

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	Personal (Partial) (2 pages)	06/05/2000	P6/b(6)
002. fax	SSN; DOB (Partial) (1 page)	06/09/2000	P6/b(6)
003. list	SSN; DOB (Partial) (2 pages)	n.d.	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Bethany Little
OA/Box Number: 18396

FOLDER TITLE:

Hispanic Conference [2]

2013-0371-S

ms647

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]

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	Personal (Partial) (2 pages)	06/05/2000	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Bethany Little
OA/Box Number: 18396

FOLDER TITLE:

Hispanic Conference [2]

2013-0371-S
ms647

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]



Bethany Little

06/05/2000 12:35:01 PM

Bethany

[001]

Record Type: Record

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

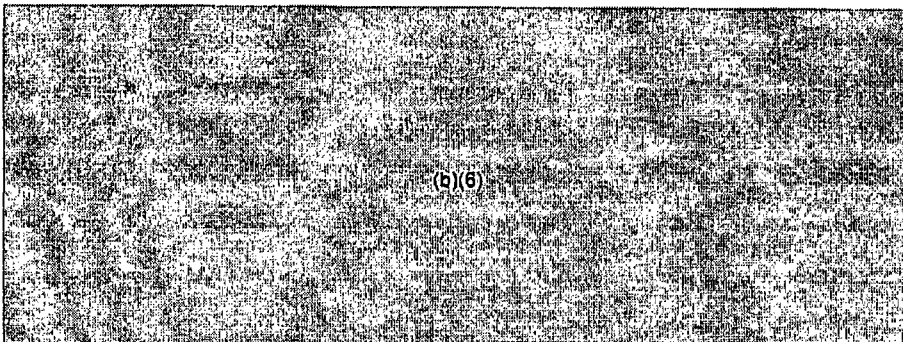
cc: John B. Buxton/OPD/EOP@EOP, Kendra L. Brooks/OPD/EOP@EOP, Julie K. Anderson/WHO/EOP@EOP, Jacqueline F. Lain/WHO/EOP@EOP

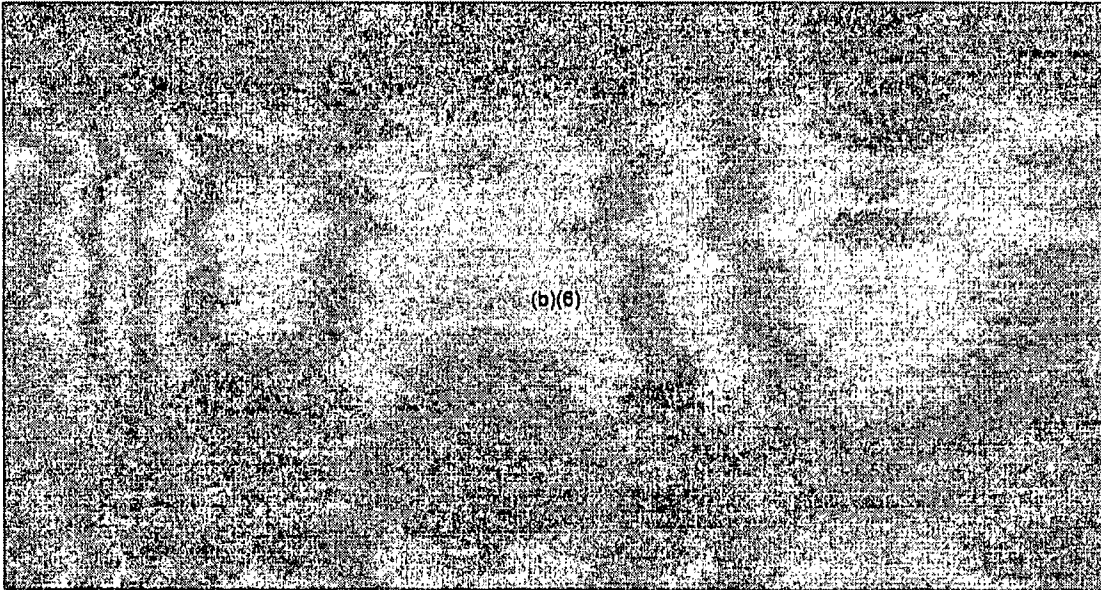
Subject: Table

Last week we decided to postpone the discussion of who would be at the table with the President until the invitations had gone out and we had an idea of who would actually attend. We understand that decision, but before invitations go out (which I believe starts this afternoon), we wanted to simply raise the issue that some folks on the invitation list would almost have to be at the table, yet with the new number of 16 we have almost no flexibility. Following is a list of the people who we assume must be at the table:

1. President Clinton
2. Secretary Riley
3. Gov. Glendenning
4. Gov. Bustamante
5. Guillermo Linares
6. Congressman Hinojosa
7. Senator Bingaman
8. AFT Teacher (Tom Gammon)
9. NEA Teacher (David Hernandez)
10. Principal (Maria Tukeva)
11. Superintendent (Ramon Cortines from LA or Joe Olchefske from Seattle)
12. Chief State School Officer (David Driscoll)
13. HEC Representative (Delia Pompa)
14. HEC Representative (Raul Izaguirre) — *Cecilia Murillo*
15. Higher Education (Stanley Ikenberry) — *← →*
16. Head Start (Sarah Greene)

I can think of some possible flexibility there (e.g. Do we have to include Cruz Bustamante if he is the keynote earlier? Do we have to have both an NEA and AFT teacher?), but these would be extremely difficult choices to make. Further complicating the matter, this list does not include any representative from the business or philanthropy communities, a student, a second CHC person, a stakeholder group representative or any of the other folks who have made commitments. While some of these folks could be recognized (and perhaps even speak briefly) from the audience, I would assume that we need to include the CEO of at least one company or foundation that has made a major commitment or is part of the stakeholder group. In addition, here is a list of people also being invited, who it appears we would not have the flexibility to include at the table:





I am the first to say we won't get most of these folks, and every one of them may not need to be at the table, but would it be embarrassing if they did accept and we stuck them in the audience? We bring this up now because it may make sense to take some of these people off the invitation list (or at least move them to a "B" list) until we get a better sense of how that table will look or how else they could be included in the conference. Your thoughts?

Message Sent To:

Brian A. Barreto/WHO/EOP@EOP
Maria Echaveste/WHO/EOP@EOP
Mickey Ibarra/WHO/EOP@EOP
Irene Bueno/OPD/EOP@EOP
Ann O'Leary/OPD/EOP@EOP
Mark D. Magana/WHO/EOP@EOP

TO: Committee
FROM: Jackie and Julie
DATE: June 12, 2000
RE: Deliverables for Hispanic Ed Strategy Session

I. Deliverables by Placement in Conference:

A. POTUS Remarks

- (1) 2010 Alliance
- (2) ~~DoEd's Report Card~~ *goals*
- (3) CEA Report
- (4) Lightspan's partnership with HUD
- (5) Discovery Channel's PSAs reflecting our national goals
- (6) ~~Latino "Stay in School" CD (if it's confirmed)~~
- (7) American Library Association's new literary award (possible)

B. Others' Remarks

- (1) American Library Association's new literary award (possible)
- (2) PTA's partnership with Hispanic Radio Network
- (3) HEAP deliverables (DoEd's: Title I Outreach, partnership with HUD for Headstart Outreach, announcement with HHS of \$1 million in new grants, Technical Assistance Program, HSI grant announcements)
- (4) ~~Proctor & Gamble (possibly - if the big commitment materializes)~~
- (5) DoE's or DoC's or DoEd's internship program
- (6) DoEd's "Idea Book" (possibly)
- (7) ~~FuturaMente (possibly - if it is quantified)~~

C. Small Press Release

- (1) Whatever is in POTUS' and OTHERS' Remarks
- (2) Internships (Sears, HACU, Dept. of Agriculture, Washington Mutual Bank, DOC and DOE's internships)
- (3) College Board's \$100,000 to train AP teachers
- (4) Scholastic Inc. (possible)
- (5) DoEd's "Idea Book" (possible)

D. Comprehensive Press Release

- (1) Anything in POTUS' Remarks, Others' Remarks, and Small Press Release
- (2) American Associations of Museums
- (3) Reach Out & Read
- (4) ~~PTA/DoEd's "Vamos a la Escuela" video~~
- (5) Proctor & Gamble's "parent tool kit"
- (6) DoEd's "Title I Outreach Campaign"
- (7) DoD's grants (if they are new)

