

White House Commission Says Tests Hurt Hispanics

A White House-appointed panel is urging policymakers to use caution in implementing high-stakes tests, saying the assessment policies often harm Hispanic students.

The President's Advisory Commission on Educational Excellence for Hispanic Americans presented its findings on June 22 to members of the National Association for Latino Elected and Appointed Officials, attending their annual meeting in Denver.

In its report, the commission emphasized its commitment to the standards movement, saying "there is no more promising reform in public education today."

But, in their hurry to implement these new tests, states have been too hasty in setting up accountability systems that, as a result, have been unfair, the study says.

Perpetuation Of An Old Problem

Currently, 28 states either use or plan to implement high-stakes tests (mainly graduation exit exams).

"The primary problem with tests is not the tests," the report says. "The historical and contemporary data have clearly documented that, in the United States, public education has not worked for Hispanic children."

"Tests help perpetuate much of the dysfunction that Hispanic children get in schools," it continues.

For many Hispanic students, tests too often measure how well they know the English language, rather than whether they have mastered the subjects being tested, the study says.

The commission recommends that states and educators follow the 1999 *Standards for Educational and Psychological Testing* published by the American Educational Research Association, the American Psychological Association and the National Council on Measurement in Education.

"Until ... the U.S. educational system is locally and proportionally controlled by Hispanic communities and until it achieves a modicum of equity in how it distributes resources, cultural capital, and the application of 'high standards' across all school districts, tests and test scores

will continue to show massive technical problems of bias, differential treatments and differential outcomes," the report says.

Among the commission's 18 recommendations:

- The Education Department's Office for Civil Rights should conduct a legal analysis of how tests are used with Hispanic students, focusing on the discrepancy between the 1999 Standards for Educational and Psychological Testing, and how tests are put into practice;
- Excessive testing should be discouraged;
- Translated tests, which typically lack the same technical properties of the original, should not be used; and
- A clear distinction—or separation—should be made between issues in the education of limited-English-proficiency and disabled students, to avoid treating bilingualism as a disability.

For information on the commission, access www.ed.gov/offices/OIIA/Hispanic.

—Hannah R. Gladfelter

Senate Passes Education Spending Bill, 52-43

The Senate on Friday morning voted 52-43 to pass its education appropriations measure. The bill, H.R. 4577, provides \$40.2 billion in discretionary spending for the Education Department, \$3 billion more than the House approved on June 14.

House and Senate leaders will schedule conference committee meetings to hash out a compromise bill after their recess this week for the Fourth of July.

They will also be under pressure to make changes to please President Clinton, who has promised to veto both bills because they earmark nothing for the class-size reduction and school construction initiatives he favors.

—Joel Hardi

Editor's note: Education Daily will not publish Tuesday and Wednesday, July 4-5.



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

FOR IMMEDIATE RELEASE

CONTACT: Sheppard Ransom
Matthew Maurer
(202) 955-9450

**States and Districts Should Move Carefully in Using High-Stakes Assessments for Latinos
Warns President's Advisory Commission on Educational Excellence for Hispanic Americans**

*State Testing Practices Subject to Bias, and Potential for Misuse;
Burden of Accountability Placed on Student, Not Schools, Report Alleges*

DENVER – June 21, 2000 – At a time when nearly 20 states have established high-stakes tests for students to advance from grade to grade or to graduate from high school, the President's Advisory Commission on Educational Excellence for Hispanic Americans will warn states and school districts to avoid discriminatory practices in testing that adversely impact students still learning English.

In a report prepared by the President's Advisory Commission's Assessment Committee, the group advocates high academic standards for all students but says that states and school districts are pursuing a series of questionable policy options, each of which is subject to "significant degrees of bias, unfairness, or denial of substantive due process." The report also argues that in their rush to set world-class standards, state leaders "have compromised the future of Hispanic students by making high-stakes decisions based on inaccurate data."

At a news briefing to mark the report's release, the President's Advisory Commission will recognize the importance and value of standards-based reform, but will express concern about the way in which some of the reforms are implemented. Commissioners will identify unacceptable practices that harm Latino students and students still learning English and will discuss the recommendations offered in the report for states, districts, and schools concerning the assessment of Hispanic English Language Learners.

