

POTUS

PHOTOCOPY
PRESERVATION

THE PRESIDENT HAS SEEN

11-24-99

Kate Britton

October 18, 1999

Dear Bill,

Thank you for sharing with me in such a personal way your own past reasoning in regard to partial-birth abortion, in response to the extraordinary *Eulogy for Matthew*. As a friend and sister-in-Christ, I feel a desire to respond to the explanation you offered as to why criminality should not be attached to partial-birth abortion.

As you know, your success in keeping this procedure free of criminality has not restricted its practice to a "benign zone" wherein partial-birth abortion is performed only on behalf of conflicted and earnest parents facing rare circumstances. I wish to bring to your attention some results of the growing practice of partial-birth abortion in our country. I enclose for you an article, "Dead Baby Parts Business Booming" (*The Wanderer*, 9/30/99) which exposes grotesque sub-industries that now openly auction the intact corpses of American babies. This article shows that the lack of criminality of partial-birth abortion has had an effect far beyond that of being lenient toward women whose unborn babies have rare medical conditions. The article quotes directly from brochures and publicity materials published by fetal tissue wholesalers which solicit or advertise their leasing of space at abortion facilities, in order to have their own employees on site for the purpose of harvesting correctly-packed fetal tissue, limbs and organs. Vendors of human body parts offer top price only for *intact* organs. The prices for fragmented parts are reduced by 30%. The incentive for increased partial-birth abortion, which results in an intact body, becomes clear. The industry anticipates only increasing demand for tissue harvested from intact aborted babies. *What kind of nation are we becoming?*

Bill, when you personally legitimized the reasoning of five mothers who defended their decisions to end their pregnancies by means of partial-birth abortion, you assumed the obligation of guaranteeing that this option must be permissible even if practiced on a large scale. When you protect from criminality the decision of a mother who decides for partial-birth abortion due to a desire to preserve her future fertility and/or end the suffering of her child, you also condone the error she makes of naming the undeniable but *relative goods* of fertility and freedom from suffering superior to the *absolute good* of already-created human life. Scripture records in countless passages that God has reserved exclusively to Himself the right to number the days of a human life. ["*The LORD kills and brings to life.*" I Samuel 2:6 "*There are... things which the LORD hates... hands that shed innocent blood.*" Proverbs 6:16,17] No creature may assume a right superior to the rights of the Creator Himself. These mothers' poor formation in natural law led them to the wrong conclusion that protecting their potency to have another baby with a longer life-expectancy or better health was an *absolute good*. No parent, however prayerful, has an absolute right to fertility or to a healthy child. These are gifts of God--gifts which He is free to grant or to withhold. ["*For My thoughts are not your thoughts, neither are your ways My ways, says the LORD. For as the heavens*

Reed / Cahill

What about her
signature on p. 12 -
Does anyone really
know how many
of these procedures are done?
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THE PRESIDENT HAS SEEN

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are higher than the earth, so are My ways higher than your ways." Isaiah 55:8,9] The tragic cost of each mother's erroneous ranking of *relative goods* (the natural desire for fertility, for a normal pregnancy and for freedom from suffering) over an *absolute good* (man's obligation to heed God's absolute injunction against the taking of innocent life) was the intentional death of her baby.

I can state with confidence that the mothers you mentioned who said that they were Catholic acted in violation of 20 centuries of unequivocal teaching by the Roman Catholic Church upholding the absolute dignity and sanctity of every human life, irrespective of its health or duration. The freedom of a Catholic to follow her conscience proceeds from the obligation first to achieve a rightly-formed conscience. These mothers cannot cite a single Scripture passage, the writings of any Church Father, a Papal Encyclical nor reference from the Catholic Catechism which supports their decisions to end their pregnancies—no matter how hard to bear the cross of painful circumstances surrounding them.

is this true?

It is a sad fact that your five women—and any woman to whom partial-birth abortion is presented as the best option—were given poor medical care. Partial-birth abortion has not been shown to influence positively maternal fertility. Its effectiveness as a means of euthanizing a handicapped child *in utero* is undisputed. Today, the vast majority of partial-birth abortions are performed in the 5th or 6th months of normal pregnancies and are completely elective, that is, not associated with maternal or fetal risk. Most doctors in practice today did not learn this method of abortion in medical school. The procedure was devised, absent scrutiny of mainstream physicians, by physician-operators of abortion clinics. In 1992, details of the procedure were presented publicly for the first time at the National Abortion Federation. The electorate, the courts, and the medical establishment became aware of partial-birth abortion only after this presentation. The procedure is unnatural in every way and clearly was designed to manipulate the scope of *Roe v. Wade*. The procedure's inventors wagered (so far, correctly) that if they insured that *only the head was allowed to emerge* previous to delivering the fatal puncture, they evaded the protection guaranteed to a whole person under the Constitution.

Bill, I ask you to re-examine your past stand and look hard at what motivated you in it. This procedure is evil and, as the enclosed article shows, its results are evil, and you—a Christian and President of the United States—should not continue to support its protection from criminality.

Bill, every president needs moral standing before the people he serves. Let a reversal on your part toward the criminality of partial-birth abortion be a sign of your humility and moral courage toward that end. It's never too late to do what's right. I urge you to take bold advantage of extraordinary graces that are offered by Jesus Christ to all those who are blessed to be alive for the celebration of the 2000th year since His birth. Jesus Himself assures you personally, "*Do not be afraid!*" [Mt 28:10] We recall that the Mary's pregnancy with Jesus was not without aspects of "crisis." God did not spare even the mother of His own Son anguish and confusion in her maternity. She too feared for

the proximate and ultimate fate of her baby. Jesus has truly gone before us in every way in order to provide for our needs *right now*.

My favorite parable is the one where Jesus tells about two brothers who are given an order by their father. One says immediately that he will obey, but does not. The other defies his father verbally, but then reconsiders and ultimately does obey. Jesus asks, "*Which of the two did the will of his father?*" [Mt 21:31] I love this story because I am like the second brother. Many times in my life—sometimes in grave matters—I too say "no" to my Father. Upon reconsidering (often *years* later), I must repent of my words and deeds of defiance and follow instead the *narrow way* of God's Will. What a relief it is to me to know that my habitual, ever-ready expressions of self-love do not determine my ability to repent and then *do the will of my Father!* I am grateful that He is the God of second chances.

I'll be praying for you regarding the criminality of partial-birth abortion. A change within your heart is the basis for the change of mind in you that can instantly strike a measurable blow to this evil. I know that this is hard, but it is not too hard for you, if you surrender to God's doing of it through you. Ask Him sincerely, and then watch how He makes for you "*a hiding place from the wind; a covert from the tempest; streams of water in a dry place; shade in a weary land.*" [Is 32:2] I believe in you and in your capacity, as Mother Teresa taught us all, "*to do something beautiful for God.*" I see in you *liberation of spirit*, a virtue much-loved by God, for those blessed with it can seek and find Him everywhere and in everyone. Take courage in the knowledge that God has called and kept hidden Donna Wilkes as a *suffering co-worker* both of your interior life in Christ and your public life as President of the United States. At Mass today, we heard proclaimed, "*Despite the increase of sin, grace has far surpassed it, so that, as sin reigned through death, grace may reign by way of justice leading to eternal life, through Jesus Christ our Lord.*" [Rom 5:21] Let us claim this verse for the sake of Jesus Christ's babies!

+ In Christ,
RAT

Dead Baby Parts Business Booming

By PAUL LIKOUDIS

Here is a sign of the times of American life in the Clinton regime:

"Human embryonic and fetal tissues are available from the Central Laboratory for Human Embryology at the University of Washington. The laboratory, which is supported by the National Institutes of Health, can supply tissue from normal or abnormal embryos and fetuses of desired gestational ages between 40 days and term. Specimens are obtained within minutes of passage and tissues are aseptically identified, staged, and immediately processed according to the requirements of individual investigators. Presently, processing methods include immediate fixation, snap fixation, snap freezing in liquid nitrogen and placement in balanced salt solutions or media designated and/or supplied by investigators. Specimens are shipped by overnight express, arriving the day following procurement. . . .

"Inquiries:

"Alan G. Fantel, Ph.D.

"Department of Pediatrics; RD-20

"Seattle, WA 98195."

In cold, clinical research terms, here is the end product of the "fetal tissue issue" — an economical

ly important byproduct of the sexual revolution.

(For those who want to see the document themselves, it's only a click away on the Internet. Just call up the ask.com search engine, type in "Where can I purchase fetal tissue?" and within seconds, "NIH Guide" will appear as one of the answers.)

Here, courtesy of the National Institutes of Health, in taxpayer-funded black and white, is the reality of America's culture of death: commercial cannibalism of the young of the human species, a business about to break into the mainstream as a coalition of major medical and health organizations, businesses, and associations press for federal funding of lethal embryo research.

Since the widespread legalization of abortion, abortionists, protected and promoted by media publicists, have dramatized the plight of the poor pregnant girl whose life can only be set right by free and easy access to tax-funded abortions.

The abortion industry, however, has always been about money, and now Houston-based Life Dynamics has shown it's a double-profiteering, body-snatching supplier for the rapidly growing biologics and pharmacological industries which require a continuing supply of fresh human bodies, brains, organs, flesh and bones for research, product manufacturing, treatments, and therapies.

Following the release, last May, of a powerful LifeTalk video featuring "Kelly," a fetal tissue procurer for the Maryland-based Anatomic Gifts Foundation, Life Dynamics has released documentation obtained from fetal tissue wholesalers, that is, companies which place their employees in abortion facilities to harvest tissue, limbs, organs, etc. The tissue is

See

"business booming" D. 8

Business Booming

(Continued from Page 1)
then shipped to universities, pharmaceutical and biologics firms, and government research centers.

Just Business

Included in the documents are price lists and shipping and procurement instructions.

Opening Lines, a division of Consultative and Diagnostic Pathology, Inc., of West Frankfort, Ill., will pay \$999 for brains eight weeks old or less ("30% discount if significantly fragmented"), \$400 for an intact embryonic cadaver eight weeks old or less; \$600 for an intact embryonic cadaver above eight weeks; \$550 for gonads; \$350 for bone marrow, and various prices for everything but the scream: livers, spleens, pancreas, thymus, mesentery, kidney, pituitary gland, ears, eyes, skin, lung and heart block, spinal column, spinal cord, cord blood, limbs.

Anatomic Gift Foundation will pay \$220 for a first-trimester aspiration abortion ("fresh") and \$260 if it is "frozen."

Opening Lines provides two kinds of promotional literature, brochures for abortion clinics and brochures for researchers and industry, which Life Dynamics includes in its booklet of documentation.

The front page of the brochure for abortion facilities proclaims: "Find out how you can turn your patients' decision into something wonderful." Inside is this text: "We know your patient's decision to have an abortion was carefully considered and we also know it was a very difficult one to make."

"Now that the choice has been made, we ask that you propose to your patient a simple program that could help thousands of people."

"Consultative and Diagnostic Pathology, Inc., will be asking to obtain tissue specimens from your patient's medical procedure."

"This is an opportunity to make a difference... and it can be beneficial to your clinic."

"1) Consultative and Diagnostic Pathology will lease space from your facility to perform the harvesting and distribution of tissue. The revenue generated from the lease can be used to offset your clinic's overhead."

"2) Consultative and Diagnostic Pathology can train your staff to harvest and process fetal tissue. Based on your volume we will reimburse part or all of your employee's salary, thereby reducing your overhead."

The brochure for industry declares: "Fresh Fetal Tissue harvested and shipped to your specifications... where and when you need it."

The company boasts its tissue "is the highest quality, most affordable, and freshest tissue prepared to your specifications and delivered in the quantities you need when you need it."

A Ghoulish Request

Also included in the Life Dynamics booklet are dozens of copies of completed "tissue requested" documents, along with protocols for harvesting, preserving, and shipping.

One such document is a request for "Limbs, Liver, Thymus."

"Preservation: Fresh shipped on wet ice. IMDM/10%, 1x 1-Glutamine, Pen/Strep. Will supply if necessary. Limbs intact. To be removed under sterile conditions..."

"Shipping: Fresh, wet ice. Priority overnight or same day."

"Tissue Use/Significance: Human fetal tissue will be used for the generation of SCID-humice. Briefly, a SCID mouse is engrafted with either a human bone marrow fragment, thymus/liver graft, or a lymph node. These mice will then be used to study hemoglobinopathies in vivo... Approval for the production of SCID humice and transplantation of cells into them has already been obtained from the IUCUC of Genetech, Inc. (Study #97-156)."

Other documents stipulate that organs must be retrieved within ten minutes, indicating that the organ must be procured from a living, aborted baby.

Other documents stipulate "no dig," which instructs the abortionist that no digoxin (a fetocidal chemical) can be used, for it would harm the desired organs.

Other norms stipulate "no anomalies" or "no congenital abnormalities" — evidence perfectly healthy babies are being aborted for organ harvesting.

Life Dynamics also discloses that these fetal organ harvesting businesses set up promotional booths at conferences held by the National Abortion Federation.

Much of the fetal tissue is used for HIV/AIDS research.

Technically, this gruesome business is illegal. It is against federal law to sell human tissue or body parts, but as Life Dynamics points out: "The fetal material [the companies] harvest is 'donated' to

them by the clinics. However, they do pay a 'site fee' to the clinics for the right to access the tissue."

"The tissue is then 'donated' to the researchers who in turn pay the wholesalers for the cost of retrieval. Profit is realized by the wholesalers' ability to set their own retrieval fees."

Something Old, Something New

Fetal tissue research, harvesting organs from living, aborted babies, building "humice" for research and the rest of the brave new world of biomedical research is not new; the work goes back to the 1920s, according to the American Life League's Judie Brown in "Recycling Babies: The Practice of Fetal Tissue Research" (1996).

In the American Life League's *Pro-Life Activist's Encyclopedia* entry on "Fetal Experimentation: Frankenstein Revisited," author Brian Clowes traces the gruesome history of fetal experimentation and organ harvesting — the "road to Auschwitz" — back to European and U.S. universities in the 1960s. The practice rapidly accelerated with the legalization of abortion.

On May 20th, a coalition called Patients' CURE (Coalition for Urgent Research) started lobbying in Washington, D.C., for federal taxpayer funding of stem cell research that requires the killing of human embryos, accompanied by an enormous media blitz ballyhooing the alleged benefits of fetal tissue research for a host of medical problems.

Members of the coalition include the Alliance for Aging Research, the American Cancer Society, the Glaucoma Research Council, Juvenile Diabetes Foundation International, Parkinson's Action Network, Resolve: The National Infertility Association, and the Spina Bifida Association, Inc.

As Richard Doerflinger of the U.S. Bishops' Pro-Life Activities office observed, the demand for federal funding for destructive embryo research — currently against the law — represents a dramatic turn in the American abortion culture: Government now can only fund those abortions which "save the life of the mother," but

under proposed legislation, will fund abortions that "produce life-saving benefits for others."

Clowes estimates that, with the aging of America and the growing callousness of baby-boomers, there will be an increased demand for medical treatments using organs and tissue harvested from aborted babies.

"It may be expected," he wrote in *ALL's Encyclopedia*, "that as many as five million people will make use of fetal tissue on a regular basis. This means that the total amount of fetal tissue required to satisfy the demands of these 'neo-vampires' will be measured in the tons every year."

"Since there are only about 120,000 second and third trimester abortions in the United States, this means that demand for fetal tissue will crushingly and inevitably overwhelm the available supply."

Clowes predicted "inflated prices... a thriving black market; the growing and selling of preborn babies for sale; the import of fetal tissue from poor and developing countries; and entrepreneurs encouraging women to abort as late as possible for a monetary reward."

Clowes wrote the above in 1995.

In 1999, Kelly, the pseudonymous organ harvester who unloaded her documents at Life Dynamics, confirmed that women are "coerced" into having abortions. Women, she says, would change their minds after entering the abortion mills, but they were sedated by staff into a "Nyuquil nap."

Kelly also testified on the Life Dynamics video that women are encouraged to have late-term abortions to meet the demands of an industry that requires intact specimens and tissues.

Mark Crutcher, president of Life Dynamics, says he's convinced that the reason the abortion industry fights so hard to keep "partial-birth abortion" legal is that it wants to sell the fetal tissue.

"Why do pro-aborts fight so hard to keep it?" he asks in an interview published last month in *The Alberta Report*. "All it says is you can't kill them by this method..."

"This is about maximizing profits. First, you sell the woman an abortion. Then you turn around and sell the dead baby you take out of her. But you have to take it out whole or you don't have anything to sell."

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THE PRESIDENT HAS SEEN
TWENTY-NINTH SUNDAY: YEAR A
(10/17/99)

46. GIVING TO GOD WHAT IS GOD'S

46.1 Loyal collaborators in fostering the common good.

The *First Reading* of today's Mass shows us how God chooses his instruments of salvation wherever He pleases.¹ To bring his People out of exile the Lord takes hold of Cyrus, a pagan king. The Lord uses political authority to do good. There is nothing in the universe that lies outside his paternal dominion.

In the Gospel for today² Jesus reaffirms the duty of all of us to obey civil authority. The Pharisees and the Herodians had attempted to lay a trap with their question: Was it licit to pay tribute to Caesar? There were those among the Jews who argued that such payments simply reinforced the tyranny of foreign domination over the Chosen People. If the Master were to acquiesce in this payment, the Pharisees would be able to accuse him of collaboration with the Romans. He would thus be discredited before a good part of the people. But if He were to oppose the tax, the Herodians, who were in league with the (occupying) civil power, would then have grounds for a denunciation to the Romans.