II. Deliverables by Category

A. Unique

- (1) 2010 Alliance
- (2) DoEd's Report Card
- (3) CEA Report
- (4) College Board's AP teacher training

B. Social Marketing/Outreach

- (1) American Library Association
- (2) American Association of Museums
- (3) Reach Out and Read
- (4) PTA's partnership with Hispanic Radio Network
- (5) PTA's partnership with DoEd re: "Vamos Juntos a la Escuela" video
- (6) Proctor & Gamble's "parent tool kit"
- (7) Scholastic, Inc.
- (8) Discovery Channel's PSAs
- (9) HHS's "Soy Unica! Soy Latina! Campaign
- (10) FuturaMente (if it's quantified)
- ~~(11) Latino CD (if it's confirmed)~~

C. Internships

- (1) HACU
- (2) Washington Mutual Bank
- (3) Sears
- (4) Dept. of Agriculture
- (5) Dept. of Energy
- (6) Dept of Commerce
- (7) Dept. of Education
- ~~(8) Dept. of Defense (if new)~~

E. Technology

- (1) Lightspan/ HUD

F. HEAP

- (1) DoEd's Title I Outreach
- (2) DoEd's HSI grants
- (3) DoEd's Technical Assistance
- (4) DoEd's "Idea Book"
- ~~(5) DoEd and HHSs' \$1 million in new grants for Head Start~~
- (6) DoEd, HHS, HUD, White House Initiatives' partnership on Head Start

TO: Committee
FROM: Jackie and Julie
DATE: June 12, 2000
RE: Deliverables for Hispanic Ed Strategy Session

I. Deliverables by Placement in Conference:

A. POTUS Remarks

- (1) 2010 Alliance
- (2) DoEd's Report Card
- (3) CEA Report
- (4) Lightspan's partnership with HUD
- (5) Discovery Channel's PSAs reflecting our national goals
- (6) Latino "Stay in School" CD (if it's confirmed)
- (7) American Library Association's new literary award (possible)

B. Others' Remarks

- (1) American Library Association's new literary award (possible)
- (2) PTA's partnership with Hispanic Radio Network
- (3) HEAP deliverables (DoEd's: Title I Outreach, partnership with HUD for Headstart Outreach, announcement with HHS of \$1 million in new grants, Technical Assistance Program, HSI grant announcements)
- (4) Proctor & Gambel (possibly - if the big commitment materializes)
- (5) DoE's or DoC's or DoEd's internship program
- (6) DoEd's "Idea Book" (possibly)
- (7) FuturaMente (possibly - if it is quantified)

C. Small Press Release

- (1) Whatever is in POTUS' and OTHERS' Remarks
- (2) Internships (Sears, HACU, Dept. of Agriculture, Washington Mutual Bank, DOC and DOEs' internships)
- (3) College Board's \$100,000 to train AP teachers
- (4) Scholastic Inc. (possible)
- (5) DoEd's "Idea Book" (possible)

D. Comprehensive Press Release

- (1) Anything in POTUS' Remarks, Others' Remarks, and Small Press Release
- (2) American Associations of Museums
- (3) Reach Out & Read
- (4) PTA/DoEd's "Vamos a la Escuela" video
- (5) Proctor & Gamble's "parent tool kit"
- (6) DoEd's "Title I Outreach Campaign"
- (7) DoD's grants (if they are new)

II. Deliverables by Category

A. Unique

- (1) 2010 Alliance
- (2) DoEd's Report Card
- (3) CEA Report
- (4) College Board's AP teacher training

B. Social Marketing/Outreach

- (1) American Library Association
- (2) American Association of Museums
- (3) Reach Out and Read
- (4) PTA's partnership with Hispanic Radio Network
- (5) PTA's partnership with DoEd re: "Vamos Juntos a la Escuela" video
- (6) Proctor & Gamble's "parent tool kit"
- (7) Scholastic, Inc.
- (8) Discovery Channel's PSAs
- (9) HHS's "Sou Unica! SoyLatina! Campaign
- (10) FuturaMente (if it's qualified)
- (11) Latino CD (if it's confirmed)

C. Internships

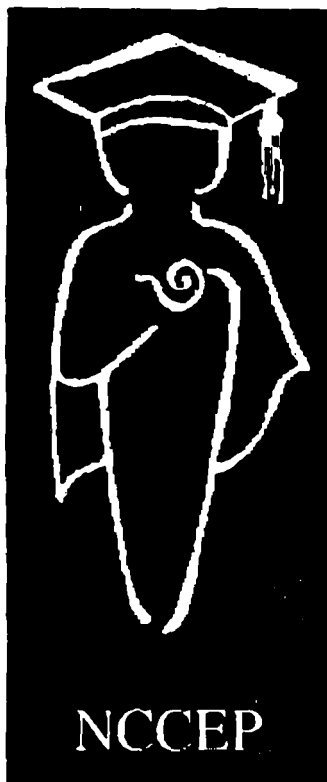
- (1) HACU
- (2) Washington Mutual Bank
- (3) Sears
- (4) Dept. of Agriculture
- (5) Dept. of Energy
- (6) Dept of Commerce
- (7) Dept. of Education
- (8) Dept. of Defence (if new)

E. Technology

- (1) Lightspan/ HUD

F. HEAP

- (1) DoEd's Title I Outreach
- (2) DoEd's HSI grants
- (3) DoEd's Technical Assistance
- (4) DoEd's "Idea Book"
- (5) DoEd and HHS's \$1 million in new grants for Head Start
- (6) DoEd, HHS, HUD, White House Initiatives' partnership on Head Start
- (7) DoD grants to Historically Minority Colleges and Universities (possibly)
- (8) DoD grants to HACU



ENLACE Networking
Meeting
August 2000
San Antonio, TX

National Council for Community & Education Partnerships

1400 20th Street, NW – Dupont Circle, Suite 116

Washington, DC 20036

Telephone: 202/530-1135

Fax: 202/530-0809

E-Mail: Hector_Garza@nccep.nche.edu

Homepage: <http://www.edpartnerships.org>

From:

- ☒ Hector Garza, President
- ☐ Juana Adaniya, Executive Assistant to the President
- ☐ Carmen Gloria Alvarez, Chief of Staff
- ☐ Allan Jimenez, Director, Community & Constituent Relations
- ☐ Adella Santos, Project Associate
- ☐ Carmen Arroyo, Consultant

Date: June 9, 2000

To: Bethany Little

Institution: The White House

Fax: 202/456-5581

Telephone: 202/456-5543

Pages: 4 (Including Cover Sheet)

☐ URGENT

Just to re-emphasize that the 2010 Alliance funders are expecting to be invited to the White House event. I hope that someone at the White House will be able to resolve this issue soon. Please let me know if I need to do anything else on this matter.

Thanks,

Hector

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. fax	SSN; DOB (Partial) (1 page)	06/09/2000	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Bethany Little
OA/Box Number: 18396

FOLDER TITLE:

Hispanic Conference [2]

2013-0371-S
ms647

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]

[002]

Fax Cover Sheet

Date June 9, 2000

To Hector Garza

Telephone 202-530-1135

Dept NCEP

Fax

202-530-0809



General Motors

Public Policy Center

We are transmitting pages (including this cover page)

Message:

Subject: June 15, 2000 White House Event

In preparation for my participation at the subject event, the following information is provided per your request:

(b)(6)

Please protect the confidentiality of this information. Thank you.

2013-0371-S

DETERMINED TO BE AN
ADMINISTRATIVE MARKING
INITIALS: MM DATE: 2-26-13

PRIVILEGED AND CONFIDENTIAL

The information contained in this facsimile is confidential and may also be attorney-client privileged. The information is intended only for the use of the individual or entity to whom it is addressed. If you are not the intended recipient, or the agent or employee responsible to deliver it to the intended recipient, you are hereby notified that any use, dissemination, distribution or copying of this communication is strictly prohibited. If you have received the facsimile in error, please immediately notify us by telephone, and return the original message to us at the address below via the U.S. Postal Service. Thank you.