Prominent educators and President's Advisory Commission members will be on hand to release the report "Testing Hispanic Students in the United States: Technical and Policy Issues," at a news briefing to be held on Thursday, June 22, 2000 at 2:00 p.m. MDT in the Media Room at the Adams Mark Hotel, 1550 Court Place, Denver, CO. The news briefing is being held in conjunction with the annual conference of the National Association for Latino Elected and Appointed Officials (NALEO). Speakers will include:

- *Sonia Hernandez*, deputy superintendent, California Department of Education; member, President's Advisory Commission on Educational Excellence for Hispanic Americans;
- *Erlinda Archuleta*, director, Regional Education Services, Colorado Department of Education; member, President's Advisory Commission on Educational Excellence for Hispanic Americans;
- *Sarita E. Brown*, executive director, White House Initiative on Educational Excellence for Hispanic Americans;
- *Arturo Vargas*, executive director, National Association for Latino Elected and Appointed Officials

Sept.

DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT
Strategy Session Report

- I. LETTER FROM POTUS
- II. EXECUTIVE SUMMARY
A brief overview of the conference, goals and deliverables based largely on the press paper with additional policy issues, analysis and conclusions.
- I. BACKGROUND/RESEARCH ON HISPANIC EDUCATION ISSUES
Research and statistics largely from the White House Initiative's fact book and the CEA report.
- II. BACKGROUND ON STRATEGY SESSION
Background on the Administration's record and commitment to Hispanic education, including the Hispanic Education Action Plan and the First Lady's Convening.
- III. GOALS
 - Goal One – Early Childhood (Goal language, brief overview of key issues and statistics and breakout session report on strategies)
 - Goal Two – English Proficiency (Goal language, brief overview of key issues and statistics and breakout session report on strategies)
 - Goal Three – Closing the Achievement Gap (Goal language, brief overview of key issues and statistics and breakout session report on strategies)
 - Goal Four – Increasing the high school graduation rate (Goal language, brief overview of key issues and statistics and breakout session report on strategies)
 - Goal Five – Increasing the college completion rate (Goal language, brief overview of key issues and statistics and breakout session report on strategies)
- VI. RESOURCES/BEST PRACTICES
Descriptions and contact info for Best Practices and resources to support any/all of the goals.
- VII. NEXT STEPS
Commitments and deliverables for all goals and sectors. (This could include plans for Federal follow up, or that could be a separate section)
- VIII. 2010 ALLIANCE
- IX. APPENDICES
 - Participants List
Names and organizations (contact info or breakout session attended could also be included)
 - CEA Report
 - Report Card

OTHER POTENTIAL PIECES TO INCLUDE IN REPORT

- POTUS Remarks
- Other Remarks/Summaries of Remarks

- Letter/Preface from VP or First Lady
- Letter/Preface from Commission
- Executive Summary from Idea Book
- Explanation/Summary of Afternoon Session
- Translated pieces

WORKPLAN

RESPONSIBILITIES

- Management of Process – CoS
- Management of Paper – DPC
- Preface/Letter – DPC/CoS
- Executive Summary – DPC/CoS
- Background on Strategy Session – Initiative
- Background on Hispanic Education Issues – Initiative
- Goals (Goal language, relevant data and context, breakout session strategies report) – DPC
- Commitments and Deliverables – Jackie Lain/Julie Anderson
- Resources and Best Practices – Jackie Lain/Julie Anderson/ED person per Diane Rossi
- Federal Follow Up – Quirina Orozco?
- 2010 Alliance – CoS/Initiative
- Participants List – Brian
- CEA Report – CEA/DPC
- Report Card – DPC/ED person per Diane Rossi (Quirina Orozco?)
- Production and Distribution – CoS/ED person per Diane Rossi
- Other – TBD

* The party responsible for each piece will also be responsible for any draft reviews specific to that piece at the appropriate points. For example, Jackie and Julie will ensure their piece is reviewed and approved by the organizations offering commitments, the Initiative will ensure that the Alliance members have reviewed the section on the alliance, etc.

** We will identify organizations that need to be included in each draft review round (e.g. Caucus, Alliance, etc.). Those organizations will assign one point of contact. That person will receive all drafts from Kendra and return the comments of the entire organization to Kendra.

*** Edits will be distributed by Kendra and incorporated by each responsible party into the next draft, meetings will be to discuss larger issues and changes based on each draft.