Jesus gives his enemies a profound response, which went far beyond their twisted expectations. He does not limit himself to a 'yes' or 'no'. The Master speaks: *Render therefore to Caesar the things that are Caesar's*, he says, *and to God the things that are God's*. Give to Caesar what

1. *First Reading*, Is 45:1; 4-6
2. Matt 22:15-21

rightfully belongs to him: tribute, obedience to just laws ... but nothing more. The State does not enjoy absolute power and dominion. As ordinary citizens, Christians have *the obligation of rendering to the state whatever material and personal services are required for the common good*.³ For their part, civil authorities are obligated to act with equity and justice in the distribution of their goods and services. They have to serve the common good without looking for any personal gain. They have to legislate and govern with the greatest respect for the natural law and the rights of people. This includes the protection of life from the moment of conception, defence of the family, religious liberty, the rights of parents regarding the education of their children. The Lord speaks through the Prophet Isaiah: *Woe to those who decree iniquitous decrees*.⁴

Christians are obliged to pray for those who exercise civil authority. Rulers and governments have a great responsibility to carry out. Christians should fulfil their duties to society with virtually scrupulous exactitude. There should be no more loyal collaborators for the common good than the Christian faithful. This fidelity will spring naturally from well-formed consciences. Their relations with civil authority should become, in fact, a path to sanctity: the payment of taxes, the power to vote, our involvement in associations for public welfare, active participation in political life should that be our calling ... Let us examine ourselves today to see if we are truly being good examples to others of fostering the common good.

3. Second Vatican Council, *Gaudium et spes*, 75
4. Is 10:1

46.2 The religious dimension of man.

The Lord recognized the civil power and its rights, but He also stated quite clearly that we have to respect the rights of God.⁵ Human activity cannot be reduced to strictly social and political spheres of action. Every individual has a profound religious dimension to his being. It informs all of his works and gives them tremendous dignity. This explains why the Lord adds those important words: Give ... to God the things that are God's.

Whenever a Christian plays a part in public affairs, in education, say, or in cultural life, he or she cannot behave as if to reserve the faith for some better occasion in the future. *The distinction which Christ made was not intended to relegate religion to the temple – to the sacristy – so that temporal realities would develop apart from divine and Christian law.*⁶ Quite the contrary; Christians are challenged to be *light* and *salt* in the middle of the world. We are called to transform the environments in which we live and work, so as to make them more human. We should strive to make the path to God accessible for as many of our fellow men as possible. In the words of the Second Vatican Council: *The laity accomplish the Church's mission in the world principally by that blending of conduct and faith which makes them the light of the world; by that uprightness in all their dealings which is for every man such an incentive to love the true and the good and which is capable of inducing him at last to go to Christ and the Church; by that fraternal charity that makes them share the living conditions and labours, the sufferings and yearnings of their brothers, and thereby prepare all hearts, gently, imperceptibly, for the action of saving grace; by that full awareness of their*

*personal responsibility in the development of society, which drives them on to perform their family, social and professional duties with Christian generosity.*⁷

46.3 The Faith, a powerful light.

When it comes to fundamental questions of social morality, Christians should be fully aware of the fact that their religious faith serves as a powerful light illuminating the whole area of the common good. The teachings of God and his Church are not an obstacle to human welfare or scientific progress. They are rather a sure guide for the realization of those worthy goals. When, for example, a Christian maintains the indissolubility of marriage, he is showing the way to guaranteeing the health of society.⁸ He thus provides huge benefit to all. It is not a question of safeguarding our own special privileges. We have so much to give for the good of society! This is what we can learn from the example of the first Christians. A person with a well-formed conscience can make an enormous contribution to the real welfare of his or her fellow citizens. The Christian has a most precious light to offer amidst so much darkness!

What has come to pass in our society is most lamentable, as was pointed out by Cardinal Luciani, later Pope John Paul I: *In this same society there is a terrible moral and religious void*, he wrote, *Today all seem frantically directed toward material conquests: make money, invest, surround oneself with new comforts, live the 'good life'. Few think also of 'doing good'.*

God – who should fill our life – has, on the contrary, become a very distant star, to which people look only at

5. cf Second Vatican Council, *Dignitatis humanae*, 11

6. J. Esquivá, *Letter*, 9 January 1959

7. Second Vatican Council, *Apostolicam actuositatem*, 13

8. cf J. M. Pero-Sanz, *Believers in Society*, Madrid 1981, p. 30

certain moments. People believe they are religious because they go to church; but outside of church they want to lead the same life as many others, marked by small or big deceits, acts of injustice, sins against charity; and thus they totally lack coherence.⁹ This is not the way to render to God the things that are God's. The proper path lies in living a coherent life of faith. We should act as children of God in the halls of government as well as in the living-rooms of our friends. We should have the firm conviction that the Church is an unquenchable source of truth, the only source capable of filling our modern age's terrible moral and religious void. A society without these values is at the mercy of aggressive elements and prey to a gradual dehumanization. God is not a distant star out of touch with mankind. He is a most powerful light who gives meaning and significance to all human affairs. We Christians, then, are the ones who have to transform the world we live in, in alliance with all people of good will. How can we stand idly by in the defence of human life from its beginnings? Shall we be silent in the face of genetic manipulations that degrade the subject and at the same time every other human person? In another area, what is to be done about the right of parents to educate their children?

Render to God the things of God. The Lord is the life of every person from the moment of conception. The Lord sanctified family life in Nazareth and later taught us to respect the indissolubility of marriage. The Lord revealed these truths even though many of his hearers were scandalized at his message. Despite all social pressures and propaganda to the contrary, married Christians should take care not to block the wellsprings of life. Truly, all men and women should make a serious effort to receive good

formation for their consciences.

Our entire life is for the Lord, and everything in it. How is it possible that we could reserve some area of it for our sole personal domain?

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Gun-Industry Leader Backs Clinton Bid for Pact

By PAUL M. BARRETT

Staff Reporter of THE WALL STREET JOURNAL

The leader of the gun industry's main trade group voiced striking receptivity to the Clinton administration's desire to forge a settlement of municipal litigation against firearms makers and distributors.

But some individual gun-company executives, as well as the National Rifle Association, condemned the White House for threatening to file a federal class-action lawsuit on behalf of 3,200 public-housing authorities.

During a broad-ranging news conference yesterday in Washington, President Clinton reiterated his decision to use the threat of a massive federal suit to pressure the gun industry to accept marketing and manufacturing restrictions demanded by 28 cities and counties that have already sued the industry.

Mr. Clinton said his goal wasn't to "bankrupt" gun companies, but to reform them. Still, a threat of additional litigation also entails the possibility of more legal expenses, as well as possible court judgments down the line. Industry representatives have held tentative talks with the municipalities that are suing, but there hasn't been any substantive agreement.

Robert Delfay, head of the National Shooting Sports Foundation, the main industry trade group, said in an interview that Mr. Clinton's threat "probably turns the heat up a little bit, puts a little more of a spotlight nationally on our [settlement] discussions, and might even play a role in accelerating the discussions."

Mr. Delfay, who has been coordinating the industry's discussions with various municipal and state officials, quickly added that his comments applied only "if the [federal] lawsuit isn't filed, but is used to spur discussion. If it is filed, it would be

a very burdensome and unwelcome addition to the equation."

Some firearms-industry executives reacted much more vehemently. Stephen Sanetti, vice president and general counsel of Sturm, Ruger & Co., Southport, Conn., the largest U.S. gun maker, said his company wouldn't negotiate with the administration. Mr. Sanetti said in a faxed response to written questions: "We will fight this and other factually and legally baseless lawsuits. It is absurd that one portion of the administration is seeking to sue us for transparently political ends, while we work closely with [the Bureau of Alcohol, Tobacco and Firearms] and other law enforcement agencies, and have seen both the firearms accident rate and violent crime rate plummet."

Other companies named in the municipal suits that have exhibited a more conciliatory approach include Smith & Wesson Corp., a unit of Britain's Tomkins PLC, and the U.S. unit of Austria's Glock GmbH. Paul Jannuzzo, Glock's vice president and general counsel, said in an interview yesterday that his company is willing to talk to the administration. Smith & Wesson didn't respond to requests for comment.

The National Rifle Association, which officially represents gun owners but in effect lobbies on behalf of the interests of the industry as well, castigated the administration. "This is a frightening holiday greeting from Bill Clinton and Al Gore," NRA chief lobbyist James Baker said in a written statement. "Hard-working Americans don't want their tax dollars spent to harass a lawful industry."

Gun companies pay attention to the NRA at least partly because of the group's influence with gun consumers. The NRA has discouraged settlement of the litigation, warning that the rights of gun owners

would be curtailed in the process.

The White House made it clear yesterday that it issued the lawsuit threat at least partly in response to the success of the NRA and its congressional allies in thwarting passage of any national gun-control legislation this year. Presidential spokesman Joe Lockhart, in a briefing before Mr. Clinton's press conference, said: "The legislative branch certainly has enough authority [to pass laws]. Should they choose not to exercise that, we have other ways of doing it."

Mr. Delfay said that he expected the next round of face-to-face settlement talks—presumably with administration officials at the table—to take place later this month or in January.

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AARP Report To Fuel Debate On Health Costs

By LAURIE MCGINLEY
Staff Reporter of THE WALL STREET JOURNAL
WASHINGTON—Elderly Americans will spend, on average, more than \$2,400—19% of annual income—on health care this year, with prescription-drug costs being a major factor, a report by the AARP says.

The \$2,400 includes out-of-pocket expenses—money spent on goods and services such as drugs, eyeglasses and dental care—not covered by Medicare. It also includes Medicare premiums, deductibles and co-payments paid by beneficiaries.

The study is likely to add fuel to the debate over whether Medicare, the federal health program for the elderly and the disabled, should offer a prescription-drug benefit. Democrats plan to use the issue to woo older voters in next year's presidential and congressional races.

As if to drive home the need for political action on the issue, AARP released the report at a news conference in Des Moines, Iowa, the state where the presidential nominating process kicks off next month.

"Although Medicare provides critically important health insurance for older Americans, its coverage is not comprehensive," said David Gross, lead author of the report. The AARP, the nation's largest advocacy group for the elderly, formerly known as the American Association of Retired Persons, supports adding drug coverage to Medicare.

The report also found that:

- While Medicare beneficiaries will pay, on average, \$2,430 for health care this year, one-quarter of them will spend more than \$3,000. The out-of-pocket spending figures don't include the costs of home health care and long-term nursing care.

- Prescription-drug spending represents 17% of the elderly's out-of-pocket spending for health care, the single largest component after premium payments. Beneficiaries are expected to spend as much on drugs as on physician care, vision services and medical supplies combined.

- People with Medicare supplemental insurance, known as Medigap, will spend an average of \$3,250 on out-of-pocket health costs, in part because of the cost of Medigap premiums. Those who are enrolled in Medicare HMOs are expected to spend much less—\$1,630—because they generally don't buy Medigap.

In a similar report for 1997, the AARP found beneficiaries' out-of-pocket spending on health totaled about \$2,100. But the researchers said the studies were done dif-

ferently and can't be compared.

Democratic presidential candidates Al Gore and Bill Bradley used the report to renew calls to add prescription drugs to Medicare and to take swipes at their competing proposals for such a benefit.

Mr. Bradley, a former senator from New Jersey, said the study "underscores why my health-care plan is bolder than Al Gore's." He noted that his plan, unlike the Gore proposal, offers catastrophic drug coverage for seniors with high pharmaceutical expenses.

But Gore-campaign spokesman Chris Lehane said many beneficiaries wouldn't be helped by Mr. Bradley's plan because of its \$500 deductible. The Gore plan doesn't have a deductible. Mr. Lehane also criticized the Bradley plan for not including any money dedicated to preserving the solvency of the Medicare trust fund.

Fed Rules on Stockholding Are Eased for Employees

By a WALL STREET JOURNAL Staff Reporter
WASHINGTON—The Federal Reserve Board, amending ethical conduct rules for its employees, eliminated for most employees a general prohibition on ownership of stock in primary dealers.

Also, Fed employees can obtain waivers letting them hold bank stock acquired prior to joining the Fed if the stock does not present a conflict of interest with their duties. Primary dealers, currently 30 in number, are the government securities dealers with which the Fed deals directly in executing monetary policy.

Under the changes, only Fed employees who have ongoing access to "highly sensitive information" collected in connection with the FOMC deliberations will be barred from owning stock in primary dealers.

Reno Is Expected to Decide On Charges in Lab Case

By a WALL STREET JOURNAL Staff Reporter
WASHINGTON—Attorney General Janet Reno is expected to decide within the next several days on bringing criminal charges against former government weapons scientist Wen Ho Lee for mishandling classified nuclear data, according to a law-enforcement official.

Senior U.S. officials decided at a meeting last weekend, reported by the New York Times, to permit disclosure of highly classified nuclear-weapons secrets during a trial if Ms. Reno decides to seek an indictment. Mr. Lee was fired from the Los Alamos National Laboratory in March for security violations. The weapons formulas would have to be explained to jurors to demonstrate the seriousness of Mr. Lee's alleged security violations, the official said.

Ms. Reno is weighing charges under the rarely used criminal provisions of the 1954 Atomic Energy Act, which outlaws both intentional and negligent handling of weapons data. The possible penalties include life in prison, the official said.

Prosecutors have been investigating whether Mr. Lee transferred computer files, which contained nuclear-weapons design information and detonation models, to the laboratory's unclassified computer network. Among the files put on the network server, which may be accessed by outsiders using passwords, were top-secret dimensions and shapes of U.S. warheads, the official said.

Mr. Lee's lawyer, Mark Holscher, who didn't return calls seeking comment, has denied wrongdoing by his client.

A Justice Department spokeswoman had no comment.

THE PRESIDENT HAS SEEN
12-29-99

Releasing Serial Killers

THEY DO THE CRIME, THEN DO THE TIME. Afterward, should such predators go free—if doctors can determine that they are "mentally abnormal" and will almost certainly kill again? A debate.

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Quarantine Them Beyond Their Jail Terms

By FRANK M. OCHBERG

There is a certain small group of serial killers who are cruel, ritualistic and devoid of conscience, whose crimes have a strong sexual component and often involve rape or torture. They are outwardly normal and often very intelligent. They are difficult to apprehend and convict because they cover their tracks and improve their methods with each calculated crime. Because of that difficulty, they sometimes are able to plead guilty to lesser offenses and thus avoid maximum sentences. When they are released, it is almost certain they will kill again. Those of us who study them call them "lethal predators."

These people are not legally insane; they understand their misbehavior and can choose when to act upon their urges. Rather, they are mentally abnormal—a rare blend of psychopathy combined with predatory sexual violence," in the words of Canadian psychologist Robert Hare.

FBI profiler Alan C. Bradley and Mary Ellen O'Toole estimate that there are approximately 100 such criminals in American prisons who are eligible to be paroled or released in less than a decade. And that should not be allowed to happen. Lethal predators serving less than a life sentence should be confined beyond the terms imposed in criminal court. This is not double jeopardy (two punishments for the same offense). It is a constitutional way to save innocent lives.

State by state, legislators can pass laws to accomplish this goal. This has been feasible since 1997, when the U.S. Supreme Court declared that Kansas's Sexually Violent Predator Act was constitutional. Kansas was one of several states that passed laws allowing the involuntary hospitalization of certain sexual predators after they complete their criminal sentences. Various state courts found those laws unconstitutional. Double jeopardy was one reason. Another was the fact that most of these criminals could not be effectively treated, and in the

Frank Ochberg, a psychiatrist, is an adjunct professor of criminal justice and journalism and a clinical professor of psychiatry at Michigan State University.

words of an earlier Supreme Court ruling, "Absent treatment, confinement is imprudent." This is ironic: If they can't be treated, why should these criminals be sent back into society?

But in the case of *Kansas v. Hendricks*, the Supreme Court said states could "quarantine" criminals who have a "mental abnormality" that results in predation, even though they had already served their sentences. Such hospitalization must be humane and nonpunitive, the court said; treatment may be offered, but a cure need not be expected. The court drew a parallel between such a predator and a person whose contagious disease poses a grave risk to others; either should be isolated, curable or not.

Although such civil commitment after confinement is now constitutional, only a handful of states have enacted legislation that would make that possible. More states need to do so.

I never thought I'd be a partisan in this debate. After many years in state and federal mental health administration, since 1981 I have been studying and treating the victims of violence, and avoiding the perpetrators. But then the case of Donald Gene Miller landed on my doorstep.

Miller was a 23-year-old criminal justice student and youth minister in East Lansing, Mich., when his fiancée disappeared on New Year's Day 1977. Two years later, Mil-

If they can't be treated, why should they be sent back into society?

ler was convicted of raping and nearly strangling a 14-year-old girl, then blabbing her 13-year-old brother. Local prosecutors were sure Miller was responsible for the disappearances of his fiancée and at least three other women, but they lacked admissible evidence.

So the prosecutors offered a deal: Miller would lead authorities to the bodies of his victims and he would plead guilty to four counts of manslaughter. In exchange, his sentence for those killings would run concurrently with that for rape and attempted murder of the teenage girl—30 to 50 years.

Miller accepted the bargain, the bodies were identified, and he went to prison. Due to statutory sentencing guidelines, including mandatory time off for good behavior, Miller was to be freed in February 1999.