From Orlando T. Padilla

Dept./Studio Public Policy Center

Telephone 313-665-2977

Fax 313-665-0747

General Motors Corporation

300 Renaissance Center, P.O. Box 300
Mail Code 482-C27-C81
Detroit, MI 48265

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
003. list	SSN; DOB (Partial) (2 pages)	n.d.	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Bethany Little
OA/Box Number: 18396

FOLDER TITLE:

Hispanic Conference [2]

2013-0371-S
ms647

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]

National Days of Commitment for Latino Educational Excellence
2010 Alliance Stakeholders Retreat
October 12-14, 2000
Leesburg, VA

[003]

Funders List

Steven Zwerling
Senior Director
Education, Media, Arts & Culture
The Ford Foundation
320 East 43rd Street
New York, NY 10017
Phone: 212/573-5021
Fax: 212/351-3650

Joseph Aguerrebere
Program Officer
Education, Media, Arts & Culture
The Ford Foundation
320 East 43rd Street
New York, NY 10017
Phone: 212/573-4651
Fax: 212/351-3650

Betty J. Overton
Director Higher Education
W.K. Kellogg Foundation
One Michigan Avenue, East
Battle Creek, MI 49017
Phone: 616/969-2182
Fax: 616/969-2188

Orlando Padilla
Director Public Policy Center
General Motors Corporation
Mail Code 482-C27-C81
300 Renaissance Center
P.O. Box 300
Detroit, MI 48266-3000
Phone: 313/665-2977
Fax: 313/665-0746

Barbara Taveras
Executive Director
Hazen Foundation
309 Fifth Ave.
Room 200-3
New York, NY 10016
Phone: 212/889-3034
Fax: 212/889-3039

Thomas Anthony Waller
Manager, Public Affairs
State Farm Insurance Companies
One State Farm Plaza
Bloomington, IL 61710-0001
Phone: 309/766-9765



Janice Petrovich
Education, Media, Arts & Culture
The Ford Foundation
320 East 43rd Street
New York, NY 10017
Phone: 212/573-4872
Fax: 212/351-3650

Ivelisse Estrada
Vice President, Corporate and
Community Relations
Univision Communications, Inc.
6701 Center Drive, West
15th Floor
Los Angeles, CA 90045-5073
Phone: 310/348-3656

Roberto Cruz
Director, District Relations
Public Relations
AT&T
Office #2345F2
295 North Maple Avenue
Basking Ridge, NJ 07920
Phone: 908/221-7144/908/221-3882

Ingrid Rivera
Director Public Affairs & Corporate
Marketing
Puerto Rico U.S. Hispanic and
Caribbean
P.O. Box 363-187
San Juan, PR 00936-3187

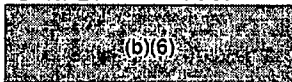
National Days of Commitment for Latino Educational Excellence
2010 Alliance Stakeholders Retreat
October 12-14, 2000
Leesburg, VA

Funders List

Rey B. Gonzalez
Director, Diversity Initiatives
McDonald's Corporation
Kroc Drive
Oak Brook, IL 60523
Phone: 630/623-2242
Fax: 630/623-5658

John C. Guerra Jr.
Vice President Corporate Affairs
AT&T
Suite 400W
5501 LBJ Freeway
Dallas, TX 75240
Telephone: 972/778-2419
Fax: 972/778-2775

Carmen Gloria Alvarez
Chief of Staff
National Council for
Community and Education Partnerships
1400 20th Street, NW, Suite 116
Washington, DC 20036
Phone: 202/530-1135
Fax: 202/530-0809



THE WHITE HOUSE

WASHINGTON

June 10, 2000

Dr. Alba Ortiz
Director
Office of Bilingual Education
College of Education EDB 306
University of Texas – Austin 78712

Dear Dr. Ortiz:

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

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

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

We would like you to participate on a panel as part of the breakout session on “Ensuring that Hispanic Students Achieve English Proficiency.” In addition to any general comments you would like to make on this topic from your experience, please discuss your knowledge of special education and limited English proficient students. You should plan 4-5 minutes for your remarks.

It would be helpful if you could provide some biographical information and an outline of your remarks (bullet points will suffice) so that we can ensure that there is not duplication among speakers, given the need to cover a lot of material in a short time. You may submit this information via email (preferred) to me at <Bethany_Little@opd.eop.gov> or by fax to (202) 456-5581. Please contact me at 202-456-5543 if you have any questions.

Please note that invitations have already been issued for the session so we will be unable to allow speakers to bring additional guests. We very much appreciate your contribution to the strategy session, and look forward to seeing you June 15th.

Sincerely,



Bethany Little
Domestic Policy Council

THE WHITE HOUSE

WASHINGTON

June 8, 2000

Migdania Vega
Principal
Coral Way Elementary Bilingual School
1950 Southeast 13th Avenue
Miami, Florida 33145

Dear Ms. Vega:

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

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

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

We would like you to participate on a panel as part of the breakout session on "Ensuring that Hispanic Students Achieve English Proficiency." In addition to any general comments you would like to make on this topic from your perspective as a principal, please discuss your views on the importance of this issue for student achievement. You should plan 4-5 minutes for your remarks.

It would be helpful if you could provide some biographical information and an outline of your remarks (bullet points will suffice) so that we can ensure that there is not duplication among speakers, given the need to cover a lot of material in a short time. You may submit this information via email (preferred) to me at <Bethany_Little@opd.eop.gov> or by fax to (202) 456-5581. Please contact me at 202-456-5543 if you have any questions.

Please note that invitations have already been issued for the session so we will be unable to allow speakers to bring additional guests. We very much appreciate your contribution to the strategy session, and look forward to seeing you June 15th.

Sincerely,



Bethany Little
Domestic Policy Council

THE WHITE HOUSE

WASHINGTON

June 8, 2000

Ken Noonan
Superintendent
Oceanside Unified School District
2111 Mission Avenue
Oceanside, California 92054-2395

Dear Mr. Noonan:

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

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

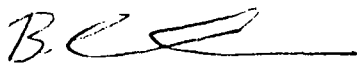
The opening session of the strategy meeting will take place in the Presidential Hall of the Old Executive Office Building. The opening session will be followed by five breakout sessions on the topics articulated above. Following a lunch, the afternoon session will be held in the East Room of the White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

We would like you to participate on a panel as part of the breakout session on "Ensuring that Hispanic Students Achieve English Proficiency." In addition to any general comments you would like to make on this topic from your perspective as a superintendent, please discuss your views on the importance of this issue for student achievement and your personal experience in this area. You should plan 4-5 minutes for your remarks.

It would be helpful if you could provide some biographical information and an outline of your remarks (bullet points will suffice) so that we can ensure that there is not duplication among speakers, given the need to cover a lot of material in a short time. You may submit this information via email (preferred) to me at <Bethany_Little@opd.eop.gov> or by fax to (202) 456-5581. Please contact me at 202-456-5543 if you have any questions.

Please note that invitations have already been issued for the session so we will be unable to allow speakers to bring additional guests. We very much appreciate your contribution to the strategy session, and look forward to seeing you June 15th.

Sincerely,



Bethany Little
Domestic Policy Council

THE WHITE HOUSE

WASHINGTON

June 8, 2000

Dr. Margarita Calderon
CRESPAR
11437 Gene Sarazen
El Paso, TX 79936

Dear Dr. Calderon:

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

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

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

We would like you to participate on a panel as part of the breakout session on "Ensuring that Hispanic Students Achieve English Proficiency." In addition to any general comments you would like to make on this topic from your experience, please discuss research on instructional approaches and your views on the importance of this issue for student achievement. You should plan 4-5 minutes for your remarks.

It would be helpful if you could provide some biographical information and an outline of your remarks (bullet points will suffice) so that we can ensure that there is not duplication among speakers, given the need to cover a lot of material in a short time. You may submit this information via email (preferred) to me at <Bethany_Little@opd.eop.gov> or by fax to (202) 456-5581. Please contact me at 202-456-5543 if you have any questions.

Please note that invitations have already been issued for the session so we will be unable to allow speakers to bring additional guests. We very much appreciate your contribution to the strategy session, and look forward to seeing you June 15th.

Sincerely,



Bethany Little
Domestic Policy Council

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

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

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

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

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

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

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

National Goals for Educational Excellence for Hispanic Americans

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



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

A/B

Summary for WH Planning Meeting, June 9, 2000

A Public-Private Partnership for Latino Youth

Context

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

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

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

In response, we seek to implement a public- private partnership, coordinated by the President's Advisory Commission on Educational Excellence for Hispanic Americans, that will produce a multifaceted project to begin in September 2000.