TIMELINE

Hispanic Education Strategy Session Report

Week of July 10th:

- Send an Options Memo to María on the Strategy Session Report format, structure, and tone.
- July 15th: Deadline for facilitators to submit reports.
- July 15th: Deadline for Breakout Panelists' opening remarks summaries.
- Rey will contact Caucus and Commissioners about Caucus meetings.
- Rey will contact Founding Partners re further background.

Week of July 17th:

- Internal meeting with María to communicate decisions on the report.
- María meets with 2010 Alliance.
- María meets with Founding Partners re follow-up.
- María meets with Commissioners (TBD per Deb and Sarita).

Week of July 24th:

- Staff meets with Caucus and Alliance representatives to flesh out report and agree on outline, tone, etc.

Week of July 31st:

- July 31st: Deadline for first draft of Strategy Session Report, to include:
 - Contents/Opening; Goals and strategies; Resources and best practices; Federal follow-through; External actions; Appendices
- Share draft with Department officials, Caucus staff, and Alliance representatives, and hold feedback meeting.

Week of August 7th:

- August 7th: Deadline for second draft.
- Share second draft with Department officials, Caucus staff, and Alliance representatives.
- August 11th: Hold second feedback meeting.

Week of August 14th:

- August 18th: Deadline for final draft
 - Shared for dire comments only.
 - Vetted through White House.

****September 1st:** Go to print on Strategy Session report.

And that
is faithful to
what transpired
at the



**WHITE HOUSE INITIATIVE ON
EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS**

July 17, 2000

TO: Maria Echaveste, Deputy Chief of Staff
Mickey Ibarra, Assistant to the President and White House Director for
Intergovernmental Affairs

FROM: Guillermo Linares
Chair, President's Advisory Commission on Educational
Excellence for Hispanic Americans

RE: Commission recommendations on the White House Strategy Session Goals

I am writing to follow up on the work of the White House Strategy Session and to provide you with the recommendations I presented to Secretary Riley on behalf of the Commission when I met with him on June 30. I believe that Sarita Brown, our Executive Director, has already conveyed this information to you, but given the importance of the topic I wanted to also provide our input in writing.

Attached please find the memo sent to you and your colleagues dated May 17. In this memo Sarita presented the Commission's general feedback regarding the proposed content of the strategy session. The Commissioners communicated the importance of treating language as an asset and offered ideas on how the strategy session might convey this message. Unfortunately, the final wording of the language goal did not prove as effective in capturing our message and therefore we offer the following change.

We suggest that goal two on language end with the wording, "...all students graduate from high school having demonstrated proficiency in English **and another language.**"

We also believe that the discussion group for goal five at the strategy session agreed that this goal should be amended to better serve closing the achievement gap. We offer the following recommendation.

For goal 5 we suggest the following change, "**By 2010, Hispanic Americans earn Associate's and Bachelor's degrees on par with their representation in the workforce.**"

I conveyed the Commission's sincere interest to strengthen the contributions of this Administration to the goal of closing the achievement gap for Latinos when I met with Secretary Riley. I write this to you in the same spirit and encourage you to contact me at 212-781-0856, or to call on our Executive Director to schedule a conference call to discuss these suggestions further with the members of the President's Advisory Commission's Executive Committee.

Cc: Secretary Richard Riley, Department of Education
President's Advisory Commission
Sarita Brown, Executive Director



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

May 17, 2000

TO: Maria Echaveste and Members of the WH Planning Committee

FROM: Sarita E. Brown

RE: Ideas for the June 15 Conference

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

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

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

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

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

Early Childhood

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

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

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

Language

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

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

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

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

Assessment

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

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

High School Completion

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

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

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

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

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

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

College Going

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

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

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

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

Strategies

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

Participants

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

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

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

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

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

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

Ivelisse Estrada, VP Community Affairs, Univision

Art Ruiz and Tony Waller, State Farm Insurance

Orlando Padilla, GM Motors

John Guerra and Roberto Cruz, AT&T

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

Diane Medina, Walt Disney Company

Rafael Fantauzzi, American Airlines

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

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

The Commission assumes that the White House will invite representatives from the constituent
organizations already solicited for input and feedback.

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

Hispanic Education Strategy Session Follow-up Report

Thursday, July 27, 2000
2:15 p.m.

