality programs by 2010.

(CONTEXT/IMPORTANCE and DATA/RESEARCH)

Research has shown that access to high quality early childhood education is an important predictor of later success. Early learning programs help ensure that children are provided the foundation necessary for lifelong learning through language development, early reading, and socialization. Providing a good start for Hispanic children requires a focus on 1) access, 2) quality, and 3) family literacy. Access to early childhood education programs is lacking for many Hispanics, 10 percent of who are under age 5, representing more than 15 percent of that age group in the U.S. Hispanic children under age 5 are less likely than their peers to be enrolled in early childhood education programs. In 1998, for example, only 20 percent of Hispanic 3 year-olds were enrolled in early

childhood education programs, compared to 42 percent of white and 44 percent of black 3 year-olds. Research indicates that maintenance and development of primary language and support of home culture are critical for high-quality programs that serve Hispanic children. A lack of quality teacher preparation programs and on-going teacher training, as well as limited access to relevant research present further challenges to improving early childhood education. Improving instruction is further complicated by an increasing need for bilingual educators and difficulty in attracting and maintaining qualified staff. Successful early childhood programs require support from expert personnel--staff who value and respect the culture of the children served, have the ability to effectively communicate with children and families whose native language is not English, understand the principles of language development and can help children build on their current literacy skills.

Since the late 1960's, there has been a dramatic increase in the availability of preschool programs, largely tied to increases in the number of women in the workforce. Despite this, Hispanic children are consistently less likely to be enrolled in center-based early childhood care. This gap is often explained by the perception that Hispanic families prefer to care for their children at home, by family members [NOTE: Ann -- Is this true? Can we cite it? What are we getting at here?]. Additionally, because Hispanic families are more likely to be living in poverty, many parents cannot afford to send their children to outside programs.

A higher proportion of Latinos are in low wage jobs, often working untraditional work schedules and earning lower median family incomes. Hispanic females are slightly less likely to work outside the home than either black or white females. Because Hispanic parents often work different hours, tend to care for their children at home, and often have different cultural values tied to their relationships with schools and outside organizations, reaching out to parents requires a variety of strategies, and should not necessarily be limited to those that have been successful for other groups. [NOTE: Ann -- Again, we should cite some of the assertions here.]

In addition, successful interventions value the tendency of Hispanic families to be close-knit as asset, rather than obstacle in improving early learning and Hispanic student achievement. Reading and telling stories to young children promotes language acquisition and correlates with later literacy development and overall school success. Storytelling has always been a core element of the Hispanic culture, where literature—including poetry and theatre—is highly valued. However current conditions, including the limited educational achievement of parents, high rates of poverty, and increasing language barriers often lead to a disconnection between the exploration of books and young Latino children. Non-Hispanic children are more likely to be read to aloud every day (64%) than non-Hispanic black children (44%) or Hispanic children (39%) [NOTE: Ann -- Need better data, more complete research]. Unfortunately, current literacy campaigns often rely on

41
3)
Ann's intro: the value should well be by
Focus on child & family stories

outreach strategies that are better suited to other ethnic or socio-economic groups and may not reach Hispanics. For example, Prescription for Reading, which has been very successful in distributing books through pediatricians and hospitals, may not be reaching the many Latino children who, because they are largely uninsured, may not have access to health care and therefore do not have access to free books.

Over the last few years, the Hispanic population has increased dramatically in communities across the country--from Arkansas and Georgia to Massachusetts and North Carolina--with little expertise or resources for serving Hispanic students and their families. Meeting the demands of these changing demographics requires proactive thought and action proactively.

(CLINTON-GORE/FEDERAL ROLE)

While access to childcare is limited for all children -- current child-care funding only supports 10 percent of eligible children, the Clinton Administration has worked hard to include more Hispanic children in Head Start. As a result, enrollment has increased by nearly 60,000 during this Administration, with the program now reaching approximately 230,000 Hispanic children. Despite these increases, however, Hispanic children remain under-represented, comprising less than 25 percent of Head Start enrollment compared to nearly 30 percent of all low-income preschool children in the Nation. [NOTE: Ann -- Need more here including FY 2001 Head Start proposal, Early Learning Fund, ECE professional development and something about Even Start.]

(STRATEGIES)

To be successful, efforts to improve Hispanic education must reach Latino children in the early years, and must reach them where they are -- i.e. through family-based child care rather than waiting until more Latino children are enrolled in center-based care. Similarly, parents need help becoming partners in learning through family literacy.

Expanding Outreach Strategies and Encouraging Parental Involvement. [NOTE: Ann -- need an intro sentence here, see other goals for examples]

- Use non-education organizations such as hospitals, faith-based organizations, health clinics, employment offices, community agencies, and libraries to build relationships with Latino families. In fact, as the (need name of project) discovered, even grocery stores can prove effective locations for connecting with parents and providing them with tools to improve the quality of parent-child interactions in the early years.
- Include intergenerational approaches that involve grandparents, parents and siblings in children's development.
- Encourage current programs such as Head Start and Even Start to increase outreach to Hispanics and help provide resources—from teaching tools to

children's books--through home visits.

- Efforts, whether face-to-face with new or expectant mothers or through public service announcements run by the Spanish-language media should underscore the value of early childhood education and provide information on how to both work with young children and gain access to additional resources, including childcare subsidies, tax relief, and childcare or pre-K programs.

Increasing access to early childhood education programs. [Ann – need intro sentence]

- Encourage partnerships between states, local governments, and employers that support early childhood education opportunities.
- Increase state and federal investments in early childhood education, including Head Start and the Child Care and Development Block Grant. In addition, there is a need to consider options for ensuring that both Head Start and the federal child care subsidies are targeted to Hispanic families and that they are aware of these opportunities.
- Expand the role of libraries in supporting early childhood development. Because public libraries are free, are situated in nearly every community, and have traditionally worked in partnership with other community agencies, they are uniquely suited to provide quality early childhood educational experiences to underserved populations.

Improving the quality of early education programs. [NOTE: Ann – need intro sentence here]

- Examine community needs and resources, including improving data collection and investing in research focused on serving Hispanic children and families.
- Because ensuring that children reach high academic standards in elementary and secondary schools means providing children a strong start before they reach elementary schools, early childhood programs should also be teaching to challenging performance standards for pre-k children. For example, Head Start has recently developed draft standards that.... (I need help here.)
- Recruit and support early childhood educators who are bilingual and bicultural. In addition, these educators need quality materials and curriculum in both English and Spanish. Continuing investments need to be made in professional development for early childhood educators

[NOTE: Ann – I am pasting in the Goal 1 strategies below that were part of the document Kendra sent before. These were developed during discussions leading up to the conference and could also be included where you see fit.]

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.

Born to Read, a program developed by the Association for Library Service to Children, a division of the American Library Association, has grown from its inception to over 500 sites nationally. Working in partnership with other child serving agencies, library sponsored Born to Read programs prepare expectant and new parents to be their child's first teacher, by providing them with necessary skills and materials, and by teaching them the importance of reading aloud to and sharing language and literacy experiences with their children. [NOTE: Ann – need more info on this example to create a “best practice” and need another “best practice” for your section, maybe Rossville, GA?]

Goal2: Respecting the importance of multi-lingualism, age-specific learning needs, research-based instructional approaches, and the variety of developmental levels at which limited English proficient (LEP) children enter school, by 2010 all states and school districts will provide appropriate language instruction to ensure that all students graduate from high school having demonstrated proficiency in English.

(CONTEXT/IMPORTANCE)

The effects of an education that fails to teach students English quickly and well are clear. Nationally, 40 percent of students who have difficulty speaking English never complete high school. A 1998 study of Hispanics in Florida found that "a positive correlation between English proficiency and socioeconomic status suggests that ability to speak English provides an advantage in the labor force

that translates into higher incomes, lower poverty rates, higher educational achievement levels, and employment in higher-paying occupations." The same study found that "...there is a clear inverse relationship between Hispanic poverty rates and English proficiency in Florida. The percentages indicate a consistent pattern for poverty rates to decline as English speaking abilities increase. Those who speak English "very well" have the lowest poverty rate and those who do not speak any English have the highest poverty rate." [NOTE: Heidi -- Need more data here on college attendance/completion and economic impact]

At the same time, Miami-Dade County mayor Alex Penelas wrote, "...as we consider the language learning needs of the state, we also recognize the important contributions and potential economic opportunities that proficiency in other languages brings. The business community is demanding that employees be fully proficient and literate in English. However, the business community also realizes that being able to communicate effectively in English is not enough. Employers are also seeking employees who are literate in languages in addition to English." As global markets become increasingly available to all, language becomes increasingly important in the international arena. Knowledge of a second language is power and the second language inherent to LEP students is a valuable asset that will benefit them and their community throughout their lives. Better employment opportunities in this country and overseas are available for individuals who are fluent in English and another language. Research indicates that "Hispanics who speak English "very well" and who also speak Spanish tend to have higher incomes than Hispanics that know only English or that know only Spanish. Hispanics who speak English "very well" and who also speak Spanish have annual median and mean incomes that are about \$2,000 higher than Hispanics who "speak only English." "We must find ways to prepare the more racially and culturally diverse pool of young people who will be flowing into jobs and operating businesses in the twenty-first century." -- Alan Greenspan, Chairman of the Federal Reserve Board, quoted by Irasenia Garza. [NOTE: Bethany -- Need more here on economic value of multilingualism.] [NOTE: Bethany -- Can we add a Riley quote on the value of two languages?]

(DATA/RESEARCH)

Generations of immigrants have come to the United States to find the American dream, and access to a high-quality education has long been critical to attaining that dream. Although most immigrants arrive with limited English proficiency, they often overcome language, cultural and economic barriers to succeed prosper and contribute to our great nation. Closing the achievement gap between Hispanic students and their non-Hispanic peers requires a serious commitment to ensure that all children become proficient in English quickly, while also reaching high standards in all core academic subjects. Limited English proficient (LEP) is the legal term for students who were not born in the U.S. or whose native language is not English, and who cannot participate effectively in

the regular curriculum because they have difficulty speaking, understanding, reading, and writing English. Nationwide, there are more than 3.4 million—and perhaps as many as 7 million—limited English proficient students, and the number of LEP students has nearly doubled in less than a decade. LEP students comprise between seven and fifteen percent of all students, about one in four public school students in California, Alaska and New Mexico, and about one in eight students in Texas, Arizona and Florida. Over 75% of all limited English proficient students attend high poverty schools. Although about 1.3 million students are in state and local bilingual programs, too many identified LEP students are not served through any special program.

Title VII, the federal bilingual education program under the Elementary and Secondary Education Act, serves over 900,000 limited English proficient students [NOTE: Bethany -- I think the budget rationale has this number as higher, but I don't have a copy here...can someone check?] but the demand for teachers to serve LEP students far outstrips the supply. Only 2.5% of teachers are certified to teach bilingual education or ESL, and a report by the GAO found that many school districts with high concentrations of LEP students were not adequately providing bilingual services. Hispanic students are by far the largest population of LEP students nationwide; the five most common language groups for limited English proficient students, making up more than 72% of all LEP students, are Spanish (72.9%), Vietnamese (3.9%), Hmong (1.8%), Cantonese (1.7%), and Cambodian (1.6%). One key obstacle to note when focusing on the success of limited English proficient students is the lack of good data and indicators to track their progress at the national level. The U.S. Department of Education is working to address this deficiency by developing appropriate indicators and instituting relevant data collection processes.