Objectives

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

Strategies

Aplauso.com will coordinate the private sector efforts and the President's Advisory Commission will coordinate the federal public sector efforts to accomplish the following:

- Produce an enhanced music CD that will contain:
 - A compilation of popular current hits and Latino artists ***We have already secured commitments from the following artists: Los Jaguares, Mana, La Ley, Cafe Tacuba, Alex Sinte, Ella Baila Sola, Fiel a la Vega, Enanitos Verdes, Control Machete.***
 - Video and audio clips of artists delivering "stay-in-school" and "going to college" messages
 - Packaging and liner notes that offer information about educational resources
 - Website with hotlinks to selected education sites recommended by the President's Advisory Commission
- Secure corporate sponsors to fund the project that will include the production of a minimum of 1 million CDs and a national dissemination strategy with public schools, community based organizations, advocacy and educational organizations and local area media. ***There is a***

pending request to Time Warner to produce the 1 million CD's and work with the US Department of Education to disseminate beginning in September 2000

- Develop the educational resource information and establish collaborative working relationships with selected educational organizations both within government (e.g. Department of Education, National Endowment for the Humanities) and the private sector (Hispanic Scholarship Fund, American Council on Education)

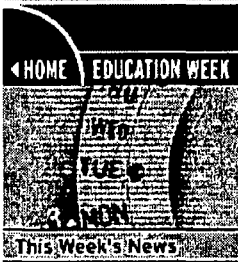
Will You Join Us?

A member of our planning team will call you in the next few days to discuss this project and explore how your organization can help support this effort. Our goal is to launch this project on September 25 with a release in Washington, DC and then activities soon after in California, New York, Florida, Illinois and Texas. We look forward to talking with you.

Should you have any questions please feel free to call:

Sarita Brown
Executive Director
White House Initiative on Educational
Excellence for Hispanic Americans
400 Maryland Ave. SW
Washington, DC 20202
sarita_brown@ed.gov
(202) 401-8459 phone
(202) 401-8377 fax

Sergio Rozenblat
Chief Operating Officer
aplausos.com
1221 Brickell Ave. Suite 1590
Miami, FL 33131
sergio@aplausos.com
(305) 495-7221 phone



EDUCATION WEEK on the WEB

[HOME](#) [EDUCATION WEEK](#) [IN CONTEXT](#) [ARCHIVES](#) [TEACHER MAGAZINE](#) [THE DAILY NEWS](#) [SPECIAL REPORTS](#) [PRODUCTS & SERVICES](#)

June 7, 2000

[Click here for a printer-friendly version.](#)
[Click here to send this story to a friend.](#)

Generation Gap

By Debra Viadero*New York*

Features

Accompanying story:

"Follow Up: Immigrant Students," a list of some recent and forthcoming books that deal with children from immigrant families.

Related stories:

"In L.A.'s Koreatown, a Relentless Focus on Schooling," March 22, 2000.

"Power of the Posse," March 22, 2000, about a program aimed at helping minority students adjust to college.

"Immigrants: Providing a Lesson in How To Adapt," Jan. 27, 1999, from our Lessons of a Century series.

"Immigrant Children Succeed Despite Barriers, Report Says," April 1, 1998.

"Immigration's Benefits Outweigh Costs, NRC Study Says," May 28, 1997.

When Daleidy Grullon emigrated from the Dominican Republic six years ago, she could barely understand English. When she enrolled in school here, a 6th grade classmate translated the teacher's words for her. Daleidy coped by making a tattered English dictionary her constant companion.

Yet, by the end of middle school, Daleidy had managed to achieve a 90 average. In her class of mostly American-born students, she ranked among the best. Now a senior in high school, she has her eye on college.

Newcomers are racking up high grades despite language barriers, overwhelming poverty, and personal hardship.

Daleidy's academic success was a surprise to her, but to researchers studying immigrants and their children, it is hardly unexpected. Over the past decade, a batch of studies has shown that children whose parents are immigrants or who are themselves immigrants do better in school on average than youngsters whose families have been in the United States a generation or more longer. What's more, the newcomers are racking up high grades despite language barriers, overwhelming poverty, and personal hardship.

"I think immigrants bring hope and optimism and energy that is harnessed in the first generation," says Marcelo M. Suarez-Orozco, a Harvard University researcher who, with his wife, Carola Suarez-Orozco, has studied immigration for 20 years. In later generations, however, "that hope and optimism and energy are not sustained and harnessed," he says.

Those achievement patterns began in the 1960s but only recently began attracting the notice of researchers. They cut across almost all ethnic groups and stand in stark contrast to the conventional wisdom of the history of immigration to the United States.

Looking back on the waves of European immigration in the early 1900s, most Americans see a pattern of generational improvement.

"Panel Urges Greater
Focus on Immigrant
Children's Needs,"
Oct. 8, 1997.

If the Italian, Irish, or Eastern European children who came off the boat at that time never made it through high school, surely their children would. And the children of those children might have gone to college.

But the current wave, which started with changes in immigration law dating back to 1965, is bigger and much more diverse than was the sea of newcomers of 100 years ago. Most of the 26.8 million immigrants living in the United States today hail from Latin America, the Caribbean, Asia, and the Middle East, according to Rubén G. Rumbaut, a sociologist at Michigan State University.

Daleidy Grullon and her Dominican-born counterparts, for example, now constitute the largest immigrant group in New York City.

Researchers such as Rumbaut and the Suarez-Orozcos are focusing on children in immigrant families because they are the heart and soul of the so-called "new immigration."

Of the newcomers arriving in this country since 1960, 40 percent came as children. In fact, one in five American children are now either immigrants or U.S.-born children of immigrants, says Rumbaut, who in the 1990's took part in a study tracking 5,200 "first generation" teenagers in South Florida and Southern California.

And research on their achievement patterns and adjustment experiences may offer clues for schools struggling now, as they did early in the century, to educate large numbers of first- and second-generation children of immigrants.

"The children of today's immigrants ... constitute the most consequential and lasting legacy of the new mass immigration to the United States," says Rumbaut, who was 12 when he emigrated from Cuba.

Both Ends of the Spectrum

These newcomers are not only doing well in school. A survey by the National Academy of Sciences suggests that they also are healthier than many of their U.S.-born peers. Foreign-born children or children with at least one immigrant parent are less likely to be obese, for example, to use drugs or alcohol, to smoke, to suffer from asthma, or to give birth to low-birth-weight babies.

Children from immigrant families are heavily distributed at both ends of the academic-achievement spectrum—even if their overall average grades are higher.

That many of these children initially do so well despite great odds is good news. But the findings, which are based on averages, also mask more complex achievement patterns among immigrants and their families, according to researchers. Children from immigrant families are heavily distributed at both ends of the academic-achievement spectrum—even if their overall average grades are higher.

"On average, these kids are more likely to go to college and graduate school, and they're also more likely to not graduate from high school," says Andrew J. Fuligni, an assistant professor of psychology at New York University. Children of immigrant families are winning prestigious science and mathematics prizes in record numbers, he notes, at the same their dropout rates are increasing.

Some of the dichotomy has to do with the children's backgrounds. Many of today's immigrant children may come from well-educated families with valuable technological skills. Others, though, are not even literate in their native languages.

But socioeconomic differences don't explain all the variation in academic outcomes for such children. For example, immigrant children from some Southeast Asian groups tend to be academic standouts even though many have had little or no formal schooling in their home countries.

Living up to the Dream

One point is clear: Virtually all children from immigrant families seem to place a higher value on education than U.S.-born children from nonimmigrant families do.

Immigrant parents "feel it's absolutely critical to do well and to do very well in school," says Fuligni, who interviewed 1,100 teenagers with Hispanic, East Asian, Filipino, and European backgrounds in California for a 1997 study. "They don't have this feeling of security that American-born families do."

When Daleidy Grullon brings home a poor grade or misses a homework assignment, for example, her mother sometimes cries.

"That really hurts me," says the bright-eyed senior. "My father says, 'I sacrificed my life, and I do it for you so that you can have a good education.' That makes me think of having a career so that when my parents become old I can support them."