In 1997, my colleagues in the Michigan Victim Alliance asked me to help: Can't we do something, they said, to keep this serial killer from coming back to East Lansing?

As former mental health director for the state of Michigan, I was able to assemble a

group of detectives, judges, legislators, prosecutors, prison psychologists and victim advocates. For two years, we debated Miller's diagnosis, prognosis and dangerousness. We interviewed experts who had interviewed him, including Earl James, a state police homicide detective and author of the book "Catching Serial Killers." "Clearly," James said, "he fit the profile of the intelligent, organized predator who escalates from fantasy to torture, murder and necrophilia." Nothing concentrates the mind like knowing a man like this is coming home—and his home is in your neighborhood.

Could Miller be confined in a mental hospital? Not under Michigan law—he wasn't insane; he was evil. Could Miller be tried in federal court for civil rights violations (crimes against women)? Not with existing evidence and binding non-disclosure agreements.

Ultimately, we discovered that Miller could be charged with a prison felony. Authorities sometime earlier had found a garage in his cell and had given him a slap on the wrist—docking two years of his earned "good time." Our committee got prosecutors to bring this offense to criminal court. Miller was convicted. At sentencing, we were able to introduce evidence of his sadistic psychopathy because Michigan has a habitual offender statute and this was his third

felony conviction. The court tacked on 20 to 40 more years.

Obviously, we were lucky. Other communities across America, facing the releases of their Donald Millers, are very much at risk.

The National Center for the Analysis of Violent Crime, a unit of the FBI, is now working with members of our Michigan team to reduce that risk. We are summarizing the scientific findings on the dangerousness and recidivism of predators; developing protocols for use in identifying incarcerated lethal predators; and helping state legislators frame appropriate laws.

Although the Supreme Court found the Kansas statute constitutional, it is not an ideal model, since it is broad enough to allow indefinite hospitalization of thousands of sexual deviants, including relatively harmless habitual exhibitionists. Laws that are too broad could be too costly, overwhelm the mental health system, and remove incentives for treatment where treatment is possible.

These are some of the valid reasons cited by the American Psychiatric Association and the American Civil Liberties Union for their objection to the *Kansas v. Hendricks* precedent.

But it is possible for states to write effective statutes that affect only a small group of genuinely dangerous killers. They can define lethal predators and require that such prisoners be evaluated for post-release civil commitment.

The inmate obviously would have to be lethal—he must have killed—and he must be a predator—that is, he must have left evidence of repulsive predatory acts; whether or not they resulted in criminal convictions. One essential feature of predation is its motivation: The perpetrator gets a sexual pleasure—usually involving arousal—while causing pain to the victim. Another feature is the crime's ritualistic quality.

A lethal predator also must demonstrate mental abnormality, usually a combination of sexual sadism and psychopathy. A psychologist or psychiatrist can evaluate sexual sadism to a high degree of reliability using standard tests, clinical interviews and evaluation of corroborated evidence. Psychopathy can also be determined. (This is not to be confused with psychosis, in which a person is out of touch with reality. Psychotic criminals were judged mentally ill and confined long before *Kansas v. Hendricks*.) A psychopath understands right from wrong.



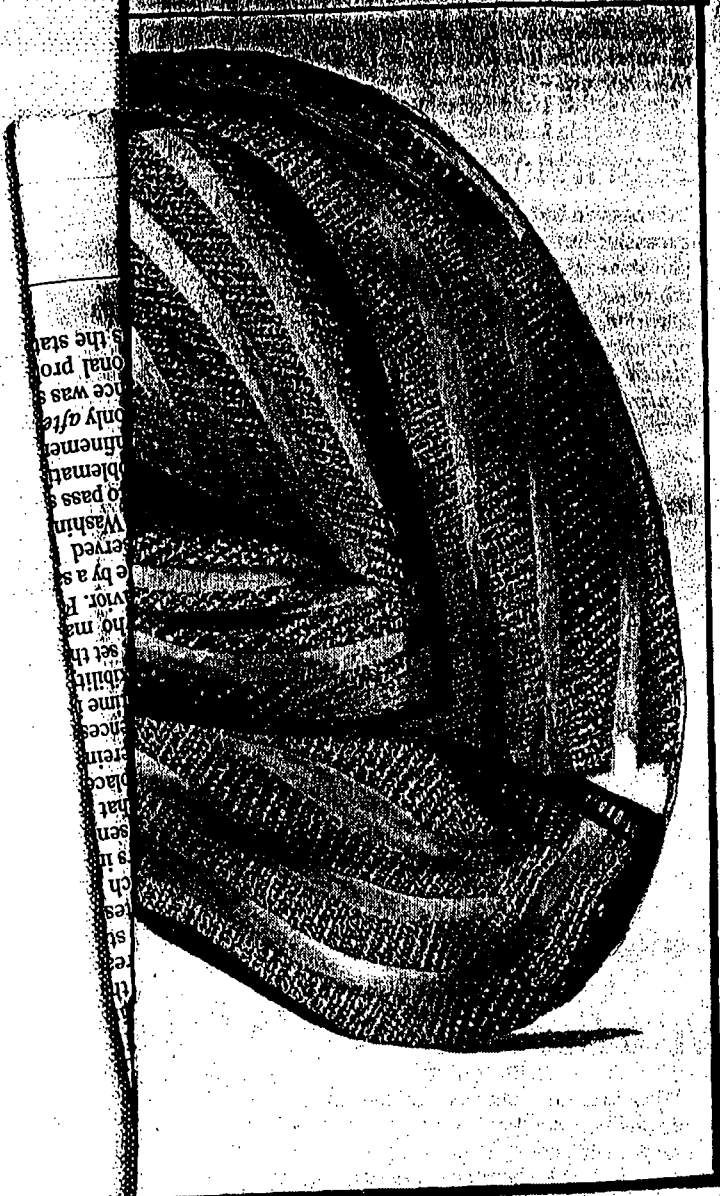
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At the civil commitment trial, a judge or jury would hear the testimony of police investigators and psychiatrists or psychologists, and then decide whether the inmate fit the statute. The standard of proof should be "clear and convincing" rather than "beyond reasonable doubt," since this is a civil, not a criminal determination. Predators should be confined in a secure setting, but separate from nonpredatory mentally ill patients. Each individual's case could be reviewed at set intervals.

By limiting the scope of new laws to the most dangerous class of predators, objections based upon cost and mental health policy will be avoided. Lives will be saved. And our state legislators will be spared the embarrassment of releasing lethal predators back home—to where we live.



BY YVETTA FEDOROVA FOR THE WASHINGTON POST

a June 11

10-12-99

BUSINESS, CONSUMER, AND REGIONAL ROUNDUP

Fed Holds the Line but Adopts a Bias toward Tightening. On Tuesday, the Federal Open Market Committee voted to leave its target for the federal funds rate unchanged. Although it noted that strengthening productivity growth has been fostering favorable trends in unit costs and prices, the FOMC also observed that the pool of available workers willing to take jobs was shrinking and that it would have to be especially alert in the months ahead to possible inflationary pressures. Accordingly, it adopted a directive that was biased toward a possible firming of policy going forward—though committee members emphasized that this did not signify a commitment to near-term action. Indeed, several times in the past, the FOMC has adopted a bias toward tightening without raising rates in the near term.

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Telecom Consolidation Continues. This week, MCI Worldcom announced plans to acquire Sprint in a deal that would combine the second and third largest long distance companies. If the merger is completed, the new company's share of the long distance market would be approximately 36 percent, compared with 43 percent for AT&T. Separately, the FCC announced approval of the merger between local carriers SBC and Ameritech, but it attached a list of 30 conditions to ensure that the combination would not harm consumers. One provision requires SBC to enter at least 30 local phone markets outside of its region or face almost \$1.2 billion in fines. Another provision imposes a "most-favored nation" clause covering terms SBC may negotiate with other phone companies. To enter outside of its region, SBC may need to lease network elements from other phone companies, and this clause requires SBC to make similar terms available to entrants in its own region. Although such provisions could benefit new entrants in SBC's region, these provisions may also make it less likely that SBC will aggressively seek to enter other regions. If SBC knows that a "good" deal outside its region will reduce revenues within its region, then it may not seek terms that would lead it to price more aggressively outside of its own region.

Survey Examines How Families Use the EITC. Over half of EITC beneficiaries planned to use their refund to improve their long-term economic well-being by saving, moving to a safer neighborhood, paying tuition, or purchasing or repairing a car, according to a recent study of low-income Chicago families. Almost all families receive the EITC as an annual, lump-sum tax refund check. This allows credit-constrained low-income families to move beyond current consumption by using the EITC to make extraordinary types of purchases or expenses. The study found that families who had access to financial institutions were more likely to use their refund for their long-term economic improvement. Making ends meet was also an important use of the EITC for almost one-half of the sample. The authors observe that the EITC allows families to do what they otherwise could not; without it, almost 90 percent either could not meet their top priority use of the EITC refund, would have to spend a lesser amount, or would be forced to delay their top priority.

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means-tested benefits received by this group continued to decline in 1998 (see lower chart on previous page). However, earnings and other income increased by more than enough to offset the decline in benefits, leading to an increase in average disposable income (the comprehensive definition of income). As a result, the comprehensive measure of the poverty rate for female-headed families declined slightly between 1997 and 1998.

Read/EL

Conclusion. Trends since 1995 in extreme child poverty and in income and poverty among low-income female-headed households with children are being used by some groups as indicators for assessing welfare reform. The latest data show that the disturbing trends in last year's data have been arrested. And the increase in earnings and other income for those most likely to have been affected by welfare reform is encouraging. Still, child poverty rates remain high and ~~receipt of in-kind benefits like food stamps continues to decline.~~

why? Pay in change
annuity
John

CR, EL + return -

Cynthia, did we ever send
BC a memo on Food Stamps?
-BR

SPECIAL ANALYSIS

An Alternative to Stricter Medicaid Asset Limits

A recent article in the *Weekly Economic Briefing* cited new evidence that Medicaid rules could encourage transfers of assets to other family members by people who anticipate that they will enter nursing homes. Meanwhile, the market for private long-term care insurance is developing slowly, with less than 5 percent of total long-term care costs paid for by such insurance. This follow-up suggests that the transfer issue could become more important in coming years, and examines an approach that some states have taken to create positive incentives for individuals to purchase long-term care insurance as an alternative to imposing more stringent Medicaid qualification limits.

Increasing asset transfers may put more pressure on Medicaid. The shift from defined-benefit to defined-contribution pension plans will increase the number of retirees with non-annuity pension wealth that might potentially be transferred to other family members. Significant asset transfers could affect Medicaid costs, which have skyrocketed for many years and in 1996 consumed over 20 percent of state budgets, rivaling the cost of education.

Partnership programs offer an interesting alternative. A 1988 initiative established partnerships between state Medicaid programs and private long-term care insurance companies. Partnership programs were first introduced in four states (California, New York, Connecticut, and Indiana). At least 11 other states considered similar programs shortly thereafter, but provisions of the 1993 Omnibus Budget and Reconciliation Act have discouraged implementation. The four existing Partnership programs, which were granted waivers to continue, vary in structure, but all offer benefits to pay for long-term care costs while providing Medicaid asset protection. Key features of these plans include:

- a minimum daily benefit whose value is adjusted for inflation;
- portability of long-term care benefits (but a residence requirement in the issuing state for initial purchase and for Medicaid asset protection);
- retention of some or all assets above the state Medicaid limit (without changing the income limits).

This last feature means that individuals still contribute toward their nursing home care, but it reduces the incentive to transfer assets.

Early indicators are encouraging. Preliminary evaluations suggest that partnership programs have successfully attracted middle-income-and-asset households—exactly those who might otherwise transfer their assets in order to qualify for Medicaid. In New York, partnership insurance accounts for 20 percent of all long-term care policies active in the state. In addition, partnership policies

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~~C. Johnson~~

Can we do anything
about this?

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Racial Disparity Found in Credit Rating

By CINDY LOOSE
Washington Post Staff Writer

African Americans are far more likely to have bad credit records than whites, even when blacks and whites with similar incomes are compared, according to a study to be released today by Freddie Mac.

The study found that whites earning less than \$25,000 had better credit records as a group than African Americans earning between \$65,000 and \$75,000. Overall, 48 percent of blacks and 27 percent of whites had bad credit ratings, as defined by Freddie Mac in this study.

While the study did not attempt to establish conclusively why the disparity exists, researchers conjecture that black Americans have fewer resources to fall back on in times of trouble. Cultural attitudes also contribute, they suspect. For example, it is known that people who believe they control their lives tend to budget better and save more. While credit reporting is supposed to be colorblind, some experts said that racism may contribute to the economic instability that leads to unpaid bills.

Freddie Mac, which is federally chartered to provide capital for mortgage lending, plans to use the results of the \$1.3 million study and an in-depth survey of consumer knowledge and attitudes to develop a course intended to change behaviors. The NAACP, the National Urban League and five historically black colleges, including Howard University, will help develop and disseminate materials in the \$2 million program.

The researchers, who examined the credit reports of a scientific sampling of more than 80,000 people, assigned a bad credit rating to anyone who in the last two years had two bills overdue more than 30 days, one bill more than 90 days late, a lien or judgment or a bankruptcy.

But lenders rely on a credit scoring model that considers more than just how late people are on their bills. Credit history is determined by factors including the borrower's repayment pattern, how long the borrower has had credit, the total amount of credit the borrower has access to and is using and whether the consumer is seeking credit from other sources. And the system is subjective. For example, it is up to creditors to report their customers' payment patterns.

"Blacks have been disadvantaged in many ways for a long time, and that is going to show up in credit reports," said Alicia Munnell, a Boston College professor who led a study of discrimination in lending for the Federal Reserve Bank of Boston.

Blacks, she noted, have had less time to accumulate a financial cushion. And their parents and other relatives are less likely to have the resources to help them during an economic crisis.

"The figures are quite stunning, and more startling than I would have expected," said Theodore Cross, author of "Black Capitalism" and editor of the Journal of Blacks in Higher Education.

Other studies, including a recent one by the federal Department of Housing and Urban Development, have documented racial discrimination in lending even among people with equal incomes and equally good credit ratings. The new study could conceivably be used by bankers to justify denying loans disproportionately to African Americans.

But Hugh Price, head of the Urban League, said such fears miss the point. "If people have bad credit, they'll be denied loans, end of story," Price said.

He added that continuing discrimination against minorities with good credit ratings must be addressed through stricter enforcement, but he added, "This study pinpoints another area that has to be addressed."

Cross said he was most disturbed by the statistics showing that 48 percent of African Americans with incomes between \$45,000 and \$65,000 had bad credit, compared with only 21.6 percent of whites. Hispanics in that bracket had a slightly worse record than whites—28 percent had credit problems. Only 15.7 percent of Asians with the same income had a bad credit rating.

These African Americans "are the heart of the American middle class, yet they are being determined poor credit risks at twice the rates of whites," Cross said.

While the credit reporting may have been colorblind, racism often plays an underlying role, said Thomas Shapiro, co-author of "Black Wealth/White Wealth: A New Perspective on Racial Inequality." For example, he said, many people get behind on their bills when they lose a job—and black employees, he said, are often the first to be let go.

Leroy Hubbard, chairman of the D.C. Reinvestment Alliance, said that when blacks get in financial trouble, they are less likely to be able to get a loan to tide them over. Numerous studies also show that some lenders deny loans to black applicants with good credit histories. Cross suggested that such lenders are making assumptions similar to those made by police officers who stop black drivers more often than white drivers.

"If you pull over a black kid in a red sports car for no reasons except suspicion, it may not be constitutional, but it's rational," he said. That young man, he continued, is probably not carrying drugs, but he's more likely to be carrying drugs than a white woman in a van filled with children.

"But while it's rational," Cross added, "it's still racist."

Freddie Mac contracted with Market Facts, a leading survey company, to help conduct its study. In addition to reviewing credit reports, researchers gave a long questionnaire to 19,000 people to measure attitudes, knowledge and behavior.

Peter Zorn, a Freddie Mac researcher, said the group has not yet subjected the data to sophisticated analysis, but already is surprised by some preliminary findings.

"We expected there to be pretty

significant differences of attitudes towards and knowledge about credit [among races], but we didn't find it," he said. "We are struck by the similarity in answers to things like, 'How often do you buy products to impress others?'"

He said that whites seem slightly more knowledgeable than blacks about issues of personal finance but that neither group knows much.

Dwight Robinson, a senior vice president at Freddie Mac, noted that while Americans of all races are

enjoying historic rates of homeownership, disparities remain. About 67 percent of whites own their own homes, and 45 percent of blacks.

"As we find solutions out of this" credit history disparity, he said, "obviously that can only be good for business at Freddie Mac."

The study also found that even the poorest Asians—with incomes under \$25,000—had credit records comparable to the wealthiest whites studied—those with incomes between \$65,000 and \$75,000.

Only 12.5 percent of the wealthier

Asians had credit problems, compared with 20.4 percent of the wealthier whites and 34.5 percent of wealthier blacks.

Previous studies have found that Asians save more than other groups, with whites coming in second. Black Americans have very low savings rates. In designing a course and other materials, Freddie Mac will work not only with the business departments of historically black colleges, but also with their sociology and psychology departments.

"We want to figure out all the

things that might affect behaviors and ultimately credit, and focus on the things we can impact," Zorn said. Increasing homeownership among lower-income Americans and minorities is part of Freddie Mac's mission.