(CLINTON-GORE/FEDERAL ROLE)

Although the importance of mastering English is clear, choosing the best strategy for the students and school to be served, and having the appropriate resources to effectively implement it is not always as easy. While the research is limited, there are successful examples of programs that help ensure English proficiency and achievement to high academic standards across the country. These include a variety of strategies, including bilingual education programs which use the native language to help teach content while also providing English instruction, dual-language programs, English as a Second Language (ESL) programs, English-immersion programs, and other instructional methods that are helping children reach high academic standards while becoming proficient in English. President Clinton and Vice President Gore have consistently supported increases in funding for bilingual education programs, teacher recruitment and teacher quality initiatives, smaller classes in the early grades to help kids learn to read, after school and summer school programs and other investments that support LEP children's learning. New provisions in the 1994 Elementary and Secondary Education Act reauthorization reinforce professional development

programs, increase attention to language maintenance and foreign language instruction, improve research and evaluation at state and local level, supply additional funds for immigrant education, and allow participation of some private school students. Recognizing that our nation can only grow stronger if all our children grow up learning two languages, additional funds have been requested for preparing educators to teach Limited English Proficiency students, and Secretary of Education Richard Riley is championing a movement to ensure every child learns English plus another language.

Finally, the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs helps school districts meet their responsibility to provide equal education opportunity to limited English proficient children. Bilingual education programs use the native-language to provide academic instruction in the content areas, while using ESL strategies to teach English. This is designed to enable limited English proficient (LEP) students to make a transition to all-English instruction, without losing ground in core academic subjects. Bilingual programs should emphasize the development of English-language skills as well as academic achievement, grade promotion and graduation requirements. These programs may not be appropriate for all schools or students, depending on the number of students speaking the same language, and the number of bilingual teachers available. The critical factor is for a community to identify which programs work for its students, and put in place the resources and accountability necessary to ensure a high-quality program.

[NOTE: Heidi – Need a section defining some key terms in a dialogue box -- English as a second language (ESL) or English for Speakers of Other Languages (ESOL): English as a Second Language (ESL) is an educational approach in which limited-English proficient students are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual program. Bilingual education is the use of two languages for instruction, English and native language. Bilingual education programs use the native-language to provide academic instruction in the content areas, while using ESL strategies to teach English. This is designed to enable LEP students to make a transition to all-English instruction, without losing ground in core academic subjects. Dual language program: Also known as two-way or developmental, these bilingual programs allow students to develop language proficiency in two languages by

(STRATEGIES) Outcomes of the White House Strategy Session

The White House Strategy Session brought together professionals from many arenas to identify critical issues to address and strategies to undertake in order to ensure all our children graduate from high school able to speak, read and write English at a high level. Led by Congressman Joe Baca (D-PR), participants in the Goal 2 breakout session drew on their personal and professional experiences to outline an action agenda for policymakers, parents, educators and activists at all levels. The group discussed the importance of language and communication in promoting self-esteem, confidence, motivation and a positive attitude toward education, as well as the importance of expectations in fostering student success. The group also recognized that, while the economic and cultural advantages of speaking English are paramount in the United States, the ability to speak more than one language is an advantage to be celebrated and promoted. Although there is ongoing disagreement over the best way to reach the goal of English proficiency for all our children, the group agreed that this is an important goal that we must all work together to achieve. As one participant noted, "The prime responsibility is to teach children regardless of their background," and the following are several suggested means of achieving that goal:

Ensuring Appropriate Resources and Services for LEP Students

As we implement a system that sets high standards for all children, and includes consequences both for students and for schools that do not help students reach those standards, it becomes increasingly important to provide appropriate resources to help all children succeed. The following strategies describe ways to deploy those resources:

- Develop and implement effective programs to ensure a thorough education for students who enter U.S. schools in the later grades with limited English proficiency;
- Disseminate effective, research-based practices for educating LEP students to achieve proficiency in English and other core academic subjects;
- Offer more supports to address limited English proficiency, illiteracy and prolonged reading difficulties in older students, including extended learning time in after school, summer school, extended day and extended year programs;
- Develop good standards and assessments that are aligned with curricula to determine language ability, inform teaching and cultivate accountability;
- Ensure that schools are offering sufficiently intensive English language services to LEP students and that students are reaching high levels of English literacy;
- Look for non-traditional funding sources such as corporations or foundations to

- support English proficiency and literacy programs;
- Use “back to basics” strategies such as phonics and strict discipline;
- Fund research to determine and define how children process the transfer of languages from one to another;
- Replicate research-based, structured reform programs (such as Success for All) that have been proven to help all children learn;
- Establish clear goals and outcome measures for educational programs such as ensuring children are bilingual, ensuring children are biliterate, or ensuring children learn English as quickly as possible;
- Support students who come to school with enough English to be disqualified from ESL but still are not proficient in English and are likely to struggle academically;
- Support the development and dissemination of software and other technology that can help LEP students master English;

The Importance of Good Teachers

Every parent knows what research confirms, a good teacher can make all the difference in a child’s success. Unfortunately, many teachers are not prepared to address the special needs of LEP students, leaving students, parents and teachers frustrated. Efforts to tackle this issue could focus on the following strategies:

- 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;
- 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;
- Train teachers to support language acquisition;
- Ensure relevant and standards-based professional development is available to all teachers, especially those in geographic areas with growing populations of LEP students;
- Provide more analysis and feedback to help teachers adjust their teaching to better serve LEP students;
- Increase federal, state and nonprofit investment in the recruitment and training of teachers with bilingual ability;
- Encourage talented, Hispanic mid-career professionals to use alternative routes to certification to become teachers;
- Pair bilingual and regular teachers together to “team-teach” in classrooms with LEP students;
- Encourage more Hispanics to serve as English tutors and mentors for LEP students;

- Train teachers not to label students as “slow” or “learning disabled” because they lack English language skills;
- Train educators to differentiate age and learning capabilities;
- Give teachers more time and incentive to interact with the community with home-visit programs, community “back to school days,” and more frequent parent-teacher meetings;

Involving the Community

Ensuring that all children graduate from our high schools with a diploma they can read and skills to succeed in college and good jobs benefits all Americans.

Working together in partnerships and including the community in the education of its children are key to reaching this goal.

- Include teachers, parents and students in the learning process by creating more opportunities for teacher/parent/student interaction;
- Engage the entire community to nurture high expectations for LEP children and the conviction that every child can learn;
- Facilitate cooperation between parents and educators to promote good behavior and strong discipline;
- Promote teamwork and cooperation among teachers, principals, and parents;
- Hold all students to the same high standard;
- Try new and innovative ways to reach students when traditional methods are insufficient;
- 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;
- Inform parents and other of the importance of reading to children in any language;
- Recruit senior citizens who are proficient in English to mentor and read to LEP children;
- Tap into the corporate need for bilingual employees by having them support English proficiency tutoring for children and adults;
- Adapt successful corporate training strategies to help students become proficient in English;
- Encourage principals to spend at least 50 percent of their time in the classroom, observing teachers methods and students difficulties;
- Offer more and better adult English language proficiency programs to parents of LEP children to help English carry over into students’ homes;
- Make informed policy decisions regarding LEP children based on objective and thorough research;
- Foster community spirit and cohesion among advocates for LEP children;
- Facilitate collaboration between public and private schools to work together to address this issue.

Promoting the Advantages of Bilingualism

[NOTE: Bethany -- Need intro sentence here.]

- Encourage all students to become proficient in two languages;
- Promote the development of effective dual immersion programs;
- Help students and educators appreciate the value of multilingualism with information campaigns and professional development;
- Recruit and train more foreign language teachers to offer more children the opportunity to become bilingual;
- Help LEP students to maintain their Spanish language skills while learning English;
- Set an equity agenda that all students need to develop English proficiency; all students should learn two languages; and education should support "native" language mastery;

[NOTE: Bethany -- I think that Coral Way elementary would be a great "best practices" piece to include in this section] Mrs. Migdania Vega - Coral Way Elementary School is bicultural as well as bilingual. Bilingual and Bicultural = global approach to learning. Sixty percent of the children are English speaking and the other 40% Spanish speaking; 86% of students for the year 2000 were proficient in English. Children who complete the curriculum are both bilingual and bicultural. Need another best practice here.]

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

(CONTEXT/IMPORTANCE)

Over the last eight years, considerable progress has been made in setting high expectations for what every child should know and be able to do. Today, schools in every state have developed content standards and states are developing accountability systems aligned to those standards. Despite this progress though, Hispanic students tend to score significantly lower than their white peers on both national and state measures of progress.

The “achievement gap” refers to a variety of indicators and discrepancies in education. Indicators can range from access to computers in the classroom to test scores and can be measured in a variety of ways, from national test (NAEP and SAT) and state assessments to collections of indicators like AP exams taken, access to technology, retention in grade, etc. Whatever the indicator though, as access to and use of technology continues to expand and the economy is increasingly driven by information, knowledge, and high skills, such disparities in educational performance serve as a serious threat to both the students left behind and to the economic well-being of the nation as a whole. As a result, strategies for narrowing this achievement gap must be both ongoing and comprehensive, and they must be tied to high expectations.

As described in the White House strategy session, closing the achievement gap

begins with a focus on improving access to and quality of early childhood education and opportunity since it sets the tone for later successes, but it is only one of many improvements that need to be made. Conference participants expanded this list to include support to enable educators to do what they know is necessary, but what they are often unable to do because of limited resources.

Essential to meeting the challenges of teaching though, is the elimination of what one participant called the “less than” thinking; if we expect less that is exactly what we get. Teachers need to enter the classroom with the expectation that every child in has the ability and potential to learn.

(DATA/RESEARCH)

In general, the emphasis on standards-based educational reform has placed a dual emphasis on equity and excellence, evidence of which includes increases in SAT scores, NAEP scores, and the number of students taking AP exams. The gap still remains great – with just 39% of Hispanic 8th graders scoring at or above the basic level of the NAEP math test compared to 62% of all 8th graders – but there is encouraging progress that supports the value of targeted attention to Hispanic students. Hispanic students have been making gains at a greater rate than students as a whole since 1992; on the 8th grade NAEP math test, for example, the percentage gain for Hispanic students was more than double the average gain for all students.

To further accelerate the narrowing of the achievement gap, however, action is necessary on a multiplicity of factors. For instance, despite the important role that positive role models can play in the social and educational development of children, today’s teaching force does not accurately represent the students it serves. Of the estimated 3 million public school teachers, only about 4.2% are Hispanic; this is of particular concern to the Hispanic community which already lags behind other populations in adults who have completed high school, college, and advanced degrees.

In addition, few teachers have the skills necessary to help their students master challenging content, and they are particularly challenged by the need to effectively integrate technology in their lessons. Fewer than one in five teachers reports feeling prepared to teach culturally and linguistically diverse students, this despite the fact that more than half of all teachers has a student with limited English proficiency in his classroom and 14% of students are Hispanic. Teacher education programs need to do more to prepare new teachers for the challenges of both diverse classrooms and teaching rigorous content. Partnerships between institutions of higher education and school districts could be very productive in preparing our teachers to be well prepared for the classroom.

Similarly, as examined in greater detail in Goal 2, more teachers need to be trained to serve the growing number of students with limited English proficiency.

Currently, fewer than 2.5% of all teachers have credentials to provide instruction in either English as a second language or bilingual education.