Daleidy's father, a taxi driver, lived and worked alone in New York for 10 years to save up enough money to bring the rest of his family here. He left the Dominican Republic for the first time when his daughter was 2. "It's not something your parents have to tell you," adds Soshi Anam, a schoolmate of Daleidy's from Bangladesh and the president of their school's student government. "You sort of know you have to live up to their dream."

Virtually all children from immigrant families seem to place a higher value on education than U.S.-born children from nonimmigrant families do.

Both students attend International High School, a charter school for recent arrivals run by the New York City school board and LaGuardia Community College. Its 400 students come from 60 countries and speak a total of 40 languages. Eighty percent of them are poor enough to qualify for the federal free and reduced-price lunch program.

Yet 70 percent of the students graduate in four years, compared with the New York City average of 50 percent, says Eric Nadelstern, who has been the school's principal since it was formed as an alternative school 15 years ago. Among those graduates, 95 percent go on to college.

Still, Nadelstern is skeptical of the new research findings about high achievement among first-generation students like those in his school.

"If that were the case, you would expect that all recent immigrants would be successful no matter where they went" to school, he says.

But the citywide four-year graduation rate for students with limited English proficiency is only 40 percent—far lower than at International High School. If there were a broad trend toward high achievement among recent arrivals, Nadelstern argues, "you wouldn't expect the graduation statistics to be that far below the citywide average."

He attributes his students' successes to the specialized curriculum at the school, which focuses on interdisciplinary, thematic studies and project work.

But to some of Nadelstern's students, the findings make perfect sense. They say they've seen a downward slide in academic motivation in their own neighborhoods and ethnic communities—and sometimes within their own families.

"Students who were born here take education for granted. They don't really care," says Edwin Zambrano, a tall, lanky junior from the Dominican Republic. "They're hangin' out and chillin' around with friends."

One reason American-born students take education for granted, these students say, is because it's free.

One reason American-born students take education for granted, these students say, is because it's free. In many of the countries from which these students emigrated, schooling costs money. Even if they don't have to pay tuition, these students say, their families might have to pay for books, uniforms, or lunches.

Another motivator is poverty. Once they get to the United States, the parents of immigrant children, even some who went to college in their home countries, are often forced to take low-paying jobs.

"Right now, my mom is cleaning banks, and I'm helping her at night," says Maria Gallon, a Colombian-born senior at International High. "I think, 'What if I turn 37 and I'm still doing this?' It makes me realize, 'Maria, you do not want to do this for the rest of your life.'"

Suarez-Orozco has also seen the deterioration in attitudes toward schooling over successive generations in his own research. He first documented the phenomenon in *Transformations: Immigration*,

Family Life, and Achievement Motivation Among Latino Adolescents, a 1995 book he wrote with his wife.

Now the Suarez-Orozcos, who also co-direct the Harvard Immigration Project, are midway through a 10-year national study of 400 children from immigrant families. As part of the study, the researchers asked students to fill in the blank in the sentence, "My school is _____." The most common response to that question from nonimmigrant children with European backgrounds was "boring," Suarez-Orozco says.

"Immigrant children will say lots of things, all generally positive, but they will not say school is boring," says the Argentinean-born professor. "I think there is a culture here where doing well in school is not cool."

Students at International High School say the decline in academic motivation may even start within the same generation as students quickly assimilate to their new culture. They told of younger brothers and sisters who refuse to do homework and who speak just a few words of their native languages.

In Rumbaut's study, for example, 73 percent of teenagers, when first interviewed at age 14 or 15 in 1992, said they preferred speaking English to their native languages. Three years later, when the students were surveyed again, that percentage had climbed to 88 percent, underscoring their degree of assimilation.

"In no other society in the world has the shift to monolingual English taken place more rapidly than it has in the U.S.," Rumbaut says.

Students at International High School say the decline in academic motivation may even start within the same generation as students quickly assimilate to their new culture.

Mary C. Waters, a Harvard sociologist, has seen the pattern of declining academic motivation, too. She studied West Indian immigrants living in New York City from the late 1980s through the mid-1990s. "The kids who had recently arrived tended to be the valedictorians," she says. "The longer they spent in New York City, the worse they did." The bottom line, she adds, is that "for some groups, especially nonwhite, non-European immigrants, assimilation is bad for you."

One explanation for the worsening outcomes, Waters argues, is pervasive discrimination in the larger American society. The more the West Indian immigrants in her study began to resemble African-American students in language and dress, she says, the more likely they were to encounter discrimination. The most successful students clung to their West Indian identities, intentionally retaining the accent of their homeland and choosing other West Indians as friends.

The West Indian immigrant children had not just internalized the anti-school attitudes of their American-born peers, she theorizes in a new book on her study, *Black Identities: West Indian Immigrant*

Dreams and Realities. They were also picking up on the subtler message that racism was blocking their paths to upward mobility. Faced with that perception, Waters argues, they become skeptical that the returns from any academic success would be worth the effort they invested. In Rumbaut's study, reports of discrimination increased over time among students in virtually every ethnic group.

The percentage of students who said they had experienced prejudice in his sample increased from an average of 54 percent to 62 percent over three years. Afro-Caribbean and Asian youths reported experiencing the most discrimination. Cuban students living in Miami, which has a high concentration of successful Cubans and Cuban-Americans, experienced the least.

The research has also turned up some differences associated with national origins.

Researchers said other factors can contribute to this immigrant generation's degree of academic success. Predictably, for example, students whose parents are more educated, whose families are intact, and whose friends are academically oriented do better than average.

The research has also turned up some differences associated with national

origins. In Rumbaut's study, which was conducted with Princeton University sociologist Alejandro Portes, students of Chinese origin finished high school with the highest grade averages and the lowest dropout rates. They were followed closely by children from India, Japan, and Korea. Students from Latin America tended to turn in the poorest academic performance, particularly those from Mexico, the Dominican Republic, and Central America.

But such findings still fall short of definitive, Marcelo Suarez-Orozco says. The problem, he says, is that most of the studies completed up to now have been cross-sectional.

In other words, researchers have looked at how students do in a particular district at a given period of time and compared those findings with the academic records for native-born students attending school at the same time in the same districts.

What's missing in those samples, Suarez-Orozco argues, are the third-generation children whose families have moved out of the urban school districts that were under the researchers' microscopes. Economic success may have enabled those families to head for more affluent, suburban systems. "There's a built-in [research] bias against the third generation," he says, and the research may overstate the extent of academic decline.

Tracking Generations

Children also disappear from the sample because of the tendency of some immigrants to marry outside their ethnic groups over subsequent generations, Suarez-Orozco says.

Both are research holes that the Suarez-Orozcos hope to fill with their current study, which will track the same group of children over

10 years. Likewise, Rumbaut is seeking funding for another round of interviews with the 5,200 young people he and his colleagues have been tracking. This time around, the participants will be in their 20s.

Longer-term studies are needed, says Fuligni of NYU, to see whether the academic promise shown by these immigrant children holds up after high school. "I can imagine one kid from an immigrant family who has done well enough in high school so he can keep going," he says. "But another might have to postpone college to get a job and help his family out."

Longer-term studies are needed to see whether the academic promise shown by these immigrant children holds up after high school.

In a similar vein, Suarez-Orozco suspects that students' self-reports of their growing fluency in English may be inflated.

"It's one thing to know how to say, 'Good morning,' or 'Good afternoon,' or 'I'd like some coffee, please,'" he says. "It's another to develop the linguistic skills required in a globalized economy." In his current study, for example, he is using an independent test to gauge students' language skills.

Most researchers agree, however, that focusing on immigrant children's schooling experiences is becoming more important than ever. That's because of the number of children involved and the higher stakes involved in earning at least a high school diploma.

The Italian immigrant who dropped out of school at the turn of the century, for example, could often land a well-paying factory job requiring only quick hands and a strong back. The Hispanic girl of today, however, who flunks the required high school exit test in Texas faces much dimmer prospects in an economy that increasingly rewards skillful use of information and advanced technology.

"You drop out today, and you're facing bad odds," says Suarez-Orozco. "You're doomed to more or less permanent poverty."

The Research section is underwritten by a grant from the Spencer Foundation.

on the Web

Read "[The Education of Immigrant Children in New York City](#)," from the [ERIC Clearinghouse on Urban Education](#).

Browse the book [Children of Immigrants: Health, Adjustment, and Public Assistance](#), National Academy Press, 1999, particularly the chapter "[Psychological Well-Being and Educational Achievement Among Immigrant Youth](#)."