Zorn said that convincing people they have power over their lives may be as important as teaching them about the joys and horrors of compound interest.

Staff writer Michelle Singletary contributed to this report.

The Washington Post

TUESDAY, SEPTEMBER 21, 1999

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Brian Keady/NEC

THE WHITE HOUSE
WASHINGTON

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Ibarra

cc Andy
Eric
+ return

Mr. Raul Yzaguirre
President
National Council of La Raza
Suite 1000
1111 19th Street, N.W.
Washington, D.C. 20036

PUT US

-Andy, are we
pushing hard enough
on this?
-BR

Dear Raul:

Thank you for your letter about the Hispanic Education Action Plan (HEAP) and the White House Initiative on Educational Excellence for Hispanic Americans. Your letter raises serious questions, and I have asked Secretary Riley and OMB Director Jack Lew to address them.

The White House Initiative and HEAP are important components of our work to strengthen education for Hispanic children, and I firmly believe that these efforts will have a significant and lasting impact on our nation if we work together to ensure their success. I want to assure you that my Administration is deeply committed to providing a world-class education to every child in our nation and that improving opportunities for Hispanic children remains an important part of this endeavor.

Thanks, again, for your candid assessment. I have directed Maria Echaveste, my Deputy Chief of Staff, to work with you and keep me apprised of our progress. Best wishes.

Sincerely,

Barack

you letter raised some
disturbing questions
& I get on it.

NCLR

NATIONAL COUNCIL OF LA RAZA

Raul Yzaguirre, President

September 21, 1999
(Delivered by hand)

Hon. Bill Clinton
President of the United States
1600 Pennsylvania Ave., N.W.
Washington, D.C. 20500

Dear Mr. President:

I write to you on an urgent matter that demands your immediate attention. You have noted the Administration's success in conceiving and then winning increased funding from Congress for the Hispanic Education Action Plan (HEAP), and deservedly so. NCLR has supported HEAP vigorously, both in its planning stages within the Administration and in our lobbying efforts with the Congress. In addition, we have given the Administration substantial credit for this first-ever, major programmatic federal education initiative targeted to the Hispanic community. We recognize that, on symbolic grounds alone, the HEAP is an important, precedent-setting, groundbreaking initiative, and we very much appreciate the personal attention you and the Vice President have given to its conception and implementation.

Having said that, we are obligated to call to your attention several serious and long-standing problems which threaten to turn the HEAP into a complete sham. Permit me to give you some background. Latinos have long been under-served by federal education programs (see attachment 1). The theory behind HEAP – to provide major increases in funding to programs for which Latinos students are disproportionately *eligible* – makes sense as a strategy only to the extent that Hispanic children are *actually served* by such programs. Thus, HEAP makes sense only if the problem of underrepresentation is addressed. The Executive Order signed by President Bush in 1990 and that you re-issued designed in part to address the underrepresentation issue. It established a structural mechanism to monitor and encourage progress toward improving the responsiveness of federal education programs to the Hispanic community.

Thus, our support for the HEAP was conditioned on "off-budget" improvements in program implementation that would make such programs, as well as other important programs like Head Start, more responsive to our community. We believed, inaccurately as it turns out, that the combination of the White House Initiative overseeing the Executive Order and a special inter-departmental team overseeing HEAP implementation together would produce the kinds of programmatic and policy changes needed to increase Hispanic access to HEAP and related programs.



Program Offices: Phoenix, Arizona • San Antonio, Texas • Los Angeles, California • Chicago, Illinois

National Office

1111 19th Street, N.W., Suite 1000

Washington, DC 20036

Phone: (202) 785-1670

Fax: (202) 776-1792

Mania E. Bono
we need to get on
the -
COPY

1 We have participated in numerous discussions with, and have provided specific recommendations to Administration officials to address the chronic denial of access of Hispanic students from federal education programs (see attachment 2). We had confidence in the commitment and competence of the very able public servants involved in these efforts, and expected by now to see some real, substantive changes.

Unfortunately, two related sets of documents have led us to conclude that, in the absence of your immediate personal intervention, these efforts will result in failure. First, we have reviewed an initial draft of the Department of Education's HEAP implementation plan. While the plan lists numerous ongoing actions that relate to Hispanics, it does not include a single, substantive program or policy change that will materially improve Latino access to and participation in the Department's programs. While we have not seen a counterpart document related to Head Start, we have reason to believe that no important developments have taken place with respect to that program either.

Second, we have reviewed a preliminary draft of the FY 1998 Annual Performance Report on Implementing Executive Order #12900. As the draft report states, in pertinent part:

The majority of the reporting agencies have not adequately monitored and addressed Hispanic participation in educational and employment related programs since 1995... Agency reports show a gross underrepresentation of Hispanic American participation in programs. This deficiency is increased because most reports do not provide either specific strategies to gauge Hispanic participation or design plans that address program effectiveness.

I would add that many of the agency reports seemed designed deliberately to obfuscate rather than enlighten.

We believe that three major problems underlie the failure of both the Bush and Clinton Administrations to reverse the chronic, gross underrepresentation of Latinos in federal education programs. First, all of us have underestimated the intransigence of the federal bureaucracy, a few political appointees, and other entrenched interests who have resisted change consistently and energetically. Second, the existing Executive Order has failed to be the kind of effective accountability mechanism that we had hoped it would be, in part because too many people involved, including the White House, simply have never made a serious commitment to making it work.

Third, however, I must take some personal responsibility for failing to bring greater public attention to the scope and persistence of this problem. I had hoped that by working quietly with the many able Administration officials of good will, together we would be able to reverse this situation. It is now clear to me that this has not worked.

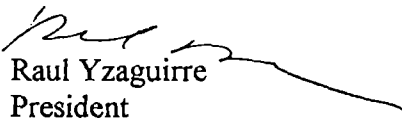
1 Unless we are able to come up with a solution very quickly, I must say that I face some difficult questions. As it now stands, HEAP borders on fraud. It purports to target

resources to Hispanics, but in fact many of the programs it funds actually under-serve Latino children. How can I, in good conscience, continue to ask public officials and leaders in my own community to continue to support increased appropriations for programs which deny equal opportunity to Hispanics? With respect to the Executive Order, since my resignation as Commission Chair in 1996, I have kept my commitment to the you, Secretary Riley, and other members of the Commission to refrain from publicly criticizing the initiative, and I have instructed my staff to cooperate fully with its work. In light of recent developments, don't I have an obligation to declare the effort a failure and call for its abolition?

I request immediate personal intervention by you and/or the Vice President to see if we might be able to develop an effective response to the problem, and ask for a meeting with you and/or the Vice President within the next 10 days to discuss the issue. Please have your staff contact me or my scheduling assistant Helen Coronado at (202) 776-1739 to arrange a mutually convenient time to meet.

Thank you for your personal attention to this issue.

Sincerely,


Raul Yzaguirre
President

cc: Vice President Al Gore



HISPANIC PARTICIPATION IN FEDERAL TRIO PROGRAMS ISSUE BRIEF

April 1998

Contact: Raul González
(202) 776-1734

Overview

The Hispanic population is rapidly growing; it is projected to be one-fourth of the total U.S. population by the year 2050. Even though Hispanics constitute more than 40% of net, new labor force entrants, our education system is not meeting the challenge of adequately preparing Latinos for the 21st century workplace. Hispanics continue to face some of the most daunting challenges to completing high school and going on to college. For example:

- **Latino children have a higher poverty rate than any group of children.** Between 1993 and 1995, the number of Latino children living at the poverty level nearly doubled from 21% to 40%. Today, Hispanics constitute 10% of the total U.S. population, but nearly 30% of low-income children, according to Census data.
- **Latino students are more likely to be retained in grade.** According to the *U.S. Census Current Population Survey (CPS)*, among 15- to 17-year-olds, 39.9% of Latinos were retained in grade, compared to only 29.6% of White students.
- **The Latino dropout rate of 30% exceeds that of all other groups.** The CPS data also show that students who are retained in grade are at higher risk of dropping out of school. Of the 13.3% of 16- to 24-year-olds who repeated one or more grades by 1995, approximately one-quarter had dropped out by 1995. Thus, Latinos are doubly disadvantaged.

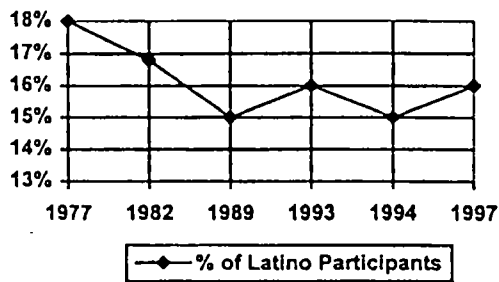
Hispanic Participation in TRIO Programs

Given that in 1997 Hispanics constituted approximately 30% of poor children in the United States, Hispanics should constitute about 30% of children served by federal education programs. Unfortunately, despite the alarming statistics cited above, Hispanic students are under served by federal education programs designed to serve the neediest of our children, including the so-called "TRIO" programs. TRIO programs were created to serve disadvantaged children and youth by providing intervention services, such as outreach to school dropouts, to increase secondary school completion rates. In addition, support services, including financial and personal counseling, are provided to help disadvantaged students complete postsecondary education. The most important of these programs for Latinos are Talent Search and Upward Bound. Unfortunately, Latino youth are underrepresented in these programs, as the data below clearly show.



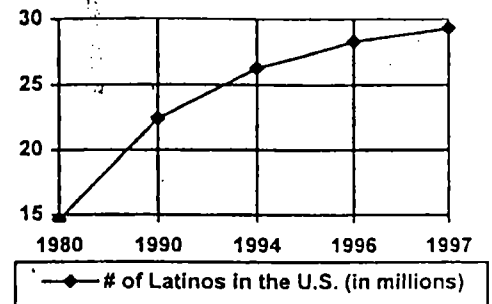
- While Latinos constitute approximately 30% of all poor children. In 1997, *only 16% of students participating in TRIO programs were Hispanic.*
- The percentage of Latinos served by TRIO has decreased over time. In 1977, for example, 18% of students participating in TRIO programs were Latino, compared to 16% in 1997 (see chart A below). This decrease occurred during a period in which the Hispanic population increased from nearly 15 million of the total population in the 1980 Census to more than 29 million in 1997 (see chart B below).

Chart A - Latino Participation Rate Has Decreased



Source: US Dept. of Education

Chart B - While Population Has Increased



Source: US Census

Misleading Participation Data

Because some published data includes Puerto Rican participants, but excludes Puerto Rico poverty statistics, it may appear that TRIO programs are reaching disadvantaged children from all backgrounds proportionately. Some have inaccurately claimed that about 20% of TRIO participants are Latino. This percentage is based on U.S. Department of Education data which include students from Puerto Rico participating in TRIO programs. *However, these numbers are measured against population eligibility data that do not include Puerto Rico.*

In order to achieve “apples to apples” comparisons, one must either delete Puerto Ricans from the participant category, or add Puerto Rican poverty statistics to the eligibility category.

- If Puerto Rican participants are eliminated from the participant category, the percentage of Hispanics served by TRIO drops from 20% to 16% in 1997.
- If Puerto Rico poverty statistics are added to the eligibility category, then the proportion of Hispanics within all persons eligible for TRIO increases from 28% to approximately 33%.
- By either standard, Hispanics are under-served by 12 to 13 percentage points.

If Latinos were equitably served by TRIO, which according to the U.S. Department of Education included approximately 671,102 participants in the 1996-97 program year, by either method of comparison, Hispanic TRIO program participation would be dramatically higher.

- In the 1996-97 program year, there were about 107,376 Hispanic participants (16% of 671,102).
- If, in 1996-97, Hispanics were equitably served, then Latino participation would have been approximately 187,909 (28% of 671,102).

Thus, more than 80,000 eligible Latinos should be, but are not, served by TRIO programs. Moreover, these data understate the degree of underrepresentation in TRIO. In addition to poverty status, TRIO eligibility is based on first-generation college attendance. Since Hispanics have the lowest rates of college attendance of any major population group, the actual proportion of Latinos within the total pool of TRIO-eligible students is higher than the 28% (excluding Puerto Rico data) or 33% (including Puerto Rico data) figures cited above.

Latino Participation in Selected TRIO Programs

Talent Search

Talent Search programs reach students in grades six through 12 to identify, encourage, and assist students from disadvantaged backgrounds in completing high school and entering college. Additionally, the program serves high school dropouts by encouraging them to complete their education. Program services include counseling, information on college admissions, financial aid and scholarships, and trips to college campuses.

- | | |
|--|---------|
| • Total number of students served in FY 1993: | 300,981 |
| • Percentage of Latino students who are eligible: | 28% |
| • Number of Latino students served: | 49,248 |
| • Percentage of all participants who are Latino: | 16% |
| • Number of eligible Latino students who would be served if equitably represented: | 84,275 |

Upward Bound

Through special instruction, Upward Bound programs provide participants ages 13 to 19 with skills to succeed in postsecondary education. In addition to instruction in basic skills, participants receive academic and financial counseling to enhance their chances of completing high school and entering and graduating from college.

- | | |
|--|--------|
| • Total number of students served in FY 1993: | 44,684 |
| • Percentage of Latino students who are eligible: | 28% |
| • Number of Latino students served: | 7,062 |
| • Percentage of all participants who are Latino: | 15% |
| • Number of eligible Latino students who would be served if equitably represented: | 12,512 |

Policy Recommendations

Representative Ruben Hinojosa (D-TX) and Senator Jeff Bingaman (D-NM) have introduced legislation to the "Higher Education Amendments Act of 1998" (H.R. 6) that would give new applicants a chance to compete for TRIO funds. Some who oppose their efforts have argued incorrectly that Representative Hinojosa and Senator Bingaman are attempting to alter the scope of the program to focus solely on dropout prevention, and that they are making participation in the program "race based." *Their legislation would not change the way existing or new programs operate, nor would it grant preferential treatment to applicants proposing to serve specific racial or ethnic groups.* Representative Hinojosa and Senator Bingaman are attempting to create a "level playing field" for all applicants, while ensuring that current programs can continue providing services.

The amendment authored by Representative Hinojosa and Senator Bingaman would be triggered *only if the amount of funds appropriated for TRIO exceeds the fiscal year 1998 amount, \$530 million.* If future allocations exceed this figure, the excess funds would be distributed in a way that provides *equal* preference points for programs with "prior experience" and applicants serving eligible populations in geographic areas which have been underserved by TRIO, and the degree to which these applicants serve schools with high dropout rates.

Sources

"Dropout Rates in the United States: 1995," National Center for Education Statistics, July 1997.

"Federal TRIO Programs," Office of Postsecondary Education, United States Department of Education, Spring 1998.

"Digest of Education Statistics, 1997," National Center of Education Statistics, December 1997.

"Historical Poverty Tables," United States Bureau of the Census Website.

ATTACHMENT #2



Raul Yzaguirre, President

National Office
1111 19th Street, N.W., Suite 1000
Washington, DC 20036
Phone: (202) 785-1670
Fax: (202) 776-1792

MEMORANDUM

TO: Barbara Chow, Associate Director, Office of Management and Budget
Janet Murguia, Deputy Director for White House Legislative Affairs
Sarita Brown, Executive Director, White House Initiative on Educational
Excellence for Hispanic Americans

FROM: Charles Kamasaki, Senior Vice-President, NCLR
Cecilia Muñoz, Vice-President, NCLR
Roberto Rodríguez, School Reform Coordinator, NCLR

DATE: March 4, 1999

CC: Maria Echaveste, Deputy White House Chief of Staff
Jonathan Schnur, Associate Director for Domestic Policy, Office of the
Vice- President
Mo Vela, Chief Financial Officer, Office of the Vice-President

SUBJ: Recommendations for Implementation of Hispanic Education Action Plan

BACKGROUND

Thank you for your recent meeting to discuss the implementation of the Hispanic Education Action Plan (HEAP). NCLR appreciates the seriousness of your commitment to addressing our concerns. Per your request, we have developed a substantial list of recommendations designed to improve the responsiveness of certain federal education programs to Hispanics.

Before listing specific recommendations, we would make several observations. First, reversing the long-term neglect of Latinos in federal education programs will require a major and sustained effort. Given this reality, we recognize and appreciate the significance of your leadership. Second, we believe that reversing the situation will require affirmative steps, not just passive outreach efforts. We acknowledge some of the steps taken with respect to GEAR UP— i.e. holding outreach meetings in predominantly Hispanic communities and disseminating flyers to Latino organizations. However, as experience to date has shown, outreach is not enough. This holds true given past instances of inertia, reluctance by some elements of the bureaucracy to accept new policies, and in this case, the wording of the regulations themselves, which do not explicitly clarify a *major* role for community-based organizations.



Finally, we would note that, in many other contexts, the federal government exercises discretion to “de-target” funds. One example of such discretion is evident in the competitive grant process and funding of the 21st Century Community Learning Centers Program. Although the statute explicitly targets funding to *inner city* and *rural* schools, the Department of Education has permitted all school districts to apply for this competitive grants program. This raises an issue concerning why it appears to be so difficult to do the reverse, that is, to target funds to deserving populations.

NCLR offers its recommendations below in three categories. The first notes recommendations that are applicable to a broad range of competitive programs, such as Head Start, TRIO, and GEAR UP. Following these recommendations appear sub-recommendations in italics, particularly applicable to a single program. Specific programs are identified in the context of these recommendations. The second category outlines recommendations for the implementation of Title I— a formula-driven program that warrants separate and particular attention. The third and final category lists recommendations for other programs included in the broader scope of the Hispanic Education Action Plan.