Latino students now experience more isolation from whites and more concentration in high-poverty schools than any other group of students. In 1998, close to 50% of Hispanics in public education attended urban schools. In 1996, the average scores in NAEP of Hispanic students age 17 were well below that of their white peers in math, reading and science. [NOTE: Caroline – Need more data here showing achievement gap.]

(CLINTON/GORE FEDERAL ROLE)

President Clinton and Vice President Gore have worked tirelessly to end the era of low expectations for some students and some public schools. In 1993, the Clinton-Gore Administration proposed and fought for legislation requiring states to establish rigorous standards for what children should learn, institute regular tests to measure progress, and provide accountability for results. This legislation (the Goals 2000 Act and the 1994 reauthorization of the Elementary and Secondary Education Act) ensured that states held disadvantaged students to the same high standards established for all students. Nearly all fifty states now have these results-driven systems in place, and while a considerable achievement gap still remains between Hispanic students and their peers, under the standards-based reforms of this Administration, Hispanic students have been narrowing the gap at a greater rate.

In addition to the strengthened accountability, a number of other key Administration initiatives have played a role in increasing the educational achievement of Hispanic students, including: increased access to and use of educational technology; smaller class sizes to allow greater attention and improve the learning environment; and extended learning opportunities before and after school, on weekends and during the summer to focus on academics as well as community building. [NOTE: Kendra – Need more here on C/G programs]

(STRATEGIES)

Participants in the Goal 3 breakout session offered a wide range of suggested actions to attack and narrow the achievement gap that persists between Hispanic students and their peers.

The Importance of Rigorous Curriculum and Awareness [NOTE: Kendra – Need intro sentence here.]

Ensuring that all students are aware of preparation requirements for college, and that they receive opportunities to understand the importance of both a high school diploma and post-secondary education is an important factor in closing the achievement gap.

- Prepare students to take the necessary coursework that is required for entry to

most colleges and universities. Students and their families need more practical information regarding the systems, paperwork, etc. that parents must navigate in order to successfully get through the application process.

- Recognize differences between boys and girls. Gender dynamics have helped many female students but not male students. Because of close monitoring, Hispanic females tend to develop good study habits, disciplined time schedules, etc. Their male counterparts have more freedom and are less supervised. They are out with their friends and don't seem to experience the same academic success.
- Incorporate Latino culture into classroom learning.
- Improve the reach and content of University prep programs.
- Formalize principles of measurement and data collection on the achievement gap; students are currently unaware of what resiliency factors and core competencies are.

The Need for Hispanic Teachers and Teachers With Adequate Training [NOTE: Kendra – Need intro sentence here.]

- Train more teachers --including bilingual educators-- to meet the needs of linguistically and culturally diverse students, and reduce the disproportionate number of unqualified teachers who are serving students who most need expert support.
- Focus on recruiting and retaining qualified teachers. If schools are serious about high standards for Hispanic students, then they must also insist on high standards for those that provide them instruction. Poor and minority students, including Hispanics, are more likely to be in classrooms with unqualified teachers, those without an initial license or who are teaching out-of-field in subjects for which they lack training. This is particularly true in central cities and high-poverty school districts, where Latino students are concentrated. Much more needs to be done to ensure that students with the greatest educational needs are provided teachers with the greatest expertise to serve them.
- Provide greater support and mentoring to teachers in their early years, when too many end up leaving the profession, as well as throughout their careers through ongoing professional development and learning opportunities.
- Improve teacher training and content knowledge.

Involving Parents and the Community [NOTE: Kendra – Need intro sentence here.]

- Increase Parental Involvement. As described in a 1998 National Council of La Raza report, "Hispanic parents face extraordinary obstacles to participating more effectively in their children's education, including their own low levels of educational attainment, high poverty rates, language and literacy barriers,

and an often indifferent or hostile educational system.” But the majority of Hispanic families overcome these barriers, as well as memories of their own negative school experiences and the challenges of maneuvering through complicated paperwork processes. From enrolling their children in school to providing permission for field trips and participation in extracurricular activities, the maze of school policies, forms, and procedures can be confusing. As a result, schools and teachers need to do a better job of making the school system easier to navigate for parents and students. Some districts are successfully making use of peer mentors for parents and students, taking students from a few grades ahead and encouraging them to tell their stories to younger students who may then follow in their footsteps and sharing experiences among parents.

- Connect the desire for a better life on immigrants part to greater achievement. [NOTE: We need to discuss assumptions.]
- Identify and support role models (students 4 grades ahead-high school and middle school).
- Support more home visits, bilingual staff, publicly-funded childcare and transportation, and engage parents to explain physical changes in youth and the increased need for parental guidance.
- Enlist community based organizations (CBOs) to assist in training all school personnel and parents on core competencies and principles.

[NOTE: Kendra – need two best practices here.]

GOAL 4: Increase the High School Completion Rate to 90 percent by 2010.

(CONTEXT/IMPORTANCE)

Over the last half century, the importance of a high school diploma has changed markedly. While the achievement of a high school diploma or equivalent potential

once opened the door to a promising career pathway, that reality no longer exists. In today's workforce and economy, obtaining a high school diploma or equivalent is a critical gateway to the further education needed for individuals to compete and create opportunity.

Indeed, for today's economy, dropping out of high school is a passport to a low-wage future. Over the last twenty years, a large gap has opened between those with education beyond high school and those with less education. For those who fail to complete their high school education, opportunities in the workforce diminish greatly and access to high wage jobs is virtually shut off. [NOTE: JB/Caroline – Need more stats here.]

(DATA/RESEARCH) High School Completion Rates Have Not Kept Pace with Increasing Importance of Education

The United States made impressive gains in increasing the high school completion rate from the 1950s to the 1970s. However, despite the increasing importance of a high school education over the last half-century, the rate at which Americans complete high school has not changed dramatically. Between 1972 and 1985, the proportion of 18-24 year-olds not in high school who had obtained a diploma or equivalent credential grew slightly from 82.8% to 85.4%. From 1985 through 1998 (the most recent data), the rate has stayed flat, fluctuating around 85 to 86%, with a present rate of 85%.

Both White and Black students have made positive gains over the past quarter-century in rates of high school completion. The share of 18-24 year-old White students completing high school stands at 90%, having increased from 86% in the early 1970s. Black students have also posted significant gains, with rates rising throughout the 1970s and 1980s. The rate has remained steady in the 1990s, with 81.4% of 18-24 year-old Blacks having completing high school in 1998.

The story for Hispanic students is a different one. In 1998, 62.8% of 18-24 year-old Latinos had completed high school. Unlike the completion rates of their White and Black counterparts, completion rates for Hispanic students have fluctuated over the past 25 years, with no clear trend in either direction. Moreover, the 1998 figure is approximately where rates were in the mid-1980s and represents a 6% decline since 1997.

The dropout rate paints an equally disparate picture. During the 1997-98 school year, Hispanic students aged 16 through 24 year-olds, while 7.7% of non-Hispanic Whites and 13.8% of non-Hispanic Blacks are not in school and have not earned a high school credential (the "status" dropout rate), the rate for Hispanic students is 29.5%.

Many experts correctly point out that the Hispanic dropout rate is a complex

story. While first generation Latino youth aged 16 through 24 with both parents also born in the US have a dropout rate of 15%, Hispanic youth born outside the United States reflect a 39% drop-out rate. However, the fact remains that the lowest dropout rate for Hispanic youth (that of US born with US born parents) is still twice that of their non-Hispanic White peers and greater still than the rate for non-Hispanic Blacks.

The low high school completion rate of Hispanic Americans is reaching crisis proportions. With relatively low rates of the nation's fastest growing student population group completing high school, it is not just individual opportunity that will be put in jeopardy—it is the national economy. Stakeholders at all levels must come together to develop and implement strategies to achieve the important national goal of having at least 90% of Hispanic students graduating from high school by the year 2010.

(CLINTON-GORE/FEDERAL ROLE)

The Clinton-Gore Administration is committed to help build a foundation for school success by increasing access for Hispanic students to Head Start and other early childhood education opportunities, Title I, challenging coursework, smaller classes and learning communities and after-school programs and other extended learning opportunities. All of these programs have been shown to bolster literacy and research shows that reading difficulties are a key indicator for dropping out of school. The federal government is also committed to expanding access for Hispanics to mentoring and college access programs such as the GEAR-UP and TRIO programs. In addition, through a focus on smaller schools, charter schools, and reforming the American high school, the federal government will ensure that there are high quality options available to meet the varying needs of adolescent students. Finally, the Clinton-Gore Administration is committed to ensuring states hold all students to high standards and that schools and districts are held accountable for helping students to meet them. [NOTE: JB/Caroline – Need more here on C/G programs.]

Key Issues and Strategies Identified by Strategy Session Participants (STRATEGIES)

Participants in the Strategy Session's breakout on high school completion, led by Secretary of the Army Luis Caldera, discussed key challenges, barriers, strategies and resources for constructing a comprehensive strategy. In that conversation, participants discussed the challenges of access to preschool; the lack of cultural and social capital; the inequality of resources in many neighborhoods and school systems populated by Hispanics; low expectations from teachers and administrators; low aspirations by Latino students; poor counseling; and less than rigorous curricular options. In response to these challenges, participants identified the following as critical strategies for a comprehensive focus on increasing the high school completion rate of Hispanic students to 90% by the year 2010.

Partnerships and Community Support

Partnerships among schools, the private sector, government, colleges and universities, nonprofits, and foundations are critical to providing needed services, tapping existing expertise, and leveraging resources. Specific partnership strategies offered:

- Encourage business and community based organizations to establish mentoring, tutoring and internship programs for high school students
- Create private sector internship and apprenticeship partnerships that connect students to jobs during their high school years.
- Construct higher education partnerships that focus on bilingual students and provide information and access to post-secondary opportunities.

Curricular Reform

Hispanic high school students need access to high-quality and challenging curriculum and instruction in order to demonstrate that high school and learning matter and to prepare them for post-secondary educational and/or workforce opportunities. Participants discussed the following specific curricular reforms:

- Ensure all students have access to challenging coursework, including Advanced Placement courses and honors courses.
- Develop programs tailored to students who enter U.S. high schools with limited English proficiency.
- Invest in programs that combine rigorous academic standards with workforce-relevant applications and professional experience.
- Offer more opportunities for individualized instruction throughout the high school years.
- Ensure that curriculum, learning expectations, and assessments are aligned.

Reforming the High School

Students need a learning climate conducive to keeping them in school and completing high school. The current structure of the American high school is often antithetical to the individualized needs of many Hispanic students. The following are school-based reform strategies advocated in the breakout session:

- Reduce class sizes and provide small-school settings (small schools or schools within schools) to foster connections and ensure a greater degree of individual attention.
- Provide more college counselors and curriculum advisors that reach out to Hispanic students.
- Assign every student to a school staff member for a weekly "focus session" to track progress
- Support and develop high-quality dropout recovery and GED programs.
- Ensure that schools (and districts and states) are accountable for including Hispanic students in assessments and that data is available
- Increase student access to Advanced Placement courses with greater

information and advisory support.