PHOTOS: Daleidy Grullon, 19, right, and Anny Vargas, 16, discuss a problem in a math class at International High School in New York City. Researchers studying achievement patterns among newcomers have discovered that many first-generation students achieve at higher levels than subsequent generations of American-born children.

—Emile Wamsteker

Andrew J. Fuligni, an assistant professor at New York University, says first-generation students tend to be at the extremes of academic achievement.

—Emile Wamsteker

Harvard University researcher Marcelo Suarez-Orozco has studied school achievement of immigrant families.

—Susie Fitzhugh

[about this site](#) | [subscribe](#) | [order special reports](#) | [jobs](#) | [web connection](#) | [feedback](#) | [advertising](#)

© 2000 Editorial Projects in Education

[Vol. 19, number 39, page 28-30](#)

GOAL #2: Learning English

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

KEY OUTCOME INDICATOR:

The Secretary of Education has been charged with the task of creating an adequate indicator to measure national English proficiency of Hispanic students while taking into consideration their educational context and number of years in American schools

An indicator of English language proficiency

→ to understand / measure progress in learning English, including number of LEP children and educational progress toward English language proficiency

TO: Maria Echaveste

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

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

DATE: May 31, 2000

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

1. Ensure that all Hispanic American children have access to high quality early childhood education and development programs and enter school prepared to succeed by eliminating the gap between the Hispanic participation rate and the national participation rate in high quality programs by 2010. Julie Anderson of OPL is taking the lead on securing commitments from the organizations listed below.

COMMITMENTS:

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

FEDERAL RESOURCES:

- **Department of Education's America Reads Challenge (literacy initiative):** 40,000 Read*Write*Now! posters are available in Spanish. The poster includes a colorful illustration on the front and a set of fun reading activities for children in grades K-6 on the back. A flyer with instructions on how to order this year's version of the poster will also be available for distribution. (Julie Anderson)
 - **Department of Education's Partnership for Family Involvement in Education (PFIE) initiative:** PFIE's publication *Questions Parents Ask About Schools* is available in Spanish. This publication highlights teachers' expectations and student workload at each grade level, as well as how parents can help their children succeed in the classroom and prepare for college. (Julie Anderson)
 - **Department of Education's publication *Building Your Baby's Brain* is available in Spanish.** (Julie Anderson)
 - **The Departments of Health and Human Services (HHS), Education (DoEd), and Urban Development (HUD)** have established a partnership to reach out to communities in five target areas centering around HUD's Neighborhood Network Community Technology Centers. (Julie Anderson)
2. Respecting the importance of multilingualism age-specific learning needs, and different research-based instructional approaches, and the variety of developmental levels at which limited English proficient (LEP) children enter school, by 2010 all states and school districts will provide appropriate language instruction to ensure that all students graduate from high school having demonstrated proficiency in English. Jackie Lain will take the lead on working with unions.
- **Contact major unions to discuss potential partnerships with businesses in order to provide ESL classes for parents and their children.** (Maria Echaveste will contact AFL-CIO.) Other ideas for partnerships include: UAW with GM, CWA with AT&T and / or U.S. West. Jackie Lain will work with unions on potential partnerships.
3. Provide a high quality education with appropriate resources and support to ensure equal opportunity for all students in order to eliminate the achievement gap between Hispanic students and other students on appropriate state assessments and other indicators by 2010.

COMMITMENTS:

- After - 5/14/00
- **NEW! American Association of Museums (AAM):** Barry Szczesny of AAM is interested in providing a deliverable that highlights the unique ability of museums as educational institutions to address the needs of schools and communities, targeting areas with high Hispanic populations. Barry is still working on the specifics of this deliverable and will finalize the commitment within the next few days.
 - **Lightspan** is interested in partnering with HUD's Neighborhood Networks. This initiative creates opportunities for education and training to low-income residents, and we could highlight a Neighborhood Network in a predominantly Latino housing project. Jackie Lain is meeting with Lightspan and HUD on Friday to talk about their commitment.

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

FEDERAL RESOURCES:

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

4. Increase the high school completion rate for Hispanic students to 90 percent by 2010. Jackie Lain is taking to lead on contacting the organizations listed below.

COMMITMENTS:

- **NEW! Discovery Channel is checking into the possibility of donating PSAs about staying in school on their Discovery Espanol Network and possibly on their regular Cable in the Classroom Network.**
- **NEW! Sears is exploring the possibility of a high school internship program.**

5. Double the annual percentage of Hispanic Americans who earn Associate's and Bachelor's degrees by 2010.

COMMITMENTS:

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

FEDERAL RESOURCES:

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

U.S. News ONLINE



CLICK HERE!



ENVIRONMENTAL DEFENSE FUND



Massacre in Korea?
Uncovering the real story of No Gun Ri



Citizen's Toolbox
Dig into the issues; make your voice heard



The Last Hero
Winston Churchill, 1874-1965

news & views

top stories | news quiz | election 2000 | opinion | citizen's toolbox

go!
Search the site

U.S. News 5/29/00
By Michael Barone



In plain English

Bilingual education flunks out of schools in California

The character of American life 50 years hence will be determined not only by decisions in the White House or speeches on the campaign trail but by what happens in elementary school classrooms where immigrants' children are learning? or not learning? English. So leave the campaign behind and visit Suni Fernandez's second graders in Laurel Elementary School in Oceanside, Calif., a modest-income town just south of Camp Pendleton and 35 miles north of San Diego. Sixteen of the 18 pupils there have parents who are immigrants from Mexico or elsewhere in Latin America; two arrived from rural Mexico during the school year; in most of their homes the only language spoken is Spanish. But these second graders are reading and writing in English.

It was not always so: Two years ago most of the instruction would have been in Spanish. As one boy reads from an unfamiliar text with the fluency and comprehension one would expect in an upscale suburb, Fernandez says he could not have done as well until sixth grade under the old system. At the end of the school year, 13 of her 18 kids are rated as fluent by the state LAS test. "Up to two years ago," she says, "only one student would have been rated as fluent." Many families hand down stories of how immigrant grandparents learned English in school and then moved on to success. The same thing is happening today in schools like Oceanside's.

But for many years, Latino kids failed to learn enough English to score well on tests and qualify for good jobs, thanks to "bilingual education," which in most cases was neither bilingual nor education. Latino politicians and foundation-funded activist groups gave loud public support to it while often admitting privately that it wasn't working. Education schools spun theories of how kids would

www.usnews.com
News & Views
.edu

This Week's Issue

News You Can Use
Health
Travel
Money
Work
Tech

Subscribe to
U.S. News & World Report
magazine.
Click here for
a special offer.

Click here for
our free
newsletter.

Next Story

Previous Story

Opinion Archives

Browse through an
of columns by Michael
Barone.



learn English better by learning in Spanish, and teachers' unions pocketed dues from "bilingual" teachers who got \$5,000 bonuses. Democrats reflexively voted for it, and Republicans paid it no heed: It wasn't their kids.

Test scores up. Then Palo Alto entrepreneur Ron Unz sponsored Proposition 227, which limited Spanish-language instruction to one year in most cases. It passed by a wide margin in June 1998. Oceanside Unified School Superintendent Ken Noonan, who is of Mexican descent and was once a bilingual teacher, opposed 227. But when it passed, "we decided to implement the law as written," despite a protest march and candlelight vigil. Oceanside went from more than 150 to zero bilingual classes and also moved to phonics and basic math. Many teachers were very skeptical. "The first one or two months are the hardest," Noonan says. But then "immersion seemed to work. When parents saw the progress the kids were making, they were overjoyed." Test scores show Oceanside's immersion is working: The May 1999 state-required Stanford 9 test showed scores for the early grades?those most affected by the switch from bilingual?rose from the 35th percentile to the 45th in just one year. The *San Jose Mercury News* found similar sharp rises in test scores for Latino children in immersion all over California.

Not all the news is good. At least 12 percent of California Latinos are still in bilingual instruction, and the Los Angeles Unified district, the nation's second largest, has tens of thousands in its "Model B" program, which, a grand jury ruled last year, does not comply with 227. And Alice Callahan, a longtime activist who runs Las Familias Del Pueblo community center in L.A.'s garment district, says that older students who went through bilingual programs lack the language facility needed for standardized tests. "Kids go to high school and get A's and B's and get visions of college in their heads. Then they get a 350 on the verbal SAT, and for the first time they learn they aren't on the playing field," she says.