RECOMMENDATIONS

A. COMPETITIVE PROGRAMS

1. **PROCEDURAL IMPROVEMENTS:** These include actions that might improve the process through which policies are designed, grantees are selected, and programs are implemented. The value of such changes lies in the potential to improve the basic “infrastructure” of the program; the downside is that it is likely to be many years before any tangible changes result from these “process” improvements.
 - Increase staff expertise on education of Latino and language minority children (both career and political appointees).
 - Increase number of proposal reviewers who have expertise in serving Hispanic and language minority children, such that each set of proposal review teams includes persons with such expertise.
 - Enhance the capacity of the agencies to serve Latino and language minority children through hiring of qualified Latino staff, retaining a pool of consultants who specialize in these issues, conducting relevant staff development and training sessions, and other means.
2. **IMPROVE TARGETING OF EXISTING FUNDING:** These include actions to help immediately shift program resources to more effectively and equitably serve Hispanic and language minority children. The value of such changes lies in the potential to realign significant dollars to Latinos and other underserved communities in the short term, and to build an “infrastructure” within Hispanic and other underserved communities which will

maximize their capacity to effectively compete for funds; the downside includes likely resistance from the bureaucracy and presumably grantees.

- Revise specific Notice of Funding Alerts (NOFAs) and proposal scoring systems to require/encourage improved targeting, based on special population groups or geographic areas. For example, at least one set of NOFAs released by the Department of Housing and Urban Development in the early 1990s explicitly established priorities for serving communities in the Southwest, based on research demonstrating a shortage of community development corporations in this region. Similarly, a recent HUD NOFA for homeownership programs established priorities for applicants serving new immigrants, based on research demonstrating the importance of this population group as prospective homeowners.
- In the Head Start/TRIO context, NOFAs could be written to target funding to rapidly-growing population groups such as new immigrants, language minorities, and/or children of high school dropouts (all of which are somewhat effective proxies for Latinos); or geographic areas such as broad regions— i.e. California, the Southwest, the Northeast, and Washington, DC— that might be underserved; and/or specific neighborhoods experiencing significant Latino population growth.

■ *This should be easier to accomplish with GEAR UP, inasmuch as it is a new program. One important NOFA/regulation issue here is that community-based organizations should be explicitly authorized to play a "lead role" or "significant role" in partnerships permitted under the program. Given that the initial funding round for GEAR UP is imminent, some thought might be given to reserving a portion of this funding for a more targeted NOFA to be issued in the near future.*

- A variant of this "proxy targeting" approach that might meet less resistance may be to take some portion of "new" money— i.e. funding available due to new authority, or increases in appropriations— for such special targeting.

■ *One particularly interesting opportunity involves the potential new funding in the Head Start reauthorization's Family Literacy Services provisions, which provide for 100 Head Start agencies to engage in collaborative partnerships with other entities. This would appear to be an ideal opportunity to draft a NOFA which targets a substantial portion of such funding to collaborations that serve Latino and language minority populations.*

3. **AGGRESSIVE TARGETING OF DISCRETIONARY FUNDING:** These include measures to maximize the use of discretionary funding to alleviate underrepresentation of Latino children, and improve the quality of services available to them. One advantage of this approach is that we might reasonably expect quick results, such as implementation in a single funding cycle; the downside is that gains could be transitory and the resource levels affected are relatively small.

- Conduct pilot and demonstration programs assessing the efficacy of various approaches to serving language minorities, new immigrants, and/or children of high school dropouts. One way to make this happen would be to use existing research and/or evaluation dollars to fund programs that serve Latinos to test various innovative approaches. In effect, the existing set of grantees would serve as the "control" group against which the innovations would be compared. This also has the effect of expanding and adding program flexibility by "transferring" research funds to programs. Such efforts also have the virtue of being able to modestly improve both the quantity and quality of services to Latinos simultaneously.
 - *One particularly attractive approach, given the Administration's literacy initiative, might be programs consistent with the National Research Council's recent report designed to provide early intervention to children to encourage phonological awareness and literacy development.*
 - *Similarly, various "family reading" programs (such as the Family Literacy program mentioned above, to the extent the program includes any discretionary funding) to encourage greater parental involvement, or tutoring programs that use volunteers, should aggressively target Latino organizations and communities.*
- In this connection, there may be opportunities to conduct joint "research and demonstration" programs between Head Start, TRIO, and GEAR UP and various divisions in the Department of Education, particularly with the Office of Bilingual Education and Minority Language Affairs (OBEMLA), various Adult Education Act programs, the National Center for Education Statistics (NCES) and/or the Office of Educational Research and Improvement (OERI).
- Establish a clearinghouse or center to evaluate, identify, and disseminate "best practices" for serving the target populations. One center (modeled after the Title VII bilingual education clearinghouse) or a group of centers (modeled after the regional Title I or desegregation assistance centers) could encourage existing mainstream providers to serve greater numbers of Latino and language minority kids by helping them to establish and implement special initiatives responsive to their needs.
 - *One specific application may include establishing a Head Start clearinghouse devoted principally or exclusively to identifying and disseminating early childhood development "best practices" with respect to Latino/language minority children.*
 - *A similar approach would involve a TRIO/GEAR UP clearinghouse devoted to identifying and promoting exemplary and innovative practices involving Hispanic and language minority children. We note*

parenthetically that we believe that unfounded but understandable fears and misperceptions of the college residential component of Upward Bound may deter Latino participation, particularly among immigrants. One way of addressing this might be through partnerships with trusted community groups; another angle might be to experiment with innovative, non-residential programs.

4. OUTREACH, TRAINING AND TECHNICAL ASSISTANCE:

- These and other changes should be accompanied by improved outreach and technical assistance to prospective grantees— either for those replacing de-funded providers, for new competitions as service areas are re-defined, or for new programs. This could be done as part of existing Training and Technical Assistance (T&TA) Cooperative agreements, or through discretionary funding, such as purchase orders or unsolicited proposals. Specific actions should be considered that would:
 - *Assure that training and technical assistance resources are targeted to providers with a commitment to and expertise in serving the target populations, a description that most observers would agree does not include the existing T&TA Head Start or TRIO providers. One variant of this idea could involve encouraging – or requiring if necessary – the principal T&TA providers to establish partnerships with organizations with greater expertise in serving Latinos and other language minority populations. A related idea would be to separately bid out T&TA contracts targeted exclusively to organizations demonstrating commitment to and expertise in serving Latino and language minority populations.*
 - *Assure that, for new programs such as GEAR UP – and for special subsets of existing programs, i.e., prospective new applicants for Head Start or TRIO – T&TA is available to help new applicants submit competitive proposals. Thus, outreach and training need not be carried out by existing T&TA providers or by Department staff (who, as we note above, may be part of the problem). Instead, an “alternative T&TA network” dedicated to reversing the historic underrepresentation of Hispanics could be established relatively quickly through purchase orders, task orders, and the funding of unsolicited proposals.*

B. TITLE I

For FY 1999, the Clinton Administration was successful in securing over \$300 million in “new” Title I funding targeted to Hispanic students. Unlike other programs that serve specific students directly, Title I dollars are more broadly disbursed to schools to serve students within a general district. Moreover, until the 1994 ESEA reauthorization, an historical statutory ambiguity led many school districts to exclude language minority students from most or all of Title I-funded services. It is also likely that some form of “Ed-Flex” will be enacted this year, further

HISPANIC PARTICIPATION IN SELECTED FEDERAL ANTI-POVERTY PROGRAMS ISSUE BRIEF

July 1997

Contact: Eric Rodriguez

Overview

The Hispanic population is currently 10.7% of the entire U.S. population and is projected to become the nation's largest ethnic minority group within the next decade. In fact, Hispanics are projected to constitute one-quarter of the U.S. labor force by 2050, and have now surpassed African Americans as the poorest U.S. population (with 30.3% and 29.3% poverty rates respectively). Most troubling about these data is that many young Latinos, who represent a large proportion of the future U.S. labor force, are now growing up poor; two out of every five Hispanic children today live below the poverty line (40%). Despite this situation federal policies have failed to focus on, or even recognize, Hispanic poverty as a growing and important national problem. Moreover, federal programs designed to address and alleviate poverty and open up opportunities for all disadvantaged Americans continue to underserve and neglect Hispanics.

Representation

Given that Hispanics in 1995 constituted more than 22% of poor American families and about 28% of American children who are poor, Hispanics should constitute at least 22% of families and 28% of children served by the major federal anti-poverty programs. Most programs listed below are means-tested, i.e., weigh individual and household income and poverty status as the most important criteria in determining eligibility for programs.

Children and Youth

Head Start. In 1993, Latinos constituted slightly more than one in six (15%) non-migrant, Head Start participants on the U.S. mainland, while almost two-fifths (36%) of enrollees were Black, and one-third (33%) were White.

Job Training Partnership Act (JTPA) Youth Programs. In 1994, Latino youth accounted for one in five (19%) young persons served by JTPA title III employment and training programs for disadvantaged youth (which include Summer Youth employment services). In comparison, in 1994, Black and White youth accounted for more than one-third (35%) and more than two-fifths (41%), respectively, of participants served by JTPA youth programs.

Job Corps Youth Programs. In program year 1995, Job Corps, the nation's largest residential education and training program for disadvantaged youth, served more than 68,000 youth. Of those served Latinos constituted fewer than one in six (15.8%) Job Corps participants, while more than one-quarter were White (28.7%) and half were Black (49.4%).

TRIO Higher Education Programs. In the 1993-94 school year, Hispanics accounted for slightly more than one in seven (15%) of those served in TRIO higher educational opportunity programs (which include programs like Upward Bound, Talent Search, and Ronald E. McNair Postbaccalaureate Achievement awards), a decrease from almost one-quarter of participants served by TRIO in 1978.

Medicaid. In 1995, more than three in five (61.8%) children receiving Medicaid were classified as White (including Hispanics), while fewer than one in three (31.7%) children receiving Medicaid were Black. When data are disaggregated, fewer than one-quarter (23.3%) of all poor children receiving Medicaid benefits in 1995 were Hispanic.

Apprenticeship/School-to-Work. In 1994, just one in fifteen (6.6%) newly registered apprentices in the U.S. were Hispanic, while one in ten (10.7%) were Black, and nearly four out of five (79.2%) were White.

Families and Adults

Job Training Partnership Act Adult Programs. In 1994, Latinos comprised slightly more than one in eight (13%) participants of Title II-A adult JTPA employment and training programs. In contrast, White participants constituted half (50.8%), while Black participants made up fewer than one-third (30.6%) of all JTPA adult participants.

Medicaid. In 1995, Latinos constituted slightly more than one in six (17.4%) of all Medicaid recipients, compared to White and Black participants, who constituted more than four in nine (45.5%) and one-quarter (24.8%), respectively, of all Medicaid recipients.

Food Stamps. In 1995, while fewer than one in five participant households (19%) receiving Food Stamps were Latino, more than two in five (41%) participant households receiving Food Stamp were White and one-third (33%) were Black.

Job Opportunities and Basic Skills Training program (JOBS). In 1992, Hispanics constituted slightly more than one in eight (12.8%) participants in JOBS -- the employment and training program for welfare recipients -- while they accounted for about one in six (17%) welfare recipients that year. In comparison, White and Black participants were 47.2 percent 32.4 percent, respectively, of JOBS participants, while they constituted 38.9 and 37.2 percent, respectively, of AFDC recipients in 1992.¹

¹ Under the Personal Responsibility and Work Opportunity Act of 1996 (welfare reform act of 1996) the JOBS program was abolished and funding for work programs was consolidated into the Temporary Assistance for Needy Families (TANF) Block Grant.

Housing Assistance. Latinos constitute about 12% of households receiving federal housing assistance (which includes Public Housing, Section 8, and Housing Voucher programs), even though they account for nearly 20% of poor households and 18% of households with "worst case" needs.

Civil Rights

Federal Civil Rights Monitoring and Enforcement. The Equal Employment Opportunity Commission (EEOC) continues to fail to serve Hispanics adequately; for example, in 1996, Hispanic charges alleging discrimination based on national origin accounted for only 8.6% of the EEOC's combined charge caseload, while charges alleging discrimination based on race (Black), gender (female), and age, made up 33.8%, 30.6% , and 20.1%, respectively, of the total charge caseload. In addition, cases involving Latinos typically constitute almost 10% of the caseload of HUD's Fair Housing and Equal Opportunity division's caseload of housing discrimination complaints.

Employment

Federal Employment. Hispanics constitute 6% of federal employees, although they were more than 9.5% of the civilian labor force in 1996. Moreover, data suggest that Hispanics are even more severely under-represented at the state-local level. As a result, one traditional "career ladder" for minorities to escape poverty has been effectively blocked for Latinos.

Conclusions

It is difficult to avoid the conclusion that Latinos are severely underrepresented by federal programs and services. Overall, these data show that, literally from "cradle to grave," poor and near-poor Hispanics are denied access to programs designed to alleviate poverty and improve economic opportunity. NCLR is far less concerned about underrepresentation in, say, Temporary Assistance to Needy Families (TANF) programs (welfare), which some have argued persuasively does not effectively promote opportunity. However, given the growing importance of Latinos to the nation's future economic well-being, all Americans should share NCLR's concern that Hispanics are denied fair access to education (Head Start, TRIO), job training (JTPA, School-to-Work), and similar programs designed specifically to improve long-term economic opportunities for disadvantaged Americans.

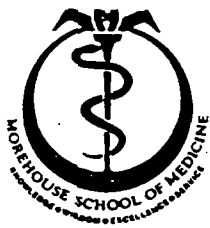
It has become fashionable in some quarters to suggest that federal government involvement decreases opportunity and worsens poverty. Whether or not this is true for other populations, it simply does not apply to Hispanic Americans, who have the dubious distinction of having the highest poverty rates of any major population group, despite having been ignored or neglected by federal anti-poverty initiatives for decades. In fact, the absence of fair treatment of Hispanics in the distribution of government benefits and services -- particularly those that build human capital

skills and support or encourage work -- appears to be a more persuasive explanation of the high and growing incidence of Latino poverty.

NCLR will provide citations for the data used in this Issue Brief. For more information contact Eric Rodriguez at (202) 776-1786.

Sources

Published and unpublished data were provided by the following agencies: Health Care Financing Administration (Medicaid); the Administration for Children and Families, Department of Health and Human Services; the Department of Labor (JTPA, Apprenticeships); the Department of Agriculture (Food Stamps); the Department of Education (Head Start, Bilingual Education, TRIO); and the Equal Employment Opportunity Commission (civil rights data). The following publications were used as source material: *Poverty in the United States: 1995*, U.S. Bureau of the Census, October 1996 (poverty data); "Underrepresentation in Housing Assistance Programs", National Council of La Raza, 1997; and an Annual Report to Congress, Federal Equal Opportunity Recruitment Program, 1996 (federal employment data).



**MOREHOUSE
SCHOOL OF MEDICINE**

Office of the President

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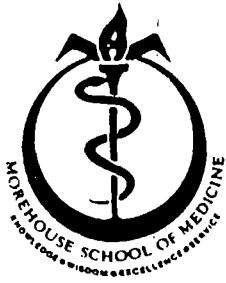
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The Honorable William Jefferson Clinton
President of the United States
The White House
Washington, D.C. 20500

720 Westview Drive, S. W. Atlanta, Georgia 30310-1495

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W. Jefferson Clinton



MOREHOUSE SCHOOL OF MEDICINE

Office of the President

August 18, 1999

The Honorable William Jefferson Clinton
President of the United States
The White House
Washington, D.C. 20500

Dear President Clinton:

Thank you for your administration's commitment to solving the problem of health status disparities which exist among the nation's ethnic minorities and individuals living in medically underserved communities.

In an effort to combat the persistent problem of health status disparities in America, Congressman Jesse Jackson, Jr., has introduced H.R. 2391, the National Center for Research on Domestic Health Disparities Act. This important legislation would elevate the Office of Research on Minority Health at the National Institutes of Health (NIH) to a National Center. This increased authority would enable the new center to play a stronger leadership role in promoting minority health research at NIH. This bipartisan measure is being co-sponsored by over 75 House members.

Given your well known initiative to reduce health status disparities, I wanted to bring H.R. 2391 to your attention and ask that you and the Department of Health and Human Services support this much-needed legislation. I would deeply appreciate it if you would review the bill and advise me of your position at your earliest convenience.

Sincerely,

Louis W. Sullivan, MD
President

**THE FOLLOWING ORGANIZATIONS HAVE ENDORSED H.R. 2391, THE NATIONAL
CENTER FOR DOMESTIC HEALTH DISPARITIES ACT:**

CONGRESSIONAL BLACK CAUCUS

CONGRESSIONAL HISPANIC CAUCUS

CONGRESSIONAL ASIAN PACIFIC CAUCUS

CONGRESSIONAL PROGRESSIVE CAUCUS

BLACKS IN GOVERNMENT; NIH CHAPTER

ASSOCIATION OF MINORITY HEALTH PROFESSIONS SCHOOLS

NATIONAL MEDICAL ASSOCIATION

NATIONAL HISPANIC MEDICAL ASSOCIATION

NATIONAL ASSOCIATION OF HISPANIC SERVING HEALTH PROFESSIONS SCHOOLS

RESEARCH! AMERICA

AMERICAN COLLEGE OF NURSE-MIDWIVES

ASSOCIATION OF SCHOOLS OF ALLIED HEALTH PROFESSIONS

NATIONAL MEDICAL FELLOWSHIPS

U.S. SURGEON GENERAL DR. DAVID SATCHER

FORMER U.S. SECRETARY OF HEALTH AND HUMAN SERVICES DR. LOUIS W. SULLIVAN

HISPANIC HEALTH COALITION

NATIONAL COALITION OF HISPANIC HEALTH AND HUMAN SERVICES ORGANIZATIONS

INTRODUCED ON JUNE 30TH WITH 69 ORIGINAL COSPONSORS,
THERE ARE 75 CONGRESSIONAL COSPONSORS TO H.R. 2391;
68 DEMOCRATS, 1 INDEPENDENT, AND 6 REPUBLICANS.