- Offer extended learning time such as before- and after-school programs and summer school to help students reach high standards and provide productive opportunities during the out-of-school hours.
- Provide counseling, diagnostic, health, and other social services needs for students as a part of school services.
- Invest in high-quality alternative schools for at-risk kids and dropout recovery, including charter schools.
- End the practice of social promotion and ineffective retention in grade.
- Create incentives for strong linkages among schools for common approaches and the dissemination of successful practices.
- Increase federal investment in GEAR UP and TRIO to serve more Hispanic students.
- Create and offer flexible time programs, distance learning, and other alternative learning systems to the traditional high schools—but ensure that standards and content are not weakened in these programs.
- Promote school-to-work and other career awareness programs.
- Ensure access to technology (i.e. computer usage, internet) in all K-12 schools, especially those with a high percentages of Hispanic students.

Teacher Quality

Critical to improving Hispanic high school completion rates is a focus on the quality and capacity of the teachers who work with these students on a daily basis. Participants suggested the following professional development, recruitment and reward initiatives:

- Work with schools and districts to develop and implement teacher professional development strategy sessions to enhance their member's awareness of inclusion and achievement for Hispanic students and promotes high expectations for all students and cultural understanding.
- Create incentives for high-quality teachers to serve in high-need and predominantly Hispanic-serving districts.
- Increase the pay for teachers who participate in bilingual staff development and become fluent in Spanish and teach in districts with those needs.

Parental Involvement

Parents play a key role in supporting educational attainment. Where parents are not involved in their children's education, schools must work to involve their students' parents to support the goals of completing high school. Participants offered the following parental involvement strategies:

- Develop outreach and school-based programs that make Hispanic parents feel welcome and that connect them to their children's education.
- Stimulate Hispanic parent involvement by designing a public relations model, that should include sending materials home in Spanish.

Research

Research performs a critical function in identifying and disseminating best practices, identifying gaps in services and isolating key strategies. The following specific research initiatives were offered:

- Fund more research and data collection on effective practices for ensuring Hispanic students complete high school.
- Disseminate effective, research-based practices for educating limited English proficient (LEP) students to achieve academic excellence.
- Conduct research on effective use of Title 1 resources in high schools.
- Assess the role of high stakes testing and its impact on high school dropout and completion rates.
- Create websites that provide a method of sharing instructional strategies.

[NOTE: JB – Need two best practices.]

Goal 5: Double the percentage of Hispanic Americans who earn associate's and bachelor's degrees by 2010.

(CONTEXT/IMPORTANCE/DATA/RESEARCH) [NOTE: James – need to separate out context/imp from data/research.]

Over the last several years, it has become increasingly obvious that a college education is more important than ever before. In 1998, young men who completed at least a bachelor's degree earned 150 percent the salary of their peers with no more than a high school diploma—and young women earned twice as much if they had graduated from college. For example, a college graduate earns \$600,000 more over a lifetime, on average, than a high school graduate. An associate's degree is worth \$240,000 over a lifetime.

However, Hispanics do not have access to these same economic opportunities as other groups. The relatively low levels of Hispanic earnings are explained in large measure by lower levels of educational attainment. After accounting for differences in age and gender and in education, U.S.-born Hispanics were found to earn 6 percent less than non-Hispanic whites (with the remaining "unexplained" gap due to other unobserved differences, such as quality of

education, geographic variation, and discriminatory employment practices).

As highlighted by the Council of Economic Advisers, Hispanics are greatly underrepresented in the high-paying information technology (IT) sector. While Hispanics represent 11 percent of the U.S. labor force, they are only 4 percent of workers in 5 IT occupations. This Hispanic “digital divide” exists because the relatively low educational level of many Hispanics prevents them from entering the IT labor market. An AT&T executive adds that a 30% failure rate (Hispanics without college degrees) would cause a crisis atmosphere in private industry. Within the next three to five years, there will be 300,000 unfilled technology jobs. We need to do more.

Today, more students are preparing for college, and more have the opportunity to continue their education. For example, the percentage of high school graduates who have taken four years of English and three years each of math, science, and social studies increased from 38 percent to 55 percent. SAT scores, especially in math, have gone up over the past 10 years—even as a larger and more diverse group of students took the test.—and with large increases across all racial and ethnic groups.

However, while we are making progress in closing opportunity gaps, some groups – especially Hispanics – continue to lag behind.

While the gaps in college going have narrowed somewhat since the mid-1980s and, for the first time, a majority of young African-Americans is enrolling in higher education, lower-income students continue to go straight on to college at significantly lower rates than higher-income students, and African Americans and Hispanics go straight to college at lower rates than whites.

According to U.S. Department of Education research, academic intensity of students' high school curriculum is a dominant determinant of whether they will earn a college degree. Rigor of curriculum is a better predictor of college completion than test scores or class rank and GPA, and the positive impact of the high school curriculum is far more pronounced for African-American and Hispanic students than any other pre-college indicator of academic resources. (Adelman, C. (1999), *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment*, Washington, DC: U.S. Department of Education.)

Twenty percent of Hispanics aged 18-24 are enrolled in institutions of higher education, compared to 37% of that age group over all. The percentage of 25- to 29-year-olds with a bachelor's or higher degree rose from 27 percent in 1990 to over 32 percent in 1999. However, Hispanics have not shown consistently strong gains over this period. Their rates of degree attainment continue to hover at roughly half the rates for whites. While the national percentage of individuals

ages 25 and older who hold a bachelor's degree or higher is 27 percent, only 11percent of Hispanics have earned undergraduate degrees. Similarly, only 5 percent of Hispanics ages 25 and older hold an occupational or academic associate's degree, compared to 7percent nationally.

If today's economy is to reach its full potential, so must Hispanic Americans. As a result, as the demographics of high school and college students change, our system of higher education must adapt to serve the emerging marketplace and the increasing numbers of Hispanics.

(CLINTON-GORE/FEDERAL ROLE)

With support of the Clinton Administration, college opportunity is expanding. Federal student financial aid has doubled from \$23 billion in 1993 to \$60 billion in 2000, including the Hope Scholarship and Lifetime Learning tax credits.

More students now have access to college scholarships. The new Hope Scholarship tax credit provides up to \$1,500 in tax relief for the first two years of college, saving 2.6 million families \$2.6 billion in 1998. The Lifetime Learning credit—which provides up to \$1,000 for juniors and seniors, graduate students, and adults seeking job training—gave 2.3 million families \$800 million in tax relief in 1998. Over 3.8 million needy students receive up to \$3,300 in Pell Grant scholarships, a \$1,000 larger maximum grant than in 1993. Since 1994, over 150,000 AmeriCorps members have earned nearly \$400 million for college while serving their communities.

This Administration has also made student loans more affordable by introducing lower fees and interest rates that have saved the average borrower over \$500; more flexible repayment terms, including the option to repay as a share of income; and a restored tax deduction for student loan interest. The new Direct Student Loan program—established in 1994—bypasses federally guaranteed lenders to deliver loans to students more quickly, simply, and cheaply. Together, students and taxpayers have already saved \$15 billion through student loan reforms.

As a result, more Americans are going to college than ever before; sixty-six percent of 1998 high school graduates enrolled in college or trade school the next fall, compared to only 60 percent in 1990.

[NOTE: James -- Need more here on specific programs, e.g. TRIO, GEAR –Up HSI's, etc.]

(STRATEGIES)

[NOTE: James -- Need intro here.]

Preparing for college [NOTE: James – Need intro sentence here.]

- Support challenging curriculum in elementary and secondary school, including access to gifted and talented and advanced placement courses.
- Focus early on college preparation and outreach by creating K-16 partnerships, such as the middle school-college partnerships that raise student expectations and prepare them academically for success in higher education.
- Implement early and aggressive intervention strategies—from remediation to advanced learning. For example, many schools have found that 7th grade can be a crucial time for developing interest and discipline in future scientists and engineers.
- Increase support for cutting-edge, experimental approaches [NOTE: James -- such as?]
- Encourage mentoring programs that match Hispanic students with community role models.
- Encourage alternative routes to college, including the military which provides both career options and a pipeline to college

Increase associate degree attainment and articulation with bachelor's degree programs [NOTE: James – Need intro sentence here.]

Because not all students will proceed straight into four-year colleges—in fact 50% of Hispanics go to community colleges--much work needs to be done to ensure connections between two- and four-year colleges so that students complete bachelor's degrees and no one is left behind. [NOTE: James --Need strategies here.]

Ensuring college retention. [NOTE: James – Need intro sentence here.]

Increasing the percent of Hispanics who attain college degrees requires more than increasing Hispanic enrollment; schools and communities must also develop strategies to help Hispanic Americans stay in college (e.g., addressing the “over-prediction” problem, helping students maintain good grades, etc.).

- Provide supports to ensure that students continue to enroll in at least one course per semester. Research indicates that, contrary to popular belief, “stop-outs” pose a considerable threat to college completion; keeping student engaged, even when they can not continue full-time, can be an important strategy.
- Extend programs like GEAR UP through college. [NOTE: James – Need to clarify/specify.]
- Find new ways to validate student success. [NOTE: James—Need to clarify.]

Support Hispanic-Serving Institutions

[NOTE: James -- Need strategies here, or fold this in as a strategy to one of the other sections.]

Providing student financial aid [NOTE: James – Need intro sentence here.]

- Expand scholarship and grant opportunities, not just tax credits, which because of limited resources, have less impact on Latinos.
- Encourage involvement from new philanthropists to create greater opportunities for grants and scholarships.

[NOTE: James -- WHAT'S THIS: refund policies that require some community college students to repay grants after dropping out, this disproportionately punishes low-income students and ought to be fixed. [NOTE:: administration has proposal to do that on the Higher Education Technicals, unfortunately the bill is stalled this year...I'm not sure what we're saying here. DO we support something like this or not.]

- Prepare students early for the obstacles that residency status pose in enrolling in college and receiving aid. [NOTE: James -- Do we mean helping students get their papers, or working to change these policies? Either way we need to deal w/ the problem of Hispanic valedictorians not being able to go to college because of their immigration status.]

Increasing advanced degree attainment

Hispanic success should be measured by more than increases in associate's and bachelor's degrees, but also by affecting the number of graduate degrees earned by Hispanics. As participants described, these increases have significant implications for improving Hispanic leadership and creating more role models to help foster supportive climates for Hispanic undergraduates. Currently, Hispanics earn 3.4% of all PhDs, while foreign students earn 33%. [NOTE: James – Need strategies here.]

[NOTE: James – I am pasting in the Goal 5 strategies below that were part of the document Kendra sent before. These were developed during discussions leading up to the conference and could also be included where you see fit.]

Strategies

- *Work with families of Hispanic students to encourage college attendance:*
 - Invest in programs that reach out to families throughout a student's education to inform them of the importance of higher education, and the requirements and possibilities for attaining undergraduate and graduate degrees; and
 - Promote "Community Days" and "Family Days" at institutions of higher education that bring families onto campuses and familiarize them with the lifestyle and opportunities.
- *Increase amount and use of financial aid for Hispanic students:*
 - Undertake proactive outreach strategies to promote greater understanding and use of financial aid among Hispanic families;
 - Address the issue of lost income (reconsider income limits on federal grants and loans?);
 - Increase federal investment in Pell grants, work study and other financial aid programs;
 - Increase private and foundation investments in scholarships for Hispanic students;

and

- Address age limits in availability of financial assistance.
- *Encourage Hispanic college students to pursue graduate degrees:*
 - Intensify efforts to recruit and hire more Hispanic faculty at Institutions of Higher Education;
 - Encourage businesses, nonprofits and government to offer more professional internships and part-time or summer jobs; and
- Enact the President's Dual Degree Program for Minority Serving Institutions to increase opportunities for an estimated 3,000 students at minority-serving institutions that offer four-year degrees. Eligible students in participating schools would receive two degrees within five years: one from a minority-serving institution, and one from a partner institution in a field in which minorities are underrepresented.
- *Strengthen Hispanic Serving Institutions:*
 - Increase state, local and federal investment in high-quality programs and faculty.
 - *Increase cooperation between the K-12, community colleges and four-year colleges and universities in the areas of course credits and transfers.*
 - *Increase support for local, state and federal programs that focus on college preparation and retention:*
 - Increase access to financial aid and support services to students at risk of dropping out;
 - Encourage the private, nonprofit and public sectors to partner with institutions of higher education to create more orientation programs, and offer more programs that help Hispanic students find caring communities and cultural affinity;
 - Enact the President's proposed College Completion Challenge Grants Program; and
 - Increase investment in GEAR UP and TRIO.