Maria Echaveste's Office

Agenda

- I. IDC Meeting Update
 - Presentation went well – *Rey, Bethany*
 - Feedback on Mickey's remarks – *Rey, Bethany*
- II. Outreach to Constituencies Regarding Plans for Follow-Up Report
 - A. 2010 Alliance
 1. Still trying to schedule follow-up with Founding Partners – *Rey, Rochelle*
 2. Individual follow-up conversations with Founding Partners:
 - Hector Garza – Rey's notes from this conversation
 - Arturo Vargas says he'll try to write something up -- *Rey*
 - Charles Kamasaki – *Rey*
 - Delia Pompa – *Bethany*
 3. Founding Partner's concern that goals not be thrust upon them
 - A. Bethany's conversation with Hector and proposal resulting therefrom
 - B. Strategy options for follow-up meeting with Founding Partners
 - Expressing and explaining White House and Administration's strong commitment to and desire for rallying behind goals, and reasons therefore, but not requesting 2010 buy-in
 - Requesting 2010 buy-in on goals
 - B. Commissioners
 1. Conference call scheduled for Friday @ 9:30 a.m. – *Rey, DPC*
 2. Linares' July 17, 2000 memo suggesting revisions to language of 2 goals
 - C. Hispanic Caucus
 - Mark suggested best to wait until session is over – *Rey, Mark*
- III. Progress on Drafting of Report -- *DPC*

Notes From Conference Call With Hector Garza on July 13, 2000

Participants: Reynaldo Anaya Valencia
J.B. Buxton
Kendra Brooks

Maria:

Hector tells us that the funders for the 2010 Alliance want the effort to be an independent effort, and are nervous about it being tied too closely with the White House, particularly since this is an election year. These funders want to be sure that they are not mired in election law politics as a result of their participation and/or cooperation with the 2010 Alliance efforts. Because the funders and fellow Founding Partners are nervous about the White House's continued involvement with the 2010 Alliance's efforts, he asked that I send him an email wherein I described the purpose for the upcoming follow-up meeting with you and the Founding Partners: i.e. not to control their efforts, but to get their feedback on the Strategy Session, to hear more about the 2010 Alliance's plans and infrastructure, and finally, to see how the White House could be helpful toward these efforts.

Are you okay with my doing that, or would you prefer such a memorandum to go out under your signature?

General Feedback from the Strategy Session:

Although Hector did not attend the Strategy Session, he says that there are essentially two camps or schools of thought regarding the event: those inside the Beltway, and those outside the Beltway. Hector says that those outside of the Beltway were ecstatic and elated about the event and the outcome. Not unexpectedly, those inside of the Beltway were less so.

Hector says that the view of those outside of the Beltway is more optimistic and enthusiastic than those inside the Beltway. He believes that this group of outside individuals is an important constituency that he will not dismiss. Hector also believes that these attendees created natural allies and champions that he and the 2010 Alliance may call upon later, so he is generally positive about the Strategy Session. At base, Hector says that he believes people of color getting into the White House is always a good thing.

Hector notes that those in the other camp -- those who live and work in Washington -- tend to have greater expectations and higher standards for what gets done, and that they will always argue that the content could have been stronger and that the event could have produced more. In particular, he says that Arturo Vargas believes the second half of the Strategy Session's program could have been stronger. Hector says that in general, this more critical group expected much more from that session and that the largest criticism, even from those outside of the

Beltway, was the lack of diversity of access to the President in this afternoon session. Many concluded that based upon who was sitting at the table with the President, it appeared that the White House was rewarding white men such as CEOs, and suspected that perhaps these individuals were big donors being rewarded.

Hector asserts that he is such a big supporter of the President that he will never bad mouth the President, and irrespective of the impetus behind those seated at the table, Hector claims that he will continue to court the President and others who want to help the Hispanic cause.

Overall, Hector says that the event happened, he considers it successful, and he believes the 2010 Alliance participants need to frame their references to this event in that manner. Hector plans to take the lead with his colleagues by encouraging that they continue to talk positively about the Strategy Session -- he believes it does no good for them to suggest that it was less than what they wanted. Hector says he also believes that if you want people to do well, you do not trash them or their efforts. Hector concludes that we are turning over a new leaf here -- the Strategy Session was the beginning of a new initiative and now it is the 2010 Alliance's job to keep it going.