FOR MORE INFORMATION CONTACT:

DALE P. DIRKS (202) 544-7499

RONNY B. LANCASTER, M.B.A., J.D. (404) 752-1760



Office of the Attorney General
Washington, D. C. 20530

August 9, 1999

The President
The White House
Washington, D.C. 205

Dear Mr. President:

America is only as healthy as her communities are at a crossface a new century with an reductions in crime and imp and communities. This moment for the Federal government jurisdictions to make a cor practices we know can resul communities, and healthy, l

Under your leadership, implemented several signifi Zones and Enterprise Commu and the New Markets Initiat have had considerable succe Comprehensive Strategies pr established various partnerships with the Departments of Education, Health and Human Services, Labor, EPA and HUD, and worked in coordination with other agencies, as well.

There is more progress to be made. It cannot be done by Departments working alone. While partnerships to date between two and, more rarely, three agencies have improved our effectiveness, broader efforts will increase our success exponentially.

Broader efforts require not only your leadership and support, but the ongoing, active involvement of the White House. To best accomplish the objectives described below, the Domestic Policy Council should serve the coordinating function. Housing these proposed initiatives in the White House will both raise their profile and indicate to communities that they are receiving this Administration's highest level of commitment.

I would very much like to work with you in two specific areas that I believe are critical to the health of our communities and the well-being of all Americans. In the area of healthy building blocks for child development, I believe we have

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When we resolve this, let's remember to put it in the weekly.
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Office of the Attorney General
Washington, D. C. 20530

August 9, 1999

The President
The White House
Washington, D.C. 20500

Dear Mr. President:

America is only as healthy as its communities, and our communities are at a crossroads. As the year 2000 draws near, we face a new century with an opportunity to demonstrate significant reductions in crime and improve outcomes for children, families and communities. This moment in time provides a unique occasion for the Federal government in partnership with State and local jurisdictions to make a concerted commitment to the effective practices we know can result in safer streets, stronger communities, and healthy, law-abiding children and families.

Under your leadership, this Administration has developed and implemented several significant efforts, including Empowerment Zones and Enterprise Communities, the Livable Communities Agenda, and the New Markets Initiative. At the Justice Department, we have had considerable success with Weed & Seed and our Comprehensive Strategies program, to name but a few. We have established various partnerships with the Departments of Education, Health and Human Services, Labor, EPA and HUD, and worked in coordination with other agencies, as well.

There is more progress to be made. It cannot be done by Departments working alone. While partnerships to date between two and, more rarely, three agencies have improved our effectiveness, broader efforts will increase our success exponentially.

Broader efforts require not only your leadership and support, but the ongoing, active involvement of the White House. To best accomplish the objectives described below, the Domestic Policy Council should serve the coordinating function. Housing these proposed initiatives in the White House will both raise their profile and indicate to communities that they are receiving this Administration's highest level of commitment.

I would very much like to work with you in two specific areas that I believe are critical to the health of our communities and the well-being of all Americans. In the area of healthy building blocks for child development, I believe we have

8-30-99
Boland/Guns
Used to decide how
to respond - see letter
some good ideas
Adrian — BGS

made great strides, and I am recommending several additional steps we might take to institutionalize our approach. A second, very compelling area that is less well developed pertains to the reentry into society of persons completing prison terms, a large number of whom are between the ages of 18 and 35. Our handling of this issue will have tremendous impact on public safety and the criminal justice system in the next century. I urge you to consider the following proposals:

Safe Schools/Healthy Children/Strong Communities

Since 1992, this Administration has learned an extraordinary amount about how the federal government can best assist communities, families, and children. Building on decades of prior experience in federal support for communities, we have finally learned critical lessons about how best to provide to communities the tools they need to support safe, healthy, and prosperous citizens. I believe there are six pillars, or building blocks of a safe and healthy community for children:

- 1) strengthening parents;
- 2) ensuring adequate health care;
- 3) improving education and job preparation;
- 4) getting adults more involved in the lives of kids;
- 5) safeguarding children's environments; and
- 6) providing public safety.

During the last year we have taken a major step toward funding comprehensive community-building strategies by bringing together the resources of three agencies to combat youth violence. The FY99 **Safe Schools/Healthy Students (SS/HS)** program will provide 50 communities with \$380 million over three years to execute comprehensive safe school strategies. The strategies must include partnerships between the school district, local law enforcement, and the local mental health authorities. Collaboration is also required with community-based organizations, parents and others. For the purpose of this program, a comprehensive strategy must include the following six elements:

- 1) a secure school environment;
- 2) prevention and early intervention;
- 3) mental health assessment and services;
- 4) early childhood development;
- 5) education reform; and
- 6) safe school policies.

This first-ever effort to channel support from three Cabinet agencies into one funding stream has received a strong response: more than 470 applications were received, of which 340 passed the

The President
Page 3

first two levels of review. The grants are scheduled to be awarded at the end of August, and I hope you will join the Departments in making the announcement.

Grant Expansion

We can build on the initial success of this effort. I propose that we expand this grant to encompass, even more comprehensively, elements that create safe and healthy growing environments for children. The next three areas for expansion that seem most logical are **job preparation** (Department of Labor), **nutrition** (USDA) and **physical health** (HHS). There are a number of ways to accomplish this, but I would recommend one of the following alternatives:

- (1) Create a second round of 50 grants that would engage all five agencies (with an added contribution from HHS on the physical health side). This would require an additional expenditure of \$400 - \$450 million over three years. By doing this, we would meet the obvious need and interest of a larger number of communities, but the expense is significant. Currently, the agency contributions for year one of SS/HS are: DOJ: \$95 million (\$15 million from OJJDP and \$80 million from COPS); DOE: \$60 million from the Safe and Drug Free Schools Program; and HHS: \$25 million from the Center for Mental Health Services. Additional agency contributions should be no less than \$15-20 million per year to make their participation worthwhile.
- (2) A less costly alternative would be to hold a limited competition among the successful FY99 applicants to broaden their grants for the second and third years in the areas described above. This would have the benefit of reaching communities that we have already determined to be most prepared to plan comprehensively and execute those plans, and deepening our impact in those communities.

There may be other agencies, such as HUD or Transportation, that can contribute in relevant program areas. The Treasury Secretary has also expressed his interest in the project to me.

Federal Healthy Parenting Collaborative

Our interagency collaboration should not end with joint grant making. Our work in early childhood development has led us to understand the importance of, and the need to, equip parents, particularly parents of children who experience significant risk factors, with the knowledge and skills to raise their children in a safe and healthy environment. Secretary Riley has frequently said that the most important element in preventing youth from

becoming violent is the presence of a warm, caring adult with whom the youth has a strong, individual connection. Most experts believe that the best connections are between children and their parents.

A number of Cabinet-level agencies make significant investments in programs targeted at parents. Some of these programs are directly focused on healthy parenting and some are aimed at the target population but have a different focus (e.g., Welfare-to-work, WIC, etc.). Several months ago, my staff met with staff from the Department of Education and the Department of Health and Human Services to get an overview of their primary programs in this area. They found many possible areas for knowledge sharing, cooperation and collaboration. However, there is little or no current coordination on this issue among the relevant agencies, although we do work together on related issues such as neglected and abused children and children exposed to violence.

I propose that you create a Federal Healthy Parenting Collaborative. Senior officials at the Departments of Justice, Education, HHS, HUD, Labor, Agriculture, Interior, Defense and others would participate in a working group with the goal of coordinating and enhancing our efforts within the government and with the private, foundation, and non-profit sectors. Information and knowledge sharing would enable the agencies to enhance and cross-fertilize our programs. A Department of Education parenting effort that is housed in their adult literacy program could provide us with materials for work that the Department of Justice does in prisons and vice versa. Several agencies have fatherhood initiatives that are not currently coordinated. Without a formal mechanism for sharing information government-wide, we will miss out on important opportunities.

After sharing information and knowledge among ourselves, the Collaborative would collectively engage in outreach with experts in academia, the private sector, state and local government, the foundation world and the non-profit sector, culminating in a "White House Conference on Healthy Parenting in the 21st Century" that you would host in early 2000. The Conference would be the occasion to set a national agenda with goals and commitments by all the relevant players. The Healthy Parenting Collaborative would be an effective vehicle for federal government cooperation with the non-profit organization you announced at the May 10 summit meeting following the Columbine tragedy and for various other initiatives such as the Ad Council/Kaiser Foundation "Talk to your Kids" campaign.

Everywhere I travel, people ask for easier, more convenient access to information about grants and programs of the Federal government. The information available from each agency is balkanized, but the concerns and interests of the public are not isolated by agency. An important component of this Safe Schools/Healthy Students/Strong Communities Initiative should be to provide centralized, seamless information about available programs and ongoing activities.

Over the past 18 months, the Justice Department has developed a page on our web site called, "Building Blocks for Safe and Healthy Communities." This page contains information about all of our programs and grants, divided by topic. The five primary topics are employment, health, shelter, education and public safety. Each topic is further divided, depending on the developmental stage of life covered by the program: infancy to preschool, K-12, or post-high school. This enables every user to quickly identify what they are interested in by subject area and age level.

I would like to see every Cabinet-level agency organize information about its programs in a similar format. One entity should then have the responsibility to package all of this information and make it available over the Internet.

This might have been impossible to do before the Internet, but as more and more people have access to the Web, it becomes inexcusable not to harness the technology to put government at their fingertips. I know there are costs involved in this project, but I do not think they would be too significant if every agency absorbed their share. My staff has already had some promising discussions about this with other agencies and OMB.

Reentry

We have spent considerable time in this country focusing on increasing prison bed space, and little time making community corrections viable and effective. Various sentencing reforms have propelled prison populations from 320,000 inmates in 1980 to roughly 1.2 million in 1998. The costs of confinement in the same period rose from about \$5 billion to \$22 billion (1996). At the same time, we now have approximately 3.9 million men and women on probation and parole in this country. That is almost 4 times as many offenders out in the community as there are in prison.

Public debate has been focused on record prison growth, but the obvious consequence -- record prison releases -- has been almost entirely ignored. Some 500,000 inmates will leave prison this year. They will return mainly to urban areas and will

return in disproportionate numbers to certain urban neighborhoods. For example, exploratory work conducted at the National Institute of Justice found that 80 percent of the inmates returning to Baltimore last year returned to 5 percent of the city's zip codes. We have not done a lot to get either the offenders or our communities ready for this. To protect our communities and continue the reduction in crime, we need to do more.

We must confront the potential danger that returning inmates present to communities. One quarter of the entire paroled population, some 173,000 parolees, returned to state prisons in 1997. Previous studies by the Bureau of Justice Statistics found that some 65 percent of all inmates will be returned to custody within 3 years of release. These returns are a significant drain on state resources: states now admit one revocation to prison with every two new commitments. Thus, while the primary concern is public safety, the primary solution is not likely to be increased parole revocation.

The volume of returning inmates introduces new social phenomena that must be considered:

- ▶ In areas of concentrated reentry, inmates pose not just individual safety concerns but community safety threats;
- ▶ Abolition of parole in many states and reductions in other state community release program resources exacerbate the social adjustment task for individuals and communities alike; and
- ▶ The basic demographics of prison populations - males aged 18 to 35 - offers American industry the single largest untapped labor pool in the domestic economy.

We need to reorient our approach to this segment of the community, the 18-35 year old, who has gotten on the wrong side of the criminal justice system, or who is at-risk of doing so. We cannot become a society that treats these individuals only as threats to be contained, and not as resources to be nurtured. Community corrections and supervision programs that include drug testing, drug treatment and other transitional services, such as job training and placement assistance, are critical to restoring hope to the individuals involved, and to minority communities decimated by the high percentage of men in prison, on probation or on parole.

Our strategies must simultaneously keep communities safe; minimize returns to prison; and maximize contributions to state and local economies. Policy makers must devise strategies that balance surveillance and sanctions against long term human

resource investments. We must transform this danger into opportunity.

We have been considering two basic strategies: Reentry Courts and Reentry Partnerships. Reentry courts build from the drug court concept of judicial supervision in order to improve the offender's long-term behavior. Judges would assume oversight of parole and other conditional release functions in order to monitor performance and channel human resources. Reentry partnerships build from police/corrections partnerships. Institutional and community corrections agencies would team with local police and urban services to monitor offenders in the community but also target job, housing, family support, and counseling resources. The Department of Justice is continuing to develop both of these concepts.

While the Department of Justice has expertise in sanctions, it needs the support of other Federal agencies to help develop the human resources components of these programs. We have identified a number of agencies as potential partners in reentry programs:

- ▶ HUD (reentry and long-term housing);
- ▶ HHS (welfare assistance eligibility to provide transitional income), Administration on Children and Families (support for absentee fathers -- a third of all inmates have children), SAMSHA (CMHS for mental health and CSAT for drug treatment services);
- ▶ DOL (jobs and training programs);
- ▶ USDA Food and Nutrition Service (food stamp; WIC); and
- ▶ ED (adult literacy; training programs).

I propose that you issue a directive creating a new working group composed of these agencies. The purpose of this working group would be to develop an integrated team approach to dealing with these issues, create opportunities for communities to develop their own comprehensive strategies and remove any existing unnecessary barriers. I am willing to spend whatever time necessary and work closely with the DPC.

Over the next year, I hope that we can both use the bully pulpit to create a public discussion of these issues.

The magnitude of the reentry problem is a very recent discovery. No one yet has a firm grasp on what to do or how to do it. What has surprised officials so far is the diversity of audiences that resonate with the issue and the willingness of

The President
Page 8

state and local agencies to participate in experiments even though no promises of financial aid have been made. Perhaps policy makers see returning offenders as an identifiable safety threat. Possibly officials see chances to integrate human resources in new and more effective ways. I believe we can have a significant impact on this issue during the next fifteen months.

* * *

I realize these proposals are ambitious. But I believe we owe the American people nothing less. I hope you will seriously consider implementing some or all of these projects. If you choose to do so, I pledge to do everything within my power to make them a success.

I look forward to talking with you further about these ideas and any other relevant proposals that you might be entertaining. Thank you for your consideration and for your leadership in this important area.

Sincerely,



Janet Reno

PJVS

Cc Eric
Leanne
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Maybe BC's right
about a police buyback
program.

Reed

Can we do
anything about
this Halcyon
buy up + melt down?

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Cities Suing Gun Firms Have a Weak Spot: They're Suppliers, Too

Police Trade-Ins Cut Costs,
But Many of the Weapons
Land in the Wrong Hands

Tracing Mr. Furrow's Glock

AI

By VANESSA O'CONNELL
And PAUL M. BARRETT

Staff Reporters of THE WALL STREET JOURNAL

Since last fall, 26 municipalities have sued the gun industry, accusing it of flooding the market with handguns, many of which end up in criminal hands.

There is an incongruity in the municipalities' position, though: Most of the cities suing the industry are themselves, in effect, gun suppliers — and some could be accused of a degree of carelessness in how they unload used police weapons and confiscated firearms. Major cities that have taken the industry to court, including Boston, New Orleans and San Francisco, have together poured hundreds of thousands of second-hand police guns into the civilian market.

The cities say they need to sell or trade in the weapons to cut the cost of obtaining new, higher-power models — much as old police cars are auctioned off for cash. Yet the practice incurs a cost of a different kind. Thousands of these castoff guns have turned up in crimes, such as last week's shooting rampage in Los Angeles by neo-Nazi Buford O. Furrow Jr. After wounding five people in his attack on a Jewish community center, the confessed killer allegedly murdered a mailman of Filipino descent with a Glock 26 pistol.

Police traced that gun to the Cosmopolis, Wash., police department, which in 1996 had traded the pistol to a gun dealer in the small town. In return, the department received a larger Glock pistol, says Cosmopolis Police Chief Gary Eisenhower. The gun dealer sold the Glock 26 to a private individual, and it ultimately wound up at a gun show before reaching Mr. Furrow's hands.

"It's upsetting," says Chief Eisenhower, that his five-person department's old gun was used in the killing, though he says that with a \$400,000 annual budget, he can't afford simply to destroy used service weapons.

But it wasn't an isolated incident. Data obtained by The Wall Street Journal under the Freedom of Information Act show that at least 1,100 former police guns were among the 193,203 crime guns traced last year by the federal Bureau of Alcohol, Tobacco and Firearms. Because of inconsistencies in how the agency compiles gun-trace data, any such annual count of former police guns connected to crime "probably represents the tip of the iceberg," says Howard Andrews, a Columbia University bio-statistician who assisted the Journal in its analysis. Citing privacy laws, the ATF won't release the names of police agencies whose guns were most often used in crimes.

So many former police guns wind up on the street that the International Association of Chiefs of Police is urging all law-enforcement agencies to destroy used service guns, as well as guns confiscated by police agencies. In a resolution enacted last October, the group warned that "the recirculation of these firearms back into the general population increases the availability of firearms which could be used again to kill or injure additional police officers and citizens."