[NOTE: James – Need two best practices here – maybe one GEAR-Up program?]

VII. RESOURCES

[NOTE: Julie/Bethany/Caroline --To be added -- Descriptions and contact info for resources to support any/all of the goals.]

VIII. NEXT STEPS

[NOTE: Jackie/Bethany/Caroline – Need to categorize, define and clean up.]

As part of June 15 Strategy Session, President Clinton and Vice President Gore unveiled a series of public and private sector commitments for improving Hispanic students' education. Participating in the White House Strategy Session on Improving Hispanic Student Achievement via satellite, Vice President Gore announced several federal agency programs, as well as a partnership between the National PTA and the Hispanic Radio Network. President Clinton hosted an

afternoon roundtable where he announced a new CEA status report and five national goals for improving Hispanic students' achievement over the next decade (see appendices). The President also introduced several private and non-profit sector commitments. Described below, these are only a sample of promising strategies and commitments community partners might consider as they take on the difficult challenge of improving Hispanic education and meeting the five national goals.

- **2010 Alliance.** To close the achievement gap between Latino children and Anglo, African American, and Asian students by 2010, the National Council for Community and Education Partnerships, the National Association for Bilingual Education, the National Council of La Raza, and the National Association for Latino Elected and Appointed Officials will join with leaders from the Ford, Irvine, Kellogg, and Hazen foundations and AT&T, Univision, State Farm Insurance, and General Motors Corporation to convene a summit in Washington, D.C. in October 2000 and commit to a collaborative partnership over the next decade to support the Latino achievement agenda announced by President Clinton at the White House Strategy Session. [NOTE: Rey -- Need more here.]

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

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

American Association of Museums (AAM). The American Association of Museums is committed to closing the achievement gap by encouraging museums to meet the needs of Hispanic students by providing teacher training, using technology to link to schools with high Hispanic populations, and making curriculum materials available online. AAM will also create a link on its website

to provide information on this outreach campaign, publicize the site in its publications, and seek promising practices from museums to highlight on the site and in its publications.

Reach Out and Read. Reach Out and Read, a non-profit organization dedicated to providing parents with information on the importance of language development and literacy during routine well-baby check-ups, will initiate a major outreach campaign to migrant families.

National PTA and the Hispanic Radio Network. The 6.5 million member National PTA and the Hispanic Radio Network, with 100 affiliate stations in the United States, Puerto Rico and Latin America, announce a new partnership to produce a series of one-minute radio programs that will highlight the positive affects of parental participation on student academic achievement, offer ideas to parents on how to promote safe, effective, community-centered schools, and identify resources targeted to Spanish-speaking parents.

CORPORATE COMMITMENTS

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

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

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

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

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

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

Discovery Communications, Inc. Discovery en Espanol (DEN) will create five public service announcements (PSAs) that will be run on the channel regularly for a year beginning in October, 2000, and distributed through any other available medium. Each PSA will focus on one of the five national Hispanic Education goals announced by the President at the White House Strategy Session on June 15th. Discovery en Espanol, in partnership with cable operators across the country, will create versions of the PSAs to air in local communities. Discovery en Espanol is a digital channel owned and operated by Discovery Communications, Inc.

FEDERAL AGENCY ANNOUNCEMENTS

Council of Economic Advisers' Report. The President's Council of Economic Advisers will release a report entitled, "Educational Attainment and Success in the New Economy: An Analysis of Challenges for Improving Hispanic Students' Achievement." The report documents the gaps in educational outcomes for

Hispanics and the importance from both an individual and national perspective of improving Hispanic students' educational achievement. In addition, the CEA's report focuses on the need for greater representation of Hispanics in the rapidly growing information technology sector.

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

Department of Commerce (DOC)

- **Faculty Exchange with Hispanic Serving Colleges and Universities.**

The Department of Commerce recently entered into agreements with three Hispanic Serving Institutions (HSIs), covering 49,000 Hispanic students. The agreements will result in professional exchange programs between DOC executives and HSI faculty, make DOC's world-renowned scientists available to the HSIs as guest lecturers, and permit the Department to enhance its efforts to recruit HSI graduates for DOC employment. In September, DOC will sponsor a mini-conference for HSI presidents, leaders of the Hispanic community, and DOC executives to promote communications among the entities' executives and facilitate progress on the implementation of the MOUs.

- **Directions 2000 Conference.** On September 21-22, 2000, the Department of Commerce will sponsor a conference for Minority Serving Institutions (MSIs) to promote minority participation in DOC grants and other financial assistance programs. Over 190 Minority Serving Institutions of higher learning, including a substantial number of HSIs, will be invited to participate in the conference.

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

overseas.

Department of Education (DoEd)

- **National Goals and Benchmarks for the Next Decade.** The U.S. Department of Education will release "Key Indicators of Hispanic Student Achievement: National Goals and Benchmarks for the Next Decade," which provides national goals to guide federal, state, and local educators, policy makers, and community leaders in improving educational access and quality for Hispanic students. This publication also provides indicators of progress in the following areas for schools, communities and states to follow: early childhood education, learning English, closing achievement gaps and the dropout rate, and increasing college completion.
- **The "Idea Book".** DoEd is releasing "**Helping Hispanic Students Reach High Academic Standards: An Idea Book,**" which highlights promising strategies used by schools and communities to help Hispanic students succeed in learning, gaining productive employment, and becoming responsible citizens. The "Idea Book" was developed by the U.S. Department of Education as a guide to support schools and communities in designing successful programs that promote high academic achievement among Hispanic students, including using federal funds. The Department will send the Idea Book to the top 100 school districts with the fastest growing Hispanic student populations.
- **Assisting School Districts with Rapidly Growing Hispanic Populations.** DoEd, in partnership with the National Association of Bilingual Education, will launch a series of workshops for school districts on strategies for training teachers to address linguistic and cultural diversity in the classroom, effective bilingual education programs, teaching reading to English language learners, and using community-wide resources to meet the needs of new students and their families. The Department will also provide technical assistance for school superintendents and principals, who work in communities that have recently experienced a large increase in Hispanic students, on building partnerships to improve academic performance and increase high school completion rates.
- **New Grants To Support Hispanic Serving Colleges and Universities.** DoEd's Hispanic-Serving Institutions Program will provide \$25.8 million for 76 new development grants to enable eligible Hispanic-serving institutions of higher education expand their capacity to serve Hispanic students and

other low-income individuals. The HSIs may use the funds for faculty development, administrative management, and improvement of academic programs, facilities and student services. Hispanic Serving Institutions enroll the majority of all Hispanic students nationally and also provide access for a large number of other disadvantaged students.

- **Title I Outreach Campaign.** DoEd will launch an expansive outreach effort to provide more and higher quality services to very young Hispanic children through Title I pre-school programs. The Department will write to all local school districts, encouraging them to use Title I funds for preschool, urging schools to reach out to Hispanic families, and explaining the flexibility in Title I schoolwide programs in selecting participants and in providing services to Hispanic children and their parents. In addition, the Department will prepare policy guidance on the use of Title I funds for preschools with examples of high quality programs serving large numbers of Hispanic preschoolers.
- **Outreach Campaign with the National PTA.** Hispanic families, like all others, want their children to achieve to high standards and be successful in school. In partnership, the Department of Education and the National PTA will distribute "Vamos Juntos a la Escuela" (Let's Go to School Together), a videotape for Spanish-speaking families and the schools and organizations that serve them. The tape, which will go to PTAs nationwide serving schools with significant populations of Hispanic students, provides basic suggestions about helping children succeed in school, covering subjects such as parent involvement in education, early childhood, reading and mathematics, and preparing young people for college.
- **Department of Energy (DOE).** For FY 2001, the Department of Energy's Community College Institute (CCI) has committed to quadruple the size of its summer "technical and research" internship program for community college students studying mathematics, science, or other technical subjects. The Department will enhance its internship program by providing additional incentives for interns who agree to mentor other students when they return to their community college after their internships, including reimbursements for textbooks and membership fees and travel expenses to meetings of the American Association for the Advancement of Science.
- **Department of Health and Human Services (HHS).** The Substance Abuse and Mental Health Services Administration is working in partnership with the Hispanic community to develop and implement an initiative called !!SOY UNICA!! SOY LATINA!! !!!I'M UNIQUE!! SOY LATINA!!, a national, comprehensive, multimedia bilingual campaign geared for Hispanics/Latinas age 9 to 14. The initiative will assist young girls to build positive self-esteem

in order to prevent drug use, as well as harmful consequences of emotional and behavioral problems.

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

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

IX. APPENDICES

- Participants List -- Names and organizations (contact info or breakout session attended could also be included)
- CEA Report (Executive Summary?)
- Report Card
- Thorough list of resources and commitments if not all are included in chapters

School and Staffing Survey. NCES.

Digest of Education Statistics 1999, p. 156 (Table 142).

The Condition of Education 2000, pp. 49, 149 (Table 32-1) (using three-year averages for low-income students, African Americans, and Hispanics), 151 (Table 32-3).

The Condition of Education 2000, p. 156 (Table 38-3).

Increasing the Hispanic High School Completion Rate

Background

Since the 1970s, students across the US have increased the rate at which they graduate from high school, or receive an equivalent credential. In 1998, 85% of all the 18 through 24 year-olds had completed high schools.

This improvement, however, belies the reality of the high school completion rate among Hispanic high school students. According to the National Center for Education Statistics, among 18 through 24 year-olds, 90.2% of non-Hispanic whites and 81.4% of non-Hispanic Blacks had completed high school in 1998. For Hispanic youth, the figure stands at only 62.8%. Furthermore, the rate of high school completion among Hispanic youth has fluctuated greatly in recent years. The 1998 number is approximately where rates were in the mid-1980s and represents a 6% decline since 1997.

The dropout rate paints an equally disparate picture. During the 1997-98 school year, Hispanic students aged 15 through 24 dropped out of school at two and a half times the rate of non-Hispanic whites (3.9% v. 9.4%) and nearly twice the rate of non-Hispanic Blacks. Among 16 through 24 year-olds, while 7.7% of non-Hispanic Whites and 13.8% of non-Hispanic Blacks are not in school and have not earned a high school credential (the "status" dropout rate), the rate for Hispanic students is 29.5%.