Goals:

Hector says that three of the of the "players" in the 2010 Alliance believe that the goals may become problematic for their efforts. Some believe that these are the goals from the White House and that the 2010 Alliance may or will have complementary goals. Hector believes you put a message out there that resonates with the public and creates public will. As a result, you will get greater results. Thus, he proposes to focus on the general message that he would like to see the 2010 Alliance use as a tag line: "working together to reduce the achievement gap for Latinos."

Hector believes it is too late in the game to try to wordsmith the goals at this point, and says that his response to those who are unhappy with the goals is "Get over it."

Hector says that if anyone, 2010 Alliance member or not, wants to utilize the goals, that is fine with him. He believes people are going to do whatever they want to do anyway. He believes the real work is actually concentrating on the overall goal of reducing the achievement gap. He is not interested in a debate about whether to re-visit the goal language and/or use the goals. He says that if you trust that getting to what reduces the achievement gap will touch the goals, then whether the goals are actually used or not is less important.

Hector also says that it would not be good politically if the White House tried to strong-arm use of the goals by others. He believes that the White House approach should not be to say, "these are the goals now deal with them." Rather, he suggests that the better approach would be to say, "listen, all of you were involved with the process, the intent of the goals was what we all agreed upon." That way no one would have to come in heavy-handed making sure that the White House "baton" was being used as an enforcement mechanism.

Strategy Session Report:

Hector believes it is key for the follow-up report to say that while the government cannot do everything, there is a role, no matter how small, that the government can and must play -- particularly in an election year and in a year in which the President has announced these goals. He believes that the new president and new White House need to be positioned to give some assurances that the next Administration will continue to commit and marshal resources toward reducing the Latino achievement gap in education, and will thereby assist the 2010 Alliance. Hector and some of the 2010 Alliance are nervous that that deliverables announced at the Strategy Session may not mean much with a new Administration. Hector and others believe that the 2010 Alliance does not have time to waste. He wants the follow-up report to say that it is expected that the next Administration should be fully committed to reducing the Latino educational achievement gap.

Concern about NCCEP:

Hector says that he read media accounts of the Strategy Session and understands why NCCEP was not included in the President's remarks, presumably because it is not a Hispanic organization, while NCLR and NABE which are Hispanic organizations, were included in these remarks. However, he points out that NCCEP is the "fiduciary" for the 2010 Alliance (by which he means the fundraising arm), and serves as "Convening Partner," in the sense that the group meets at Hector's NCCEP offices, and will continue to do so for the immediate future. In short, it concerns him that that the mention of NCLR and NABE and exclusion of NCCEP have caused some confusion within the Hispanic and greater community as to who is heading up the 2010 Alliance effort.

2010 Alliance Structure and Upcoming Plans:

The individuals involved in the 2010 Alliance are not creating a new, legal animal. In fact, their funders refuse to fund a new organization, but instead want to fund the existing organizations more fully and efficiently. It is anticipated that the Founding Partners of the 2010 Alliance will govern and direct whatever the resulting 2010 Alliance efforts produce. Hector reiterated what we had heard before, that the Alliance's plans for full-time staff are still not crystallized. Some believe in the need for an Executive Director, others disagree and believe that all Founding Partners should be the Executive Director. The group does agree, however, that the immediate need is for a small staff.

Importantly, according to Hector, the upcoming 2010 Alliance's October "retreat," will **NOT** be a practitioners' retreat. Rather, this meeting, with approximately 50 invited participants, is designed to reach a consensus on the structure and long term plan for the Alliance. The 2010 Alliance Founding Partners plan to have a concept paper that they will vet with the constituency of 50 participants at the retreat. The concept paper is designed to help this group reach

consensus on the infrastructure of the Alliance -- including how funding will be distributed among the participants.

OUTLINE
HISPANIC CONFERENCE REPORT

✓ WELCOME LETTER FROM POTUS

← Executive Summary DPC

GENERAL SUMMARY AND GOAL OF STRATEGY SESSION 5-7 PAGES

This should offer explanation of calling of the strategy session, maybe brief overview of the First Lady's convening?. This should also offer how and why we chose a 10 year plan.

BACKGROUND/RESEARCH ON LATINO EDUCATION
WHI should provide general background this piece.