For the same reason, some antigun activists also decry police trade-ins. But Handgun Control Inc., the nation's biggest gun-control group, has tried to play down the issue, at least in part because it is helping organize and lead the municipal

lawsuits against the gun industry. Dennis Henigan, Handgun Control's top lawyer, denies that the cities' role in trade-ins undercuts their legal case against gun makers. Talk of police gun swaps, he says, is an attempt by gun companies to "launch a counterattack" against the cities by focusing on "extraneous issues."

In a typical deal, a police department will sell its old guns to a wholesaler offering the agency new weapons at little or no cost. Last year, for instance, gun wholesaler Interstate Arms Corp. of Billerica, Mass., paid the Boston police \$324.87 apiece for old 9mm pistols and charged the department an identical \$324.87 each for new .40-caliber Glocks. Boston agreed to the deal and traded about 2,350 guns, for a savings of roughly \$763,000.

A department ships its old guns to the wholesaler, which resells them at a markup to gun dealers around the country. For example, Kiesler Wholesale of Jeffersonville, Ind., recently was offering a \$225 "allowance" to police departments looking to unload their old Smith & Wesson Model 645 semiautomatic pistols. Dealers looking to buy the used guns paid \$299 apiece, according to its catalog.

Dealers, in turn, sell the used guns for as little as half as much as new models might fetch. For instance, a used Glock or Beretta might retail for \$200 or so, compared to the typical price of \$400 for a new model from these top-of-the-line gun makers.

"It's the gun equivalent of a pre-owned Lexus," says Joseph Vince, who retired last year from his position as the chief of crime-gun analysis at the ATF. "You get a high-quality gun, but one you maybe couldn't afford when it was new."

Police trade-ins first became common in the mid-1980s, when many law-enforcement agencies began switching from six-shot revolvers to semiautomatic pistols that can accommodate more ammunition and can be reloaded more quickly. At the time, police budgets were tight, and gun makers were pitching semiautomatic pistols as an improvement over the Smith & Wesson six-shot revolvers most departments had used since the 1970s or earlier.

Gun makers such as Glock encouraged wholesalers to bid for a department's old revolvers and resell them to dealers throughout the country. Even though revolvers are generally less popular than semiautomatics, old police guns retain a certain mystique in the eyes of many shoppers and sell quickly, says Wain Roberts, a dealer in Pinellas Park, Fla.

Despite the anxiety expressed by the international police chiefs' association, the pace of trade-ins has picked up recently, thanks largely to more aggressive marketing by Glock, a leading supplier to the law-enforcement market.

Boston Police Commissioner Paul Evans says that over the past two years, his department has switched to the Glock .40-caliber pistol from the company's 9mm model, partly because Glock suggested that larger .40-caliber bullets were less likely to pass through a suspect's body and hit an innocent bystander. "There are liability issues," Commissioner Evans explains.

Apart from the characteristics of particular guns, the 1994 federal crime bill created separate incentives to pursue police trade-ins. The law included a ban on the manufacture of magazines that can contain more than 10 rounds. (A magazine is the part inserted into a semiautomatic weapon that holds the ammunition.) Congress created an exception, however, for guns sold to law-enforcement agencies, which could have magazines exceeding 10 rounds.

As often happens in response to a new gun regulation, demand among gun enthusiasts for larger magazines jumped beginning in 1994. Gun wholesalers saw an opportunity to profit. The wholesalers offered police departments financial enticements to trade in their used service weapons and the large magazines that came with them. The wholesalers thus got their hands on many thousands of extra "high-capacity" magazines, which in the years since they have resold on the civilian market for twice or three times their original "pre-ban" value.

A common incentive that wholesalers have offered police departments is an even swap of new guns for used service weapons with large-capacity magazines. "Here's an offer you can't refuse!" blares a recent flier from Interstate Arms, promising to trade new Glocks for old at no extra cost to police departments.

But as police trade-ins grew more common in the mid-1990s, so did the number of former police guns showing up at crime scenes. The ATF started noticing that so many guns once owned by police were being used illegally that the agency created a special computer code—S5—for the guns it traced back to law-enforcement agencies. But while the ATF now tries to compile traces of former police guns, it hasn't worked out kinks in its database to allow for a comprehensive accounting of the problem.

Recently, a backlash has begun to build. After used police guns were recovered in several high-profile crimes, a number of states, including New York, Connecticut and Wisconsin, enacted laws mandating the destruction of old police guns, or

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requiring that the guns be sold overseas. Such laws force cash-strapped police departments to hold on to their guns for longer than they might have. "I would hate to see 20 nice-condition Glocks get ground up" just because they can't be traded in, says Capt. Daniel Crawford of the Ashland, Wis., police department. He says his department plans to use its current Glocks until they wear out.

Since last fall, officials in a number of cities that were filing or planning to file suit against the gun industry have worried that their own police departments' methods for getting rid of old service weapons would expose the cities to allegations of hypocrisy. The municipal suits accuse the industry of failing to oversee aggressively how guns are distributed and sold; the municipal officials fretted that the cities, too, could be accused of negligence if there was a risk that guns they were getting rid of might end up in criminal hands.

In San Francisco, for example, the police department since 1995 had sold or traded obsolete service revolvers and confiscated guns to out-of-state wholesalers. Part of the motivation for the sales was to help finance the purchase of new, more powerful Beretta semiautomatic pistols that carry more rounds and allow users to reload more rapidly.

One of the conditions of the sales of the old and confiscated guns was that the wholesalers would sell the guns to foreign buyers, says city attorney Louise Renne, but San Francisco officials were concerned by reports that some of the weapons may have been turning up in the U.S. In late May, as Ms. Renne's staff was putting the finishing touches on the city's suit against the gun industry, the San Francisco police department announced that it would stop selling its old and confiscated guns and instead would destroy them. Less than a week later, Ms. Renne announced the filing of the suit.

The city attorney emphasizes that even under the abandoned trade-in policy, San Francisco "attached strings," such as the overseas-buyer requirement, that were intended to protect against the city's police guns ever being used in crime—at least in this country. That approach "was a far different thing" from how the gun industry does business, she adds. San Francisco's suit, like most of the others filed on behalf of 26 cities and counties around the country, alleges that the industry pours handguns into areas with lax gun laws, encouraging illegal traffickers to siphon off numerous guns that are then sold to criminals. Gun manufacturers, says Ms. Renne, essentially "attach no strings" once their products leave the factory. (Gun companies dispute this, saying that they do business only with reputable wholesalers that agree to operate responsibly.)

But Ms. Renne concedes that both governments and the industry "ought to learn

from the lessons of the past" that gun sales haven't been monitored closely enough. "All policies"—public and industry—"ought to be changed" in light of what has been learned, she adds.

New Orleans Mayor Marc Morial, who filed the first city suit against the gun industry last October, has since been embarrassed publicly on the trade-in issue by Glock's vice president and general counsel, Paul Jannuzzo. Near the end of a joint appearance earlier this year on NBC's "Today Show," Mr. Jannuzzo pointed out that New Orleans is perhaps the biggest distributor of used guns in Louisiana, having recently agreed to obtain new Glocks in a swap for 7,300 weapons seized in crimes, as well as 700 Berettas that had belonged to New Orleans police.

Mr. Morial tried to justify the deal, claiming that as part of the agreement, Glock had "agreed not to sell them in Louisiana." But by late April, a New Orleans newspaper was running an ad from a local gun shop promoting the sale of Beretta 9mm pistols once carried by New Orleans officers. "Own a piece of New Orleans history," the ad declared. "All are original duty weapons and are numbered and stamped N.O.P.D." The guns came with a bonus: two 15-round "pre-ban clips."

The mayor was unavailable for an interview, according to a spokesman. But the spokesman says New Orleans suspended the Glock swap before it was completed, and as a result, now owes the gun company an unspecified amount of cash.

Kiesler's Wholesale, which served as middleman in the New Orleans-Glock deal, has likewise grown more sensitive to concern about police trade-ins—without actually ceasing to participate in them. For example, Kiesler's has stopped billing the police guns it buys and resells as "police trade-ins" and now marks them merely "pre-owned." The wholesaler also has added pages to its catalog, promising police officials several "politically acceptable ways to help your department" dispose of its weapons. These options include arranging for Kiesler's to resell the guns outside of the geographical area or state where the agency is based, or reselling them only to police officers. The restrictions come with a price; a department will receive a smaller credit for each gun it trades in to obtain either limitation.

Boston Police Commissioner Evans discovered a few months ago that some of the guns his department had traded in materialized on the civilian market nearby. In April, Boston agreed to pay \$231,525 to the wholesaler, Interstate Arms, to cover the extra cost of disposing of its guns overseas, according to a new agreement. Commissioner Evans calls it "money well spent."

At Glock's U.S. headquarters in suburban Atlanta, the company says it believes it has worked out a solution for the trade-in problem: a proposed program under which it would lease its guns to police departments that lack the cash for a capital outlay. Because departments wouldn't technically own the guns, they wouldn't be able to resell or trade them. Instead, Glock would take the guns back and resell them. The plan could be seen as relieving city governments of responsibility for former police guns, although the weapons would still end up back on the civilian market.

Glock's Mr. Jannuzzo declines to comment on the new lease plan, except to say it is something "a lot of people are contemplating."

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THE PRESIDENT HAS SEEN
8-30-99



MEMBER OF CONGRESS
WASHINGTON, D.C.

August 27, 1999

JAMES P. MCGOVERN
3RD DISTRICT, MASSACHUSETTS

THE PRESIDENT HAS SEEN
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wish you to accept
once again visit Worcester. It was exactly
one year ago today that you visited our city and
we would be honored to have you back.

HEALS is an outgrowth of your
initiative (Executive Order 12900) to increase
opportunities for Hispanic Americans. We
have a vibrant and active Latino community
in Massachusetts - and your participation
in the upcoming program would strengthen

THE PRESIDENT HAS SEEN
8-30-99MEMBER OF CONGRESS
WASHINGTON, D.C.

August 27, 1999

JAMES P. MCGOVERN
3RD DISTRICT, MASSACHUSETTS

Dear Mr. President —

I am strongly supporting the Massachusetts Education Initiative for Latino Students (MEILS) — and would urge you to accept their invitation to once again visit Worcester. It was exactly one year ago today that you visited our city and we would be honored to have you back.

MEILS is an outgrowth of your initiative (Executive Order 12900) to increase opportunities for Hispanic Americans. We have a vibrant and active Latino community in Massachusetts — and your participation in the upcoming program would strengthen

Their Clout and focus on Commonwealth's
agenda on issues that will make a
real difference.

Please consider their invitation. I
would be personally grateful.

With respect and friendship —
Jim



Massachusetts Education Initiative for Latino Students Overview

BACKGROUND

In February of 1994, President Clinton signed Executive Order 12900, **Educational Excellence for Hispanic Americans**, specifically, "To advance the development of human potential, to strengthen the Nation's capacity to provide high-quality education, and to increase opportunities for Hispanic Americans to participate in and benefit from Federal education programs."

Because of the lack of attention given to adequate educational attainment to Latino children, the United Methodist Urban Services, Inc. (UMUS) has chosen to be the lead agency in implementing the White House Initiative on Educational Excellence for Hispanic Americans in Massachusetts. UMUS focuses on family and community involvement in children's learning.

To that end, UMUS created a Steering Committee responsible for developing the framework and creating the Planning Committee. The Planning Committee will be responsible for implementing the Massachusetts Education Initiative. The Planning Committee will be comprised of: 1) representatives from the fifteen cities and towns who have a high concentration of Latinos; 2) community leaders; and 3) representatives from educational entities, parents, students, teachers, administrators, businesses, etc.

MISSION, GOALS AND OBJECTIVES

Mission Statement

The Massachusetts Education Initiative for Latino Students (MEILS) brings together a diverse group of individuals interested in improving the quality of public education, while addressing the educational issues confronting Latinos.

The Massachusetts Education Initiative for Latino Students (MEILS) will formulate partnership between the Latino community and state, federal and local government to ensure high-level educational achievements for Latino students, from preschoolers to lifelong learners. The goal of the MEILS is as follows:

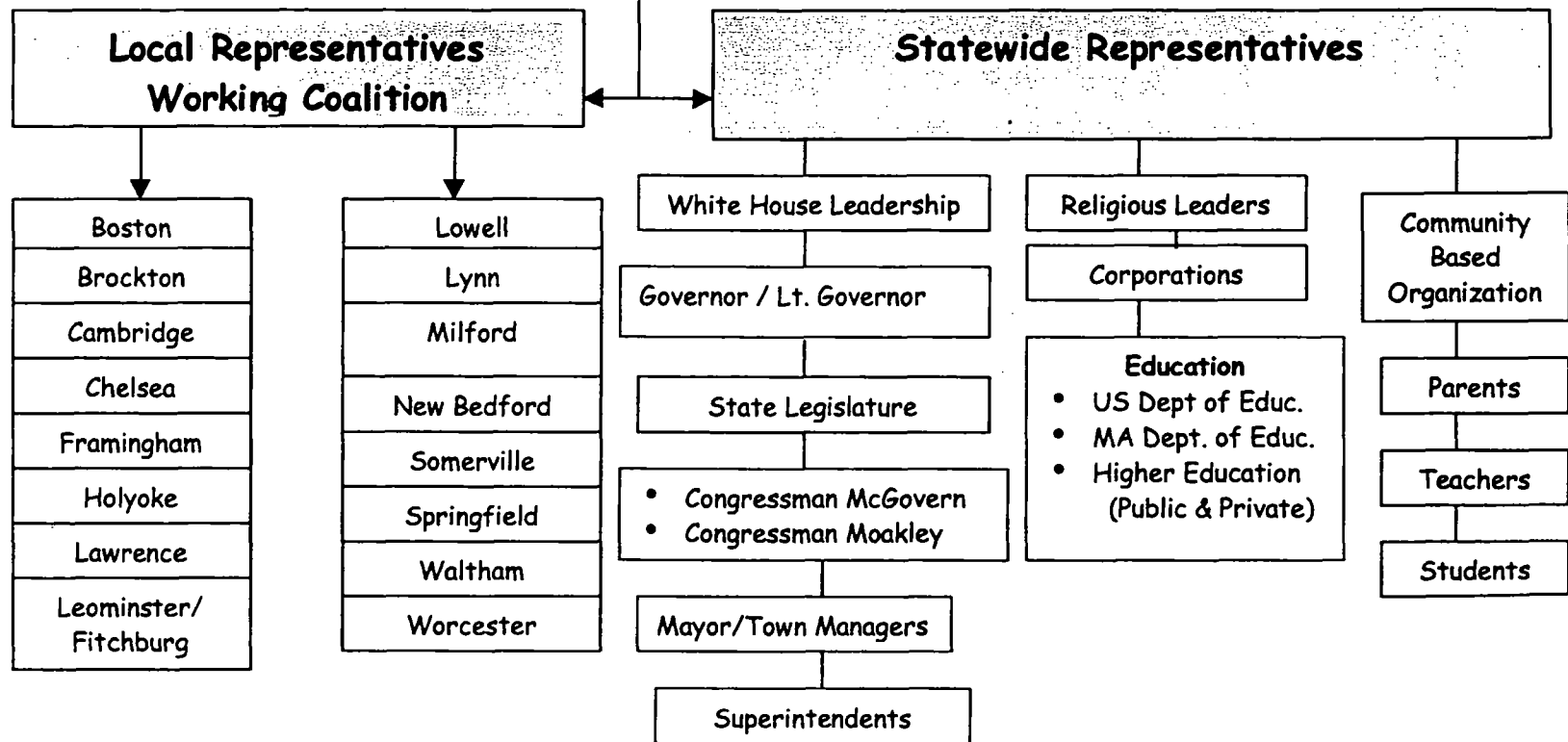
- Develop a Statewide Latino Education Agenda;
- Create and implement local education agenda and strategies in cities and towns with high Latino concentrations;
- Collaborate with Federal, State, and Local Governments; and
- Inform the public on educational challenges facing Latinos.

Massachusetts Education Initiative for Latino Students

Steering Committee

Ms. Antonia Jiménez, Special Assistant to Governor
Judge Luis G. Perez, Worcester Juvenile Court
Reverend Wesley Williams, United Methodist Urban Services, Inc.

PLANNING COMMITTEE MEMBERS



Local Representatives

- The local representatives will work to establish a "Working Coalition" comprised of students, educators, administrators, business, community leaders, religious leaders, etc.
- The Working Coalition will work to survey their respective city or town in order to identify three to five goals with measurable objectives.

Town Meeting

Please join us as:

First Lady Hilary Clinton

discusses

“Hispanic Children & Youth”

Speak Up!

This impacts you!

Co- Moderators:

Representative Jarrett T. Barrios &

Antonia Jiménez, Chair, Massachusetts Education Initiative for Latino Students

This will be a non-interactive video conference with the First Lady from Washington, D.C.
The conference will be followed by a discussion surrounding Latino education as well as other Latino issues.

Date: Monday, August 2nd, 1999

Time: 9:30 a.m. to 11:30 a.m.