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

In today's economy, dropping out of high school is a passport to a low-wage future. Over the last twenty years, a large gap has opened between those with education beyond high school and those with less education. For those who fail to complete their high school education, opportunities in the workforce diminish greatly and access to high wage jobs is virtually shut off. As the dropout rate for Hispanic youth reaches crisis proportions, it is imperative to develop a goal and strategy for increasing the rate at which Hispanic youth complete high school in order to improve educational opportunities and life outcomes.

High School Completion Goal

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

This goal will measure the share of 18 through 24 year-olds who have completed a high school diploma or received an equivalent credential. The most current statistics—1998—

show that 85% of all 18 through 24 year-olds not enrolled in high school had completed high school. For Hispanic young adults the completion rate is 62.8%. In order to reach this goal, the high school completion rate for Hispanic Americans will need to increase by 35%, assuming the national average remains roughly the same.

General Strategy for Reducing the Dropout Rate/Increasing High School Completion to the National Average

The federal government, state and local governments, the private sector, and community-based organizations all have a role to play in increasing the Hispanic high school completion rate.

The federal government is committed to help build a foundation for school success by increasing access for Hispanic students to Head Start, Title I, and after-school programs. All of these programs have been shown to bolster literacy and research shows that reading difficulties are a key indicator for dropping out of school. The federal government will also expand access for Hispanics to mentoring activities such as the Gear-UP program and the TRIO programs. In addition, through a focus on smaller schools, charter schools, and reforming the American high school, the federal government will ensure that there are high quality options available to meet the varying needs of adolescent students.

Across the Administration, executive branch agencies are also engaged in ongoing efforts to address the dropout rate and high school completion. In addition, Departments such as Education and Health and Human Services have identified action steps to be taken to improve the access to and effectiveness of programs for Hispanic youth that support this goal.

Other general strategies being undertaken by businesses, foundations and non-profit groups to reduce the dropout rate among Hispanic youth focus on the following issues:

- parent involvement
- standards and curricular reform
- school-to-work and other career awareness efforts
- counseling needs and social service access
- teacher training with a focus on expectations
- mentoring, tutoring and individualized instruction
- English language mastery assistance

Strategies for Increasing the High School Completion Rate to 90% by 2010

Note: Strategies submitted to DPC in advance of the June 15 WH Strategy Session on Improving Hispanic Student Achievement

- 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.

Department of Agriculture (USDA)

USDA Project SOAR is a one-on-one tutoring and mentoring program for youth at risk for academic failure. The goal is to encourage students to focus their efforts on educational and personal values through extensive mentoring and academic support and positive community involvement. It targets ethnically diverse youth, with primary focus on minorities. Project SOAR activities include: Individual Mentoring; Academic Support; Skill/Asset Building; Family Community Leadership; Parent Participation; Cultural/Social Activities; After-School Enrichment; and Community Service. The target audience includes: 90% Hispanic youth and families, grades 4-6, inner city low income areas, and rural communities.

Department of Education

The National School-to-Work Office has provided funding and outreach materials to the National Council of La Raza and the Urban League to support the participation in School to Work efforts of specific youth populations and community-based organizations with expertise in serving specific types of youth, including Hispanic youth.

Department of Housing and Urban Development (HUD)

The Youthbuild program offers young adults, ranging in age from 16 to 24, the opportunity to gain leadership skills, earn a high school diploma or GED, learn a valuable trade, and provide much-needed housing to families nationwide.

More than \$170 million in grants have been made under Youthbuild since its inception in 1993, enabling over 7,800 young people to take part in building or rehabilitating more than 3,650 houses and apartments units in their communities. Of the 7,800 served by Youthbuild, an estimated 1,170 are Hispanic youth.

Campus of Learners is an initiative designed to provide public housing residents with an opportunity to live in a college-like setting that is focused on learning. The initiative is part of a larger effort to transform public housing and stimulate welfare reform. Local public housing authorities raise money from private and public partners to fund the initiative. The Campus of Learners designation enhances the public housing authorities' (PHA) ability to set up creative partnerships with local schools, vocational centers, community colleges, universities and corporations.

The program's 25 nationwide complexes offer academic classes, job training, and computer learning and programs for adults, youth, and teens. PHAs designated for the program work closely with local school districts to develop curricula, strengthen parent-teacher relationships, establish after school activities, create educational classes, and encourage parental involvement. Campuses draw on the resources of the universities, vocational or technical institutes, and colleges through the creation of specialized

education and technology classes. Finally, the business community and other private partners provide mentoring for children and adults, telecommunications resources, apprenticeship programs for youth, job training and employment opportunities for adults.

Department of Justice (DOJ)

The Office of Juvenile Justice and Delinquency Prevention's Juvenile Mentoring Program (JUMP) supports one-on-one mentoring programs for youth at risk of educational failure, dropping out of school, or involvement in delinquent activities, including gangs and drug abuse. JUMP brings together responsible adults and at-risk young people in need of positive role models. The program promotes personal and social responsibility as well as increased participation in elementary and secondary education while discouraging the use of illegal drugs, and firearms, involvement in violence, and other delinquent activity.

Department of Labor (DOL)

The Department of Labor, through the Employment and Training Administration, will provide \$1.25 billion over five years to increase long-term employment of youth aged 14-21 who live in Empowerment Zones, Enterprise Communities and High-Poverty areas. Each site has established a work-based learning program, integrating academic and vocation education with the private sector as partners. All youth participants are also provided with leadership training, mentoring, and soft-skill development.

The Department also funds and operates 118 Job Corps centers across the country, providing residence and training to 65,000 disadvantaged young people. The mission of Job Corps is to attract eligible young adults and teach them the skills they need to become employable and independent through intensive and fully supervised programs in educational and vocational training, work experience, physical rehabilitation and development, and counseling. Residential living, support services (including health care), nutritious meals, sports and recreation are provided.

SMALL BUSINESS ADMINISTRATION (SBA)

SBA's San Diego District Office (SDDO) is partnering with several organizations to teach entrepreneurship and SBA programs to inner-city youths.

SDDO and Millennium Entrepreneurs are developing a program to teach "ABCs of Small Business" and "How SBA can assist Young Entrepreneurs" to high school students.

Neena: _____

3/17/49

Barbara requested I
forward this to you
as an FYI.

Sandra



Raul Yzaguirre, President

*(copy to P. ...
L. Mustain
M. McKern
FYL*

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MEMORANDUM

TO: Barbara Chow, Associate Director, Office of Management and Budget
Janet Murguia, Deputy Director for White House Legislative Affairs
Sarita Brown, Executive Director, White House Initiative on Educational
Excellence for Hispanic Americans

FROM: Charles Kamasaki, Senior Vice-President, NCLR
Cecilia Muñoz, Vice-President, NCLR
Roberto Rodríguez, School Reform Coordinator, NCLR

DATE: March 4, 1999

CC: Maria Echaveste, Deputy White House Chief of Staff
Jonathan Schnur, Associate Director for Domestic Policy, Office of the
Vice-President
Mo Vela, Chief Financial Officer, Office of the Vice-President

SUBJ: Recommendations for Implementation of Hispanic Education Action Plan

BACKGROUND

Thank you for your recent meeting to discuss the implementation of the Hispanic Education Action Plan (HEAP). NCLR appreciates the seriousness of your commitment to addressing our concerns. Per your request, we have developed a substantial list of recommendations designed to improve the responsiveness of certain federal education programs to Hispanics.

Before listing specific recommendations, we would make several observations. First, reversing the long-term neglect of Latinos in federal education programs will require a major and sustained effort. Given this reality, we recognize and appreciate the significance of your leadership. Second, we believe that reversing the situation will require affirmative steps, not just passive outreach efforts. We acknowledge some of the steps taken with respect to GEAR UP— i.e. holding outreach meetings in predominantly Hispanic communities and disseminating flyers to Latino organizations. However, as experience to date has shown, outreach is not enough. This holds true given past instances of inertia, reluctance by some elements of the bureaucracy to accept new policies, and in this case, the wording of the regulations themselves, which do not explicitly clarify a *major* role for community-based organizations.



Program Offices: Phoenix, Arizona • San Antonio, Texas • Los Angeles, California • Chicago, Illinois
LA RAZA: The Hispanic People of the New World

Finally, we would note that, in many other contexts, the federal government exercises discretion to “de-target” funds. One example of such discretion is evident in the competitive grant process and funding of the 21st Century Community Learning Centers Program. Although the statute explicitly targets funding to *inner city* and *rural* schools, the Department of Education has permitted all school districts to apply for this competitive grants program. This raises an issue concerning why it appears to be so difficult to do the reverse, that is, to target funds to deserving populations.

NCLR offers its recommendations below in three categories. The first notes recommendations that are applicable to a broad range of competitive programs, such as Head Start, TRIO, and GEAR UP. Following these recommendations appear sub-recommendations in italics, particularly applicable to a single program. Specific programs are identified in the context of these recommendations. The second category outlines recommendations for the implementation of Title I— a formula-driven program that warrants separate and particular attention. The third and final category lists recommendations for other programs included in the broader scope of the Hispanic Education Action Plan.

RECOMMENDATIONS

A. COMPETITIVE PROGRAMS

1. **PROCEDURAL IMPROVEMENTS:** These include actions that might improve the process through which policies are designed, grantees are selected, and programs are implemented. The value of such changes lies in the potential to improve the basic “infrastructure” of the program; the downside is that it is likely to be many years before any tangible changes result from these “process” improvements.
 - Increase staff expertise on education of Latino and language minority children (both career and political appointees).
 - Increase number of proposal reviewers who have expertise in serving Hispanic and language minority children, such that each set of proposal review teams includes persons with such expertise.
 - Enhance the capacity of the agencies to serve Latino and language minority children through hiring of qualified Latino staff, retaining a pool of consultants who specialize in these issues, conducting relevant staff development and training sessions, and other means.
2. **IMPROVE TARGETING OF EXISTING FUNDING:** These include actions to help immediately shift program resources to more effectively and equitably serve Hispanic and language minority children. The value of such changes lies in the potential to realign significant dollars to Latinos and other underserved communities in the short term, and to build an “infrastructure” within Hispanic and other underserved communities which will

maximize their capacity to effectively compete for funds; the downside includes likely resistance from the bureaucracy and presumably grantees.

- Revise specific Notice of Funding Alerts (NOFAs) and proposal scoring systems to require/encourage improved targeting, based on special population groups or geographic areas. For example, at least one set of NOFAs released by the Department of Housing and Urban Development in the early 1990s explicitly established priorities for serving communities in the Southwest, based on research demonstrating a shortage of community development corporations in this region. Similarly, a recent HUD NOFA for homeownership programs established priorities for applicants serving new immigrants, based on research demonstrating the importance of this population group as prospective homeowners.
- In the Head Start/TRIO context, NOFAs could be written to target funding to rapidly-growing population groups such as new immigrants, language minorities, and/or children of high school dropouts (all of which are somewhat effective proxies for Latinos); or geographic areas such as broad regions— i.e. California, the Southwest, the Northeast, and Washington, DC— that might be underserved; and/or specific neighborhoods experiencing significant Latino population growth.

■ *This should be easier to accomplish with GEAR UP, inasmuch as it is a new program. One important NOFA/regulation issue here is that community-based organizations should be explicitly authorized to play a "lead role" or "significant role" in partnerships permitted under the program. Given that the initial funding round for GEAR UP is imminent, some thought might be given to reserving a portion of this funding for a more targeted NOFA to be issued in the near future.*

- A variant of this "proxy targeting" approach that might meet less resistance may be to take some portion of "new" money— i.e. funding available due to new authority, or increases in appropriations— for such special targeting.