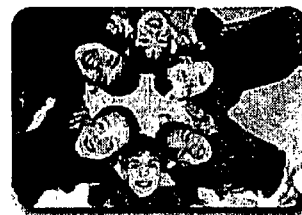
Callahan criticizes "professionals who say these kids can't learn" and praises Gov. Gray Davis, who opposed 227 but has insisted that the law be carried out and has vetoed bills passed by the Democratic legislature to undermine it. He has called for extending 227's adult English-learning classes from \$50 million to \$400 million, with an 8-to-12-week immersion program modeled on one in Israel. The glaring contrast between California's high-tech success and its near-bottom-level student test scores jarred Davis when he learned in 1995 that most Cal State University students needed remedial reading or math. "My No. 1 concern is improving student achievement, and I will not run again if test scores don't go up," he says. He appointed to the state school board Nancy Ichinaga, a 26-year elementary school principal, who never allowed bilingual programs and whose tightly structured immersion and phonics programs have produced near-top test scores in modest-income, heavily black and Latino Inglewood. Ichinaga, Davis, Noonan, Fernandez, Callahan, Unz, for different reasons, all believe

that, as Davis puts it, "every kid can learn, can do better." After a lost generation, Latino kids in California are finally learning, in plain English, like immigrant children did a century ago. Will other states follow?

(C) U.S. News & World Report Inc. All rights reserved.
[Disclaimer](#) | [Privacy Policy](#)

Florida School Indicators Report

1996-1997 1997-1998 1998-1999



Indicator Descriptions

Sources of Data

Contacts and Resources

Florida Department of Education

School Level Data for the 1998-1999 School Year for CORAL WAY ELEMENTARY School.

Average Class Size	
K-5	25.8

Florida Comprehensive Assessment Test (FCAT) Grade 4 Reading	
Number Tested	166
% Scoring at Level 1	25
% Scoring at Level 2	23
% Scoring at Level 3	35
% Scoring at Level 4	14
% Scoring at Level 5	2

Florida Comprehensive Assessment Test (FCAT) Grade 5 Math	
Number Tested	173
% Scoring at Level 1	19
% Scoring at Level 2	45
% Scoring at Level 3	24
% Scoring at Level 4	12
% Scoring at Level 5	0

Florida Writes Grade 4	
Number Tested	168
% Scoring 3 or Higher	90

Free/Reduced-Price Lunch	
Free/Reduced-Price Lunch (%)	69.1

Gifted	
Gifted (%)	7.8

Incidents of Crime and Violence (Reported Offenses)	
Violent Acts Against Persons	0
Alcohol Tobacco and Other Drugs	0
Property Offenses	6
Fighting and Harassment	0
Weapons Possession	0
Other Nonviolent Incidents and Disorderly Conduct	0
Total	6

Limited English Proficient Students	
Limited English Proficient Students (%)	29.2

Mobility	
Mobility (%)	28.4

Number of Students (Fall)	
Number of Students	1,354

Per-Pupil Expenditures	
Exceptional (\$)	6,291
Regular (\$)	4,396
At-Risk (\$)	5,123
Vocational (\$)	0

Promotion Rate	
Promotion Rate (%)	95.0

School Grade	
School Grade	C

School Operating Costs (Per Student)	
School Operating Costs (Per Student) (\$)	4,890

School Staff	
Total	94
Instructional (%)	77.7
Administrative (%)	3.2
Support (%)	19.1

Students Absent 21+ Days	
Students Absent 21+ Days (%)	6.9

Students with Disabilities	
Students with Disabilities (%)	7.7

Suspensions	
In-School (%)	0.2
Out-of-School (%)	0.1

Teachers	
Master's Degree or Higher (%)	38.2
Average Years of Experience	12.0

New Search

Florida Department of Education
Bureau of Education Information and Accountability Services
852 Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400

Questions or comments on the Florida School Indicators Report?

Commissioner's Office	DOE Directories	Education News And Statistics	Information for Educators	Resources for Teachers	Parents and Students	DOE Home
----------------------------------	----------------------------	--	--	---------------------------------------	-------------------------------------	---------------------

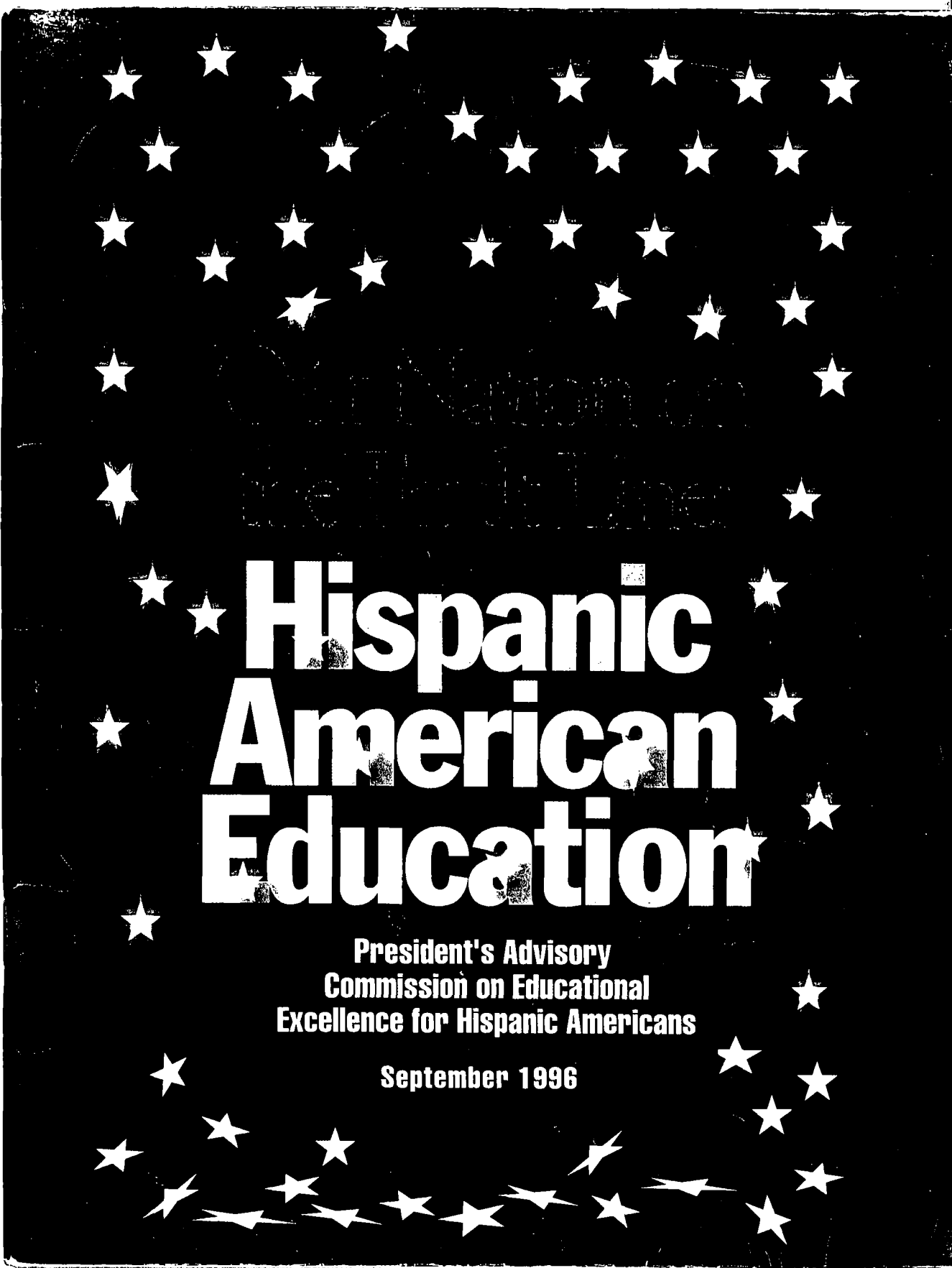
Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

Booklet, "Our Nation on the Fault Line," 112 pages



Our Nation on
the Front Line

Hispanic American Education

President's Advisory
Commission on Educational
Excellence for Hispanic Americans

September 1996

— from Diana Phillips
205-3687
Re June Conference
Bethany —

This publication
is "brand new"
and was created
for a Univision
production in
Spanish on
financial aid in Feb.