— Initiative/DPC

PARTICIPANTS LIST – 1 PAGE

Just list of names, organization and which breakout session they attended
Brian/OPL

ONE/TWO PAGER ON GOAL ONE

DPC/NEC

BREAKOUT SESSION REPORT ON GOAL ONE
Facilitator reports

— Facilitator/DPC

NEXT STEPS

Commitments and deliverables. Should include what was promised by each group.

Julie + Julie

RESOURCES/BEST PRACTICES

What Works for Latino Youth, and BP's we learned of before and during the conference.

ONE/TWO PAGER ON GOAL TWO

BREAKOUT SESSION REPORT ON GOAL TWO

NEXT STEPS

RESOURCES/BEST PRACTICES

ONE/TWO PAGER ON GOAL THREE

BREAKOUT SESSION REPORT ON GOAL THREE

NEXT STEPS

RESOURCES/BEST PRACTICES

ONE/TWO PAGER ON GOAL FOUR

BREAKOUT SESSION REPORT ON GOAL THREE

NEXT STEPS

RESOURCES/BEST PRACTICES

ONE/TWO PAGER ON GOAL FIVE

BREAKOUT SESSION REPORT FOR GOAL FIVE

NEXT STEPS

RESOURCES/BEST PRACTICES

HANDOFF/CHALLENGE TO 2010 ALLIANCE

APPENDICES

CEA REPORT

IDEA BOOK

REPORT CARD

Conference Call
Friday, July 6, 2000, 11:00 a.m.
Background Paper

Following this morning's Hispanic education follow-up, my gut told me that Deborah Santiago probably knew a great deal more regarding the 2010 Alliance efforts than she had said during the meeting. Accordingly, Bethany Little, Kendra Brooks and I had a follow-up conversation with her and found out the following:

- 2010 Alliance meeting dates are now October 13-15, 2000
- The four main players – referred to as the “Founding Partners” which consider themselves as a pseudo board – of this effort are NCEP, NCLR, NABE and NALEO
- The other players are referred to as “Collaborating Partners,” including John Guerra, etc.
- Any meeting between the White House and the 2010 Alliance should include the following individuals from the four Founding Partners: Hector Garza—NCEP, Charles Kamasaki—NCLR, Delia Pompa—NABE, Arturo Vargas—NALEO
- Organizationally speaking, the 2010 Alliance has not progressed too far with respect to its vision for its full-time staffing, other than it seeks a smaller staff (rather than larger), which will likely be housed at one of the Founding Partners' offices
- Impression is that the 2010 Alliance views the structure and efforts of the full-time staff the same as you: i.e. a small in-your-face staff ensuring Hispanic education accountability
- Impression is that the 2010 Alliance is not particularly wedded to the five goals
- Impression is that the 2010 Alliance does not particularly want to re-litigate the five goals
- Impression is that while the 2010 Alliance cares about and wants to work in the broad goal areas, it does not want to be bound by the more narrow goal language
- Result: it is anticipated that the 2010 Alliance will neither seek to re-litigate nor be particularly predisposed to embrace and/or utilize the five goals

If this “lay of the land” is correct, we need guidance with respect to the following:

1. Assuming that 2010 Alliance's view of its organizational structure and focus of efforts is not dramatically different from the White House, and assuming further that the 2010 Alliance is not on-board with embracing the five goals, how important is it that the White House get such buy-in? What priority, if any, do you want to give this issue?
2. Assuming that 2010 Alliance embracement and/or utilization of the goals is a top priority, what can/do/should we as the White House have to offer as enticement toward such an end?
Examples:
 - a) a meeting with the Vice President?
 - b) re-working Executive Order to possibly include language referencing partnering with 2010 Alliance to reach goals and holding DOE accountable?
 - c) Securing a more equitable TRIO program?
 - d) Additional money for other similar programs?
 - e) Additional commitments from Department of Education?
3. Do you want to wait until you return from Camp David before meeting with the Founding Partners? Do you want to do a conference call while you are away? Do you want us to conduct further background work with the Founding Partners themselves?

MEMORANDUM

TO: MARÍA ECHAVESTE

FROM: COLIN VANDELL

DATE: JULY 7, 2000

RE: WORK PHONE NUMBERS FOR THE FOUNDING FOUR

- Delia Pompa (NABE): (202) 898-1829, ext. 104
- Charles Kamazaki (NCLR): (202) 776-1719
- Arturo Vargas (NALEO): (323) 720-1932, ext. 123
- Hector Garza (NCEP): (202) 530-1135