■ *One particularly interesting opportunity involves the potential new funding in the Head Start reauthorization's Family Literacy Services provisions, which provide for 100 Head Start agencies to engage in collaborative partnerships with other entities. This would appear to be an ideal opportunity to draft a NOFA which targets a substantial portion of such funding to collaborations that serve Latino and language minority populations.*

3. **AGGRESSIVE TARGETING OF DISCRETIONARY FUNDING:** These include measures to maximize the use of discretionary funding to alleviate underrepresentation of Latino children, and improve the quality of services available to them. One advantage of this approach is that we might reasonably expect quick results, such as implementation in a single funding cycle; the downside is that gains could be transitory and the resource levels affected are relatively small.

- Conduct pilot and demonstration programs assessing the efficacy of various approaches to serving language minorities, new immigrants, and/or children of high school dropouts. One way to make this happen would be to use existing research and/or evaluation dollars to fund programs that serve Latinos to test various innovative approaches. In effect, the existing set of grantees would serve as the “control” group against which the innovations would be compared. This also has the effect of expanding and adding program flexibility by “transferring” research funds to programs. Such efforts also have the virtue of being able to modestly improve both the quantity and quality of services to Latinos simultaneously.
- *One particularly attractive approach, given the Administration’s literacy initiative, might be programs consistent with the National Research Council’s recent report designed to provide early intervention to children to encourage phonological awareness and literacy development.*
- *Similarly, various “family reading” programs (such as the Family Literacy program mentioned above, to the extent the program includes any discretionary funding) to encourage greater parental involvement, or tutoring programs that use volunteers, should aggressively target Latino organizations and communities.*
- In this connection, there may be opportunities to conduct joint “research and demonstration” programs between Head Start, TRIO, and GEAR UP and various divisions in the Department of Education, particularly with the Office of Bilingual Education and Minority Language Affairs (OBEMLA), various Adult Education Act programs, the National Center for Education Statistics (NCES) and/or the Office of Educational Research and Improvement (OERI).
- Establish a clearinghouse or center to evaluate, identify, and disseminate “best practices” for serving the target populations. One center (modeled after the Title VII bilingual education clearinghouse) or a group of centers (modeled after the regional Title I or desegregation assistance centers) could encourage existing mainstream providers to serve greater numbers of Latino and language minority kids by helping them to establish and implement special initiatives responsive to their needs.
- *One specific application may include establishing a Head Start clearinghouse devoted principally or exclusively to identifying and disseminating early childhood development “best practices” with respect to Latino/language minority children.*
- *A similar approach would involve a TRIO/GEAR UP clearinghouse devoted to identifying and promoting exemplary and innovative practices involving Hispanic and language minority children. We note*

parenthetically that we believe that unfounded but understandable fears and misperceptions of the college residential component of Upward Bound may deter Latino participation, particularly among immigrants. One way of addressing this might be through partnerships with trusted community groups; another angle might be to experiment with innovative, non-residential programs.

4. OUTREACH, TRAINING AND TECHNICAL ASSISTANCE:

- These and other changes should be accompanied by improved outreach and technical assistance to prospective grantees— either for those replacing de-funded providers, for new competitions as service areas are re-defined, or for new programs. This could be done as part of existing Training and Technical Assistance (T&TA) Cooperative agreements, or through discretionary funding, such as purchase orders or unsolicited proposals. Specific actions should be considered that would:
 - *Assure that training and technical assistance resources are targeted to providers with a commitment to and expertise in serving the target populations, a description that most observers would agree does not include the existing T&TA Head Start or TRIO providers. One variant of this idea could involve encouraging – or requiring if necessary – the principal T&TA providers to establish partnerships with organizations with greater expertise in serving Latinos and other language minority populations. A related idea would be to separately bid out T&TA contracts targeted exclusively to organizations demonstrating commitment to and expertise in serving Latino and language minority populations.*
 - *Assure that, for new programs such as GEAR UP – and for special subsets of existing programs, i.e., prospective new applicants for Head Start or TRIO – T&TA is available to help new applicants submit competitive proposals. Thus, outreach and training need not be carried out by existing T&TA providers or by Department staff (who, as we note above, may be part of the problem). Instead, an “alternative T&TA network” dedicated to reversing the historic underrepresentation of Hispanics could be established relatively quickly through purchase orders, task orders, and the funding of unsolicited proposals.*

B. TITLE I

For FY 1999, the Clinton Administration was successful in securing over \$300 million in “new” Title I funding targeted to Hispanic students. Unlike other programs that serve specific students directly, Title I dollars are more broadly disbursed to schools to serve students within a general district. Moreover, until the 1994 ESEA reauthorization, an historical statutory ambiguity led many school districts to exclude language minority students from most or all of Title I-funded services. It is also likely that some form of “Ed-Flex” will be enacted this year, further

complicating this scenario. It will, therefore, take a concerted effort to ensure that new FY 1999 dollars do, in fact, go toward serving Hispanic students and are not diluted in their impact.

It is simply not enough to say that there are large numbers of Hispanic students in a school that receives Title I funding. There must be a plan in place to ensure that new dollars go directly to providing services to the intended recipients. One manner in which to begin addressing this agenda is to account for services provided to limited English proficient (LEP) students, over three quarters of whom are Latino. Although a large number of LEP students attend Title I schools, there is little or no evidence that those students receive the benefit of Title I services, particularly in light of the program's troubled history with respect to this population.

The only way to guarantee that the Title I dollars designated by the Administration to serve Hispanic students actually reach their target population is for the Department of Education to formulate and follow a specific implementation plan for the new funds. The plan should clearly delineate the following:

- The exact dollar amount to be targeted to services to Hispanic students.
- The types of services through which these students will be served.
- A solid estimate of LEP students currently receiving Title I services, and projections of the increased numbers to be served with new funding.
- A staffing strategy for Title I schools to help them meet the needs of LEP students.
- A monitoring plan to assure the full inclusion of LEP students in assessment and accountability strategies.
- A technical assistance plan to assist schools in serving Latino and LEP students in Title I programs.
- A strategy to expand and improve professional development opportunities for teachers and other personnel in schools serving large Hispanic and LEP populations.
- Specific actions, including regulations and guidance, that the Department will undertake to ensure that the new dollars serve the target population.
- Enforcement actions the Department will take with respect to schools and districts that fail to equitably or effectively serve Latino and LEP students.

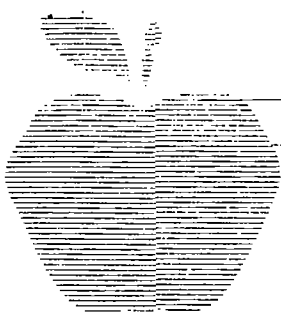
The Title I program at the Department of Education should be directed to develop and begin implementation of this action plan within three months. The Department should consult with stakeholders, including HEC members as appropriate, both in the development of the plan and through regular progress reports. Within three months of the end of FY 1999, the Department should be required to evaluate how funds were actually spent and the extent to which the plan's goals were met.

C. OTHER PROGRAMS

During our recent discussion, you indicated an initial inclination to focus particular attention on four programs: Head Start, TRIO, GEAR UP, and Title I. We fully appreciate the reasoning behind this focus, given the time constraints under which we all work. We have, therefore,

focused our attention in this memorandum on recommendations that relate directly to these specific programs. However, we would also encourage attentiveness to other elements of the HEAP— including bilingual education, adult education, funds for Hispanic Serving Institutions, and Comprehensive School Reform funding— and urge the Administration to establish measurable outcomes for implementing all elements of the plan, to ensure that increased dollars translate into increased services to Latino students.

In addition, there are number of programs that were not part of the HEAP, including literacy initiatives, support for charter schools, and the range of out-of-school youth initiatives administered by the Department of Labor (Job Corps) that offer meaningful opportunities for improving the responsiveness of federal education programs to the nation's growing Hispanic population. We would be happy to meet with you to discuss ways in which to maximize these opportunities, and/or prepare and submit additional recommendations to you in writing. Thank you once again for taking the initiative on this important issue. —



December 14, 1998 meeting with the Members of the Executive Board of the President's Advisory Commission (Cha Guzman, Guillermo Linares, and Gloria Rodriguez)

Bilingual Education Professional Development

Fiscal year 1999 appropriations included \$50 million for professional development under Title VII of the Elementary and Secondary Education Act (ESEA). The Department is planning to award \$3.5 million in grants under section 7142 *Training for All Teachers Program* which will fund 18 grants (average grant is \$200,000). Under Section 7147 *Program Requirements* all activities funded for Title VII professional development "shall assist educational personnel in meeting State and local certification requirements for bilingual education and, whenever possible, shall lead toward the awarding of college or university credit."

Contrary to Title VII requirements, the Department has decided to award \$3.5 million in grants for training for teachers who will NOT be working toward meeting State and local certification requirements for bilingual education. Because only 2.5% of teachers who instruct limited English proficient (LEP) students have an academic degree in bilingual education, the limited resources available ought to be used for what the law requires as well as help teachers obtain State and local certification requirements. For too long, LEP students have been taught by teachers not trained nor credentialed in Bilingual Education.

Title I Grants to School Districts

The Title I program received an increase of \$301 million for fiscal year 1999. Although Title I provides that LEP students are eligible for Title I services on the same basis as other children, many LEP students are still not receiving appropriate services. A 1995 Department of Education study found that 53 percent of LEP first graders and 37 percent of LEP third graders were receiving no supplementary reading services at all.

Disaggregation of Data

Title I calls for the development of high quality yearly assessments for students. Such assessments should enable results to be disaggregated by the major ethnic groups, by English proficiency, and economic disadvantage, among other characteristics. While a few states have developed and adopted such high quality yearly assessments, many are in the Transitional Assessment period specified in the statute. During this transitional period, the U.S. Department of Education chose to relax some of the statutory requirements. One such requirement is that which calls for disaggregated data on achievement. This was done during negotiated rulemaking

and could be changed without a legislative process. The Department could self-initiate a change in the regulation, requiring States to disaggregate their achievement data for Title I students.

Appropriately Assessing and Including LEP Students in State Assessments

The ESEA requires the inclusion of LEP students in Title I assessments at least in reading and mathematics as well as any academic subject for which a State has adopted challenging content and student performance standards. Title I schools are required to assess LEP students to the "extent practicable in the language and form most likely to yield accurate and reliable information on what such students know and can do."

Unfortunately, the Department has yet to publish a full definition for the term "to the extent practicable." As such, schools with substantial LEP populations are not aware of their duty under the law. It was not until September of 1998 that the Department published a draft of the final definition. After a comment period of 10 days the Department does not expect to publish the final definition until January 1999. Ironically, the new publication date is three months before Congress begins the reauthorization of ESEA.

State Plans Approved by the Department Do Not Include LEP Students as Required by Law

A review of state plans, approved by the Department, reveals that most states do not meet the statutory requirements for inclusion of LEP students, with appropriate accommodations, in the state's proposed assessments.

Despite statutory language, neither early drafts of the Department's policy guidance nor its plan approval criteria required states to specifically include poor and LEP students in their definitions of academic yearly progress (AYP).

An investigation by the Citizen's Commission on Civil Rights uncovered numerous state plans that were approved by the Department without a commitment to report assessment results by race, gender, disability, migrant status, LEP and low-income status.