To print 10,000
would cost \$900. We
still have some, too.

Clinton Presidential Records Digital Records Marker

This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.



Pamphlet, "Preparandose Para La Universidad," 2 pages



PREPARÁNDOSE PARA LA UNIVERSIDAD

COMMITTEES:
EDUCATION AND THE WORKFORCE
POSTSECONDARY EDUCATION,
TRAINING, AND LIFE-LONG LEARNING
EARLY CHILDHOOD, YOUTH AND FAMILIES
SMALL BUSINESS
TAX, FINANCE, AND EXPORTS
GOVERNMENT PROGRAMS AND OVERSIGHT

Congress of the United States
House of Representatives
Washington, DC 20515-4315

Congressman Rubén Hinojosa
1032 Longworth House Office Building
Washington, D.C. 20515
Phone: 202-225-2531
Fax: 202-225-5688

WASHINGTON OFFICE:
1032 LONGWORTH BUILDING
WASHINGTON, DC 20515
PHONE: (202) 225-2531
FAX: (202) 225-5688
E-MAIL ADDRESS
REP.HINOJOSA@MAIL.HOUSE.GOV

DISTRICT OFFICE:
311 NORTH 15TH
MCALLEN, TX 78501
PHONE: (956) 682-5545
FAX: (956) 682-0141

BEEVILLE OFFICE:
107 S. ST. MARY'S
BEEVILLE, TX 78102
PHONE: (361) 358-8400
FAX: (361) 358-8407

Facsimile Cover Sheet

Date: 5/18/00 Time: _____

Total number of pages: 4

To: Kindra

Fax: 456-5581 Phone: _____

Congressman Rubén Hinojosa _____

Rita Jaramillo	_____	Anton Papich	_____
Diana Rodriguez	_____	Carla Buckner	☒
Jason Roth	_____	Dori Travieso	_____
David Gruber	_____	Melissa Maldonado	_____
Intern	_____		

Comments: Kindra - here is the revised goal language,
per Cong. Hinojosa. Please call me to let me know
where we are on the redrafting. I'm also sending this
to Mark Magaña.

- APPR. —

- MEAP.

- Report Card.

- Deliverables. —

Original White House Draft Goals	White House Revised Goals	My Recommendation for Changes
Ensure that all Hispanic American children have access to high quality early childhood education and development programs and enter school prepared to succeed by eliminating the gap between the Hispanic participation rate and the national participation rate in high quality programs by 2010.	No changes.	Ensure that all Hispanic American children have access to high quality early childhood education and development programs and enter school prepared to succeed ~~by eliminating the gap between the Hispanic participation rate and the national participation rate in high quality programs~~ by 2010. <i>Rationale: We should not "peg" Hispanic participation to anyone else's performance. We want to focus on raising Hispanic participation in and of itself, regardless of anyone else's participation rate.</i>
Respecting the value of multilingualism, different learning styles, and different instructional approaches, by 2010 states and school districts will ensure that all students graduate from high school demonstrating proficiency in English.	No changes.	With respect to the value of multilingualism, ~~different age-specific learning styles~~ ^{needs} <u>capabilities</u>, and different instructional approaches, by 2010 states and school districts will ensure that all students ~~graduate from high school demonstrating proficiency in English~~ ^{implement for 2010} <u>are provided age-appropriate language instruction</u>. <i>Rationale: This shifts the focus away from simply learning English, and places it on appropriate instruction, which if achieved, will result in proficiency in reading, writing, and speaking English. It also leaves room for immersion programs, dual language instruction, and special needs children. It further shifts the burden from children to the schools.</i>

Original White House Draft Goals	White House Revised Goals	My Recommendation for Changes
Eliminate the achievement gap between Hispanic students and other students on state assessments by 2010 by providing a high-quality education with resources and systems that ensure equal opportunities for all.	No changes.	No suggestions. <i>Rationale: I think it is OK to make a comparison here because how a student scores on state assessment examinations directly relates to how the school is ranked. We should not eliminate state assessments, and since we cannot do that, we should work toward eliminating any achievement gap between Hispanic students and other groups.</i>
Eliminate the gap in the high school completion rate between Hispanic students and the national average by 2010.	No changes.	~~Eliminate the gap in~~ <u>Increase</u> the high school completion rate ~~between for~~ Hispanic students ~~and the national average to~~ <u>90 percent</u> by 2010. <i>Rationale: Simplifies the goal into a quantifiable one that sets a specific, reachable goal. Note that no one population has 100% high school completion rate, so setting it at 100% is unrealistic and unobtainable. Further, it can be revised at 2010 if we have reached the goal.</i>

Original White House Draft Goals	White House Revised Goals	My Recommendation for Changes
Make progress toward eliminating the gap between the average rate of college completion for Hispanic Americans and the national average by 2010 by at least doubling both the percentage of Hispanic Americans who earn associates degrees and the percentage of Hispanic Americans who earn bachelors degrees.	No changes.	~~Make progress toward eliminating the gap between the average rate of college completion for Hispanic Americans and the national average by 2010 by at least Doubling~~ both the percentage of Hispanic Americans who earn associates ~~degrees~~ and the ~~percentage of Hispanic Americans who earn bachelors degrees by 2010.~~ <i>Rationale: It is much simpler to measure, and again shifts the focus away from competition with "others" and to Hispanic performance. This adds a positive message that it doesn't matter what other groups do, we need to focus on our own performance in and of itself.</i>

Hispanic Education Action Plan 2001

(BA in millions)

Program	FY 00			FY 01			
	Final Enacted	(+/-) FY 99	FY 00 Enacted	FY 01	Y 01 Budget (+/-)	CHC	Budget (+/-)
	Level	Enacted	Adjusted*	Budget	FY 00 Adjusted*	Request ⁽¹⁾	CHC Request
State Agency Migrant Program	354.689	0.000	354.689	380.000	25.311	430.000	(50.000)
Comprehensive School Reform Demonstrations	170.000	50.000	0.000	0.000	0.000	0.000	0.000
High School Equivalency Program (HEP)	15.000	6.000	15.000	20.000	5.000	20.000	0.000
College Assistance Migrant Program (CAMP)	7.000	3.000	7.000	10.000	3.000	10.000	0.000
Bilingual Education	248.000	24.000	248.000	296.000	48.000	320.000	(24.000)
Adult Education	470.000	85.000	470.000	555.500	85.500	635.000	(79.500)
Hispanic-serving Institutions (HSIs)	42.250	14.250	42.250	62.500	20.250	62.500	0.000
Federal TRIO Programs	645.000	45.000	645.000	725.000	80.000	690.000	35.000
Migrant Youth Job Training Program (DOL)	5.000	0.000	5.000	5.000	0.000	5.000	0.000
Migrant and Seasonal Youth Opportunity (DOL)	10.000	0.000	10.000	15.000	5.000	10.000	5.000
Total, HEAP (Net of Title I)	1,966.939	227.250	1,796.939	2,069.000	272.061	2,182.500	(113.500)
Title I, Grants to local educational agencies	7,941.397	208.603	7,941.397	8,367.500	416.103	8,205.000	152.500
Total, HEAP 2000	9,908.336	435.853	9,738.336	10,426.500	688.164	10,387.500	39.000
GEAR UP	200.000	80.000	200.000	325.000	125.000	300.000	25.000
LEP Research	0.000	0.000	0.000	10.000	10.000	10.000	0.000
Total HEAP 2001			9,938.336	10,761.500	823.164	10,697.500	64.000

*The FY 2000 Enacted Adjusted level reflects the FY 2001 composition which includes the GEAR UP and LEP research total. This total does not include Comprehensive School Reform Demonstrations.

(1) The Congressional Hispanic Caucus did not provide a funding request for three programs in the Hispanic Education Agenda: 1) Comprehensive School Reform Demonstrations, 2) the Migrant Youth Job Training Program and 3) the Migrant and Seasonal Youth Opportunity Program. In the absence of a funding level, this table assumes a straightline or the OMB Settlement level, whichever greater, as the CHC request.

The FY 2001 Hispanic Agenda includes two new programs: 1) GEAR UP, and 2) LEP Research. Comprehensive School Reform Demonstrations is no longer included in HEAP in FY 2001.