Place: Federal Tip O'Neil Building
Tip O'Neil Auditorium
10 Causeway Street
Boston, MA 02133

To R.S.V.P and to obtain further information please contact Lily Fan at **(617) 727-2040.**

BOSTON

I. General Population & Voter Information

Total Population	Number of Latinos	%
582,491	71,162	12.2

Total Registered Voters	Total Latino Voters	%
241,600	24,500	10.1

II. Superintendent Information

Name	Address	Telephone	Fax	Email
Thomas Payzant	Boston Public Schools 26 Court Street, Boston, MA 02108	617-635-9050	617-635-9059	tpayzant@boston.k12.ma.us

III. General School District Information

Race/Ethnicity, 1997-8 (%)

	District %	District	State
African American	48.7	30,108	8.5
Asian	9.0	5,564	4.1
Hispanic	25.7	15,889	9.7
Native American	0.4	247	0.2
White	16.2	10,015	77.5
Total	100.0	61,823	100.0

Bilingual Education

District %	District	State
21.8	13,477	4.8

Eligible for Free/Reduced Price Lunch

District %	District	State
70.0	43,276	25.9

Plans of High School Graduate

	District %	District	State
Four-Year College	36.9	22,813	53.4
Two-Year College	18.5	11,437	18.5
Work	9.6	5,935	16.8

Drop-out Rate / Grade 9-12

	District %	District	State
Annual Dropout	8.4	5,193	3.4
Dropouts 94-95	8.1	5,008	3.6

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

GRADE 4		English Language Arts					Mathematics					Science & Technology				
Race/ Ethnicity	Ad	Pr	Neat Imp	Fl	Scaled Score	Ad	Pr	Neat Imp	Fl	Scaled Score	Ad	Pr	Neat Imp	Fl	Scaled Score	
Asian	1	11	66	22	227	11	20	46	24	232	3	31	45	21	232	
Black	0	2	57	41	221	1	3	33	63	217	0	6	45	49	221	
Hispanic	0	2	58	40	221	1	4	38	56	219	0	10	50	40	23	
Native Amer.	0	0	53	47	220	1	4	25	71	216	0	5	45	51	220	
White	1	10	64	25	227	7	15	42	36	227	4	26	46	24	231	
Mixed	0	7	57	36	224	3	8	37	52	221	2	15	47	36	226	
Total	0	4	56	39	222	2	6	34	57	219	1	11	44	44	223	

GRADE 8		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	Ad	Pr	Neat Imp	Fail	Scaled Score	Ad	Pr	Neat Imp	Fail	Scaled Score	Ad	Pr	Neat Imp	Fail	Scaled Score	
Asian	2	46	35	18	234	12	31	26	32	233	0	22	27	51	220	
Black	0	25	44	30	228	1	5	14	80	210	0	3	14	83	208	
Hispanic	0	21	41	38	225	1	5	12	82	209	0	4	12	84	208	
Native Amer.	0	7	36	58	218	0	2	13	84	206	0	2	4	93	204	
White	4	55	28	14	238	11	26	24	39	230	0	28	29	42	225	
Mixed	1	40	42	17	233	2	14	19	64	216	1	8	24	68	214	
Total	1	29	37	32	228	3	11	15	71	214	0	9	16	75	211	

GRADE 10		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	Ad	Pr	Neat Imp	Fail	Scaled Score	Ad	Pr	Neat Imp	Fail	Scaled Score	Ad	Pr	Neat Imp	Fail	Scaled Score	
Asian	1	31	30	37	226	8	24	25	43	226	0	14	36	50	221	
Black	1	11	30	58	217	1	5	12	82	208	0	3	21	76	212	
Hispanic	0	7	30	62	215	1	4	9	86	207	0	2	17	81	210	
Native Amer.	0	3	23	74	209	0	8	5	87	206	0	0	23	77	208	
White	7	48	22	23	235	10	28	22	40	228	0	24	41	34	226	
Mixed	1	25	34	40	224	1	10	22	67	214	1	6	45	50	217	
Total	1	17	24	57	218	3	10	13	76	211	0	6	22	71	213	

BROCKTON

I. General Population & Voter Information

Total Population	Number of Latinos	%
91,325	6,957	7.6

Total Registered Voters	Total Latino Voters	%
42,000	3,500	8.3

II. Superintendent Information

Name	Address	Telephone	Fax	Email
Joseph Bage	Brockton Public Schools 43 Crescent Street, Brockton, MA 02301	508-580-7511	508-580-7513	

III. General School District Information

Race/Ethnicity, 1997-8 (%)

	District %	District #	State %
African American	36.3	5,672	8.5
Asian	3.2	500	4.1
Hispanic	12.4	1,938	9.7
Native American	0.6	94	0.2
White	47.5	7,422	77.5
Total	100.0	21,626	100.0

Bilingual Education

District %	District #	State %
7.7	1,203	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
54.0	8,438	25.9

Plans of High School Graduate

	District %	District #	State %
Four-Year College	50.3	7,860	53.4
Two-Year College	26.8	4,188	18.5
Work	15.4	2,406	16.8

Drop-out Rate / Grade 9-12

	District %	District #	State %
Annual Dropout	5.7	891	3.4
Dropouts 94-95	8.4	1,313	3.6

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

GRADE 4		English Language Arts					Mathematics					Science & Technology				
Race or Ethnicity	At- Risk	Prof- icient	Needs Imp.	Fail	Scaled Score	At- Risk	Prof- icient	Needs Imp.	Fail	Scaled Score	At- Risk	Prof- icient	Needs Imp.	Fail	Scaled Score	
Asian	0	4	68	28	224	0	15	47	38	224	0	19	55	26	229	
Black	0	2	59	39	222	1	6	39	54	220	1	11	58	30	226	
Hispanic	0	2	53	45	221	2	4	37	57	219	0	11	54	36	223	
Native Amer.	0	0	55	45	221	0	6	29	65	219	0	10	52	39	225	
White	0	9	72	19	227	6	20	48	25	231	2	32	54	11	234	
Mixed	0	8	71	22	226	9	12	50	29	228	1	29	47	23	231	
Total	0	6	65	29	224	4	13	44	39	225	1	22	54	23	229	

GRADE 8		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	At-Risk	Proficient	Needs Imp.	Fail	Scaled Score	At-Risk	Proficient	Needs Imp.	Fail	Scaled Score	At-Risk	Proficient	Needs Imp.	Fail	Scaled Score	
Asian	0	35	49	16	232	5	14	16	65	219	0	3	32	65	216	
Black	0	24	48	27	228	0	4	12	84	208	0	3	18	78	211	
Hispanic	0	24	44	32	226	1	3	17	80	209	0	5	20	75	211	
Native Amer.	0	8	83	8	225	0	8	15	77	210	0	0	38	62	213	
White	0	44	41	15	234	5	17	23	55	221	1	19	33	47	222	
Mixed	0	35	49	16	233	3	13	18	67	215	0	10	35	55	219	
Total	0	33	44	22	230	3	11	18	69	215	1	11	27	62	216	

GRADE 10		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	At-Risk	Proficient	Needs Imp.	Fail	Scaled Score	At-Risk	Proficient	Needs Imp.	Fail	Scaled Score	At-Risk	Proficient	Needs Imp.	Fail	Scaled Score	
Asian	2	23	30	44	224	0	5	28	67	212	0	7	35	58	216	
Black	0	10	36	54	218	0	2	8	90	206	0	2	21	76	212	
Hispanic	0	14	33	53	220	0	2	10	88	206	0	2	22	76	213	
Native Amer.																
White	4	33	39	24	231	2	10	30	58	218	0	13	51	36	223	
Mixed	2	33	39	26	229	2	11	22	65	216	0	7	52	41	221	
Total	2	20	33	45	223	1	6	17	76	211	0	7	33	60	216	

CAMBRIDGE

I. General Population & Voter Information

Total Population	Number of Latinos	%
99,772	7,766	7.8

Total Registered Voters	Total Latino Voters	%
41,500	2,300	5.5

II. Superintendent Information

Name	Address	Telephone	Fax	Email
Bobbie D'Alessandro	Cambridge Public Schools 159 Thorndike Street, Cambridge, MA 02141	617-349-6494	617-349-6496	bobbie_dalessandro@ cps.ci.cambridge.ma.us

III. General School District Information

Race/Ethnicity, 1997-8 (%)

	District %	District #	State %
African American	34.3	2,580	8.5
Asian	10.0	752	4.1
Hispanic	14.3	1,076	9.7
Native American	0.5	38	0.2
White	41.0	3,084	77.5
Total	100.1	7,530	100.0

Bilingual Education

District %	District #	State %
6.0	451	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
31.2	2,347	25.9

Plans of High School Graduate

	District %	District #	State %
Four-Year College	63.4	4,770	53.4
Two-Year College	15.6	1,174	18.5
Work	10.4	782	16.8

Drop-out Rate / Grade 9-12

	District %	District #	State %
Annual Dropout	2.0	150	3.4
Dropouts 94-95	4.2	316	3.6

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

GRADE 4		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity		Att	Pr	Ne	Fl	Sc	Att	Pr	Ne	Fl	Sc	Att	Pr	Ne	Fl	Sc
Asian		0	32	62	6	233	28	30	25	17	243	11	51	19	19	240
Black		0	3	72	25	224	1	8	44	46	222	0	15	58	27	227
Hispanic		0	3	63	34	224	4	17	32	46	225	4	21	42	32	228
Native Amer.		0	0	85	15	226	8	8	54	31	228	0	15	62	23	229
White		2	21	67	10	232	19	26	40	15	239	12	42	35	11	240
Mixed		0	5	76	20	227	2	20	41	37	228	5	29	44	22	232
Total		1	13	67	19	228	12	19	39	31	231	7	30	41	21	233

GRADE 8		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity		Att	Pr	Ne	Fl	Sc	Att	Pr	Ne	Fl	Sc	Att	Pr	Ne	Fl	Sc
Asian		4	60	28	8	241	12	40	32	16	238	8	36	32	24	234
Black		1	29	55	16	231	1	13	21	65	216	0	8	31	62	215
Hispanic		0	32	47	21	230	4	7	21	68	216	0	7	19	74	214
Native Amer.																
White		6	59	28	8	242	24	30	19	27	238	7	39	26	28	233
Mixed		3	51	34	11	237	7	26	27	40	226	1	27	24	47	223
Total		3	44	40	14	236	11	21	22	46	226	3	23	26	48	223

GRADE 10		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity		Att	Pr	Ne	Fl	Sc	Att	Pr	Ne	Fl	Sc	Att	Pr	Ne	Fl	Sc
Asian		8	35	46	12	235	12	19	38	31	231	0	19	62	19	228
Black		0	20	43	36	224	1	6	23	71	213	0	7	39	54	218
Hispanic		3	19	47	31	227	0	9	28	63	214	0	9	47	44	220
Native Amer.																
White		7	53	26	15	239	20	25	24	21	234	2	39	36	22	232
Mixed		0	45	30	25	232	5	13	35	48	223	0	15	48	38	224
Total		3	34	33	29	230	9	13	24	54	221	1	19	38	41	223

CHELSEA

I. General Population & Voter Information

Total Population	Number of Latinos	%
31,438	12,135	38.6

Total Registered Voters	Total Latino Voters	%
8,000	1,600	20.0

II. Superintendent Information

Name	Address	Telephone	Fax	Email
Douglas Sears	Chelsea Public Schools 208 City Hall, Chelsea, MA 02150	617-889-8415	617-889-8361	

III. General School District Information

Race/Ethnicity, 1997-8 (%)

	District %	District #	State %
African American	8.7	456	8.5
Asian	8.3	436	4.1
Hispanic	65.2	3,421	9.7
Native American	0.1	5	0.2
White	17.7	929	77.5
Total	100.0	5,247	100.0

Bilingual Education

District %	District #	State %
24.5	1,286	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
65.8	3,453	25.9

Plans of High School Graduate

	District %	District #	State %
Four-Year College	26.7	1,401	53.4
Two-Year College	34.4	1,805	18.5
Work	21.4	1,123	16.8

Drop-out Rate / Grade 9-12

	District %	District #	State %
Annual Dropout	4.0	210	3.4
Dropouts 94-95	7.4	388	3.6

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

GRADE 4		English Language Arts					Mathematics					Science & Technology				
Race/ Ethnicity	Adv. Comp.	Prof.	Need Imp.	Full	Scaled Score	Adv. Comp.	Prof.	Need Imp.	Full	Scaled Score	Adv. Comp.	Prof.	Need Imp.	Full	Scaled Score	
Asian	0	0	62	38	222	8	12	42	38	228	0	15	54	31	226	
Black	0	5	50	45	222	5	3	40	53	221	0	13	55	33	225	
Hispanic	0	1	60	39	221	3	12	47	39	225	0	11	55	34	225	
Native Amer.	0	0	60	40	219	0	10	50	40	224	0	0	60	40	219	
White	0	3	69	27	226	8	24	32	35	231	0	31	48	21	231	
Mixed	0	3	53	44	221	3	11	36	50	224	0	8	61	31	224	
Total	0	2	59	39	222	4	12	42	42	225	0	14	53	33	225	

GRADE 8		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	Adv.	Prof.	Need Imp.	Full	Scaled Score	Adv.	Prof.	Need Imp.	Full	Scaled Score	Adv.	Prof.	Need Imp.	Full	Scaled Score	
Asian	3	35	35	26	231	6	23	35	35	227	0	6	32	61	216	
Black	0	14	73	14	228	0	5	9	86	208	0	0	14	86	207	
Hispanic	0	22	47	31	226	0	4	24	72	212	0	4	8	88	209	
Native Amer.																
White	0	54	32	14	236	0	29	23	48	223	0	18	27	55	221	
Mixed	0	50	44	6	238	11	11	39	39	227	6	11	33	50	222	
Total	0	27	42	30	227	1	10	22	67	214	0	6	15	78	211	

GRADE 10	English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	Adv.	Prof.	Need Imp.	Full	Scaled Score	Adv.	Prof.	Need Imp.	Full	Scaled Score	Adv.	Prof.	Need Imp.	Full	Scaled Score
Asian															
Black	0	28	28	44	223	0	6	17	78	213	0	22	39	39	224
Hispanic	0	0	22	78	210	0	0	3	97	203	0	0	14	86	208
Native Amer.															
White	2	26	38	34	226	2	10	23	65	217	1	13	48	38	223
Mixed	0	42	33	25	230	0	17	17	67	218	0	17	42	42	221
Total	1	23	35	41	224	2	9	20	70	214	1	11	43	45	221

FITCHBURG

I. General Population & Voter Information

Total Population	Number of Latinos	%
41,194	3,957	9.6

Total Registered Voters	Total Latino Voters	%
17,150	1,100	6.4

II. Superintendent Information

Name	Address	Telephone	Fax	Email
Philip M. Fallon	Fitchburg Public Schools 376 South Street, Fitchburg, MA 01420	978-345-3200	978-348-2305	

III. General School District Information

Race/Ethnicity, 1997-8 (%)

	District %	District #	State %
African American	6.6	362	8.5
Asian	9.6	526	4.1
Hispanic	24.9	1,365	9.7
Native American	0.1	5	0.2
White	58.8	3,223	77.5
Total	100.0	5,481	100.0

Bilingual Education

District %	District #	State %
9.6	521	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
50.1	2,746	25.9

Plans of High School Graduate

	District %	District #	State %
Four-Year College	57.4	3,146	53.4
Two-Year College	19.8	1,085	18.5
Work	16.0	877	16.8

Drop-out Rate / Grade 9-12

	District %	District #	State %
Annual Dropout	3.3	181	3.4
Dropouts 94-95	2.0	110	3.6

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

GRADE 4		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	Ad.	Prof.	Need Imp.	Fail	Scaled Score	Ad.	Prof.	Need Imp.	Fail	Scaled Score	Ad.	Prof.	Need Imp.	Fail	Scaled Score	
Asian	0	2	56	42	221	0	7	40	53	219	0	16	53	31	227	
Black	0	0	60	40	220	0	3	23	74	215	0	11	43	46	223	
Hispanic	0	2	42	57	219	0	1	26	73	215	0	15	48	37	224	
Native Amer.																
White	0	8	75	17	227	4	13	51	32	227	3	41	45	11	236	
Mixed	0	9	67	23	225	2	5	51	42	223	2	23	53	21	230	
Total	0	6	65	30	224	2	9	41	48	222	2	29	46	23	231	

GRADE 8		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	Ad.	Prof.	Need Imp.	Fail	Scaled Score	Ad.	Prof.	Need Imp.	Fail	Scaled Score	Ad.	Prof.	Need Imp.	Fail	Scaled Score	
Asian	0	35	49	16	231	0	14	24	62	215	0	5	22	73	212	
Black	0	14	45	41	223	0	0	14	86	206	0	0	9	91	205	
Hispanic	0	13	35	51	220	1	0	6	93	205	0	1	7	91	204	
Native Amer.																
White	1	55	32	12	237	3	17	36	44	223	1	17	38	44	223	
Mixed	3	34	43	20	231	0	11	20	69	213	0	9	31	60	216	
Total	1	38	35	26	230	2	11	25	62	216	1	10	26	63	216	

GRADE 10		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	Ad.	Prof.	Need Imp.	Fail	Scaled Score	Ad.	Prof.	Need Imp.	Fail	Scaled Score	Ad.	Prof.	Need Imp.	Fail	Scaled Score	
Asian	0	35	47	18	233	0	18	41	41	221	0	6	71	24	226	
Black																
Hispanic	0	0	28	72	215	0	0	11	89	206	0	6	17	78	214	
Native Amer.																
White	9	39	34	18	235	1	10	35	54	218	0	16	58	26	227	
Mixed