TRIO

The federal TRIO programs received an increase of \$70 million. These programs provide intervention services that can effectively reduce the Hispanic dropout rate and increase college participation rates. However, Hispanic students are severely under represented in TRIO programs because of the manner in which the grants are competed.

Representative Ruben Hinojosa (D-TX) and Senator Jeff Bingaman (D-NM) introduced amendments to the Higher Education Amendments Act of 1998 that would give programs serving students in areas with high dropout rates a chance to compete for TRIO funds. The legislation offered would have kicked in only if the amount of funds appropriated for TRIO exceeds the fiscal year 1998 amount, \$530 million. Of the \$600 million appropriated for fiscal year 1999, only the additional \$70 million would be disbursed using a formula that provides a

Want
State
Assessment

chance to compete for applicants serving low-income students in geographic areas which have been underserved by TRIO, the degree to which they serve schools with high dropout rates. Unfortunately, Congress failed to enact this modest legislative fix.

However, the Administration may still have an opportunity to provide relief through negotiated rulemaking or "technical corrections" of the amended Higher Education Act. In addition, the Department can provide additional outreach and technical assistance to CBOs serving communities experiencing high dropout rates, and explore deployment of any discretionary and/or evaluation funds to underserved groups and regions.

Department FY99 Major New Initiatives

21st Century Schools

The statute makes funds available (\$200 million) to *inner-city* and *rural* schools for after school programs. In carrying out this competitive grant program, the Department has broadened the eligibility to allow all districts to apply. The Department's unilateral decision to water down the targeted approach of this program has resulted in depriving Latino children from receiving such assistance. Given that most of our Latino children live in either central cities or rural communities, this program was particularly well poised to assist Latino students.

The Department should implement the program as passed by Congress and refrain from further attempt to change the statute that would eliminate its targeted approach.

GEAR UP

The new \$120 million Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) supports early college awareness for low-income youth. In developing regulations for the GEAR UP program, the Department should target geographic areas of high need, particularly those with high dropout rates and large numbers of LEP students. The regulations should encourage, or at a minimum allow, CBOs to play a "lead role" or "significant role" in partnerships permitted under the program. The Department should also ensure that there is an adequate number of proposal reviewers with expertise in serving Hispanic and LEP students.

Minority Teacher Recruitment

Although Congress appropriated \$2,212 million for Minority Teacher Recruitment, the Department is requesting permission to reprogram the money to the \$75 million Improving Teacher Quality (HEA Title II) Grants. Given the acute need for minority teachers, only 4.25 percent of the entire teaching force was Hispanic in 1993-94, and the projected significant increases in the number of Hispanic children attending public schools, the money appropriated by Congress ought to be used to specifically focus on recruiting minority teachers.

**Head Start Action Plan:
Increasing Representation of Under Served Groups**

GOOD PLAN -
↳ groups?

Description of Issue

Expansion of Head Start under the Clinton Administration has been dramatic, with funding growing by 68 percent and the creation of 100,000 slots since 1993, including the addition of 39,000 slots for infants and toddlers in the Early Head Start program which began in 1995. The program is on track to attain the President's goal of serving 1 million children by 2002.

Despite the significant expansion of Head Start during the 1990s, the program still has work to do in order to ensure that traditionally under represented groups and other emerging populations, including recent immigrants and LEP children, have equal access to Head Start services. Hispanics are one group currently under represented in Head Start -- Hispanics constitute 29 percent of low-income 3 and 4 year olds (excluding Puerto Rico), yet they only comprise 23 percent of the Head Start population.¹

Expansion Process Favors Existing Grantees

Planned expansions of Head Start offer an opportunity to address this historical disparity by making special efforts to expand services to under represented groups. However, the existing grant award process, which favors current grantees, appears ill-equipped to meet this challenge. Under the priority system set up in the authorizing statute, almost all expansion grants go to existing grantees. For example, in 1999, HHS plans to award 90 new expansion grants, yet they only anticipate adding 7 new grantees. This system clearly makes it extremely difficult for new groups to become Head Start providers. New grantees *can* enter the program when an existing grantee gets defunded due to poor performance and the grant is subsequently recompeted, but that happens infrequently (100 times since 1993, out of 1,500 grantees). The current law bias toward existing grantees is also problematic since current grantees may have one population that they traditionally serve, causing difficulty in bringing new groups into their Head Start centers.

Given the rarity of recompetitions and the existence of a priority system favoring current grantees, the best entree into the program for organizations representing under served groups is to become a delegate agency of an existing grantee. For example, current grantees, such as New York City government, run many Head Start centers through a multitude of delegate agencies.

Head Start's Efforts To Improve Its Track Record

Head Start has taken steps to improve its track record in serving under represented groups over the years, including development of bilingual curricula and other activities. More recently, in the

¹From 1996 Census Data and 1997 Head Start population data.

announcement for FY99 grant expansions, HHS stated its intention to give priority to applicants that make a special effort to reach under served populations. HHS also holds "bidders conferences" for community groups to educate them on the application process. The Department states that announcements of grant expansions and bidders conferences are broadly circulated in the ethnic press and sent to minority organizations.

Head Start also has a growing Training and Technical Assistance (T&TA) budget, funded at \$113 million in FY99. T&TA funds organizations that work with local Head Start programs to customize services so that they better respond to varying local needs. T&TA funds are not used to coach any potential grantees through the application process -- the Department has held that such assistance runs contrary to the competitive grant process.

Action Plan

In order to improve representation of under served groups in Head Start, including LEP children and recent immigrants, we propose a four pronged action plan that uses both the carrot and stick approach in order to improve the track record of existing Head Start programs and modify the expansion grant process. Specifically, the plan includes: (1) priority points during expansion grant competitions for applicants with defined plans for serving under represented groups, with those not meeting a minimum threshold excluded from consideration; (2) specific focus during the tri-annual review of existing grantees on their effectiveness in meeting the community's needs; (3) increased outreach and T&TA efforts to existing grantees, as well as families; and, (4) specific focus on at least 10 communities with the greatest problems with parity in representation, in order to model different T&TA and outreach strategies and track progress. More detail is provided below.

1) **Priority Points During Expansion Grant Competitions.** Building on the process currently in place for FY99, applicants would be required to provide the following information during the expansion grant competition:

- Provide data on the demographic make-up of their community, including information on the racial and ethnic background and English proficiency of children living below poverty. Current grantees would also be required to compare the racial/ethnic background and English proficiency of the below poverty population in the community to the background of the children they serve.
- Provide an analysis of recent demographic changes in the community and whether such changes have created new pockets of need, either due to recent influxes of immigrants or other emerging low-income populations.

Applicants would then be asked to address the following, with priority points given based on the quality of their answers:

- Identify the children the applicant proposes to serve by demographic and

English-proficiency levels. What are their plans for outreach to traditionally under served groups?

- For grantees that run several centers through delegate agencies, the grantee would explain whether their strategy for serving under represented groups includes any new delegate agencies, or greater service delivery for specific delegate agencies that are particularly successful in serving under represented groups.
- Demonstrate the grantee's/delegate agencies' capacity to provide a high quality Head Start program to the target group(s) specified in the application.
- How will the grantee work on an ongoing basis to address the need of emerging and traditionally under served populations and ensure that those groups are receiving Head Start services?

On the flip side of earning priority points, applicants would be denied consideration for expansion grants if their commitment to serving emerging groups and under represented families, as gauged by the above questions, did not meet a minimum threshold.

This process builds on the priority system currently in practice, rewards grantees that address the diverse needs of their community and penalizes those that do not, ensuring that, beginning with the FY99 award process and each year thereafter, LEP and other under served groups will be increasingly served by Head Start. This process also ensures that grantees consider the ability of sub-grantees to serve under represented groups when constructing their delegate agency arrangements. HHS would develop a proposal for the appropriate number of priority points that would be given and the means for determining a minimum threshold for consideration for expansion grants.

- 2) **Additional Focus During Tri-Annual Program Review.** All Head Start grantees undergo extensive reviews of their program operations every three years. At that time, reviewers assess the Head Start Center's compliance with program performance standards, including the grantees' plan for recruitment of children, taking into account the demographic make-up of the community.

During the review process, greater attention would be placed on the grantees effectiveness in responding to their community needs assessment. As with other areas of deficiency found during the review, grantees would be required to develop an action plan and time line for correcting any problems. By using the program review process, the effectiveness of the grantees' recruitment plans for under served children and the responsiveness to each communities' needs assessment will be reviewed for all grantees over a three year period. HHS would draft for clearance a letter to send to all grantees explaining the heightened attention this particular performance measure will receive during the review process and outlining the steps that need to be documented in order to ensure a satisfactory review.

1) **Outreach and Training and Technical Assistance.** HHS would undertake outreach and T&TA efforts designed to:

- Assist current grantees in drawing under served groups into their existing programs.
- Design outreach strategies that encourage a diverse group of low-income families to seek Head Start services. Research suggests that Hispanic parents tend to use relative care, instead of formal child care programs, to care for their young children.² Tailoring outreach efforts to address cultural differences among groups may draw more families from under represented groups into Head Start.
- Provide education and outreach to a broad array of existing and potential grantees and delegate agencies to educate them on the application and expansion grant award process and the grantee/delegate agency structure. For instance, HHS can target “bidders conferences” in areas with the greatest problem in serving under represented groups and provide information to a diverse set of community groups on the importance of pursuing delegate agency status.
- Enlist the cooperation of national, regional and state organizations representing ethnic and language minority groups in identifying potential new grantees/delegate agencies and helping them to compete successfully.

HHS would specify in a T&TA plan how each form of outreach listed above is now being addressed and what new efforts will be made on all four components, identifying how each activity level will be measured (i.e., FTE, dollars or number of activity units).

4) **Ten "Model" Communities.** HHS would identify at least 10 communities where the unmet need of emerging populations and traditionally under served groups is most dramatic. The Department would then work closely with existing and potential grantees and leaders in that community in order to implement various outreach and T&TA strategies, improve representation of under served children, and improve the participation in Head Start of local organizations representing under served groups. In this way, while generally broadening its efforts using current known techniques, the Department can also (1) develop and test the effectiveness of new T&TA and outreach strategies designed to improve the representation of under served children into Head Start; (2) actively work with grantees and local leaders to ensure that the skills, expertise and capabilities of local organizations in under represented communities are effectively utilized; (3) provide focused attention to the communities with the most dramatic problems; and (4) ultimately, point to these as model communities where the representation of LEP and other under served groups has improved and where that progress has effectively drawn

²National Council of La Raza, Latino Education: Status and Prospects. July 1998. P. 14.

upon the skills of community groups dedicated to addressing the needs of under served populations.

The four pronged strategy proposed above attempts to effect change in the program at the national level by altering the culture of grant awarding and placing greater attention on the efforts of current grantees to address their communities diverse needs, while also pushing progress forward at the local level through targeted assistance to "model" communities and other efforts that assist local organizations in under represented communities so they can participate and better compete in the Head Start world.

Performance and Accountability Tracking of the Action Plan's Impact

In order to track the implementation of the action plan and Head Start's progress in addressing the issue of under representation, the Department would prepare and submit monthly reports to the White House Initiative on Educational Excellence for Hispanic Americans and OMB. The Department would also modify the ACF GPRA performance plan, developing annual measurable goals for improvement of service levels to currently under represented groups and inclusion of new grantees, regardless of the size of the annual appropriation.

*monthly
every 30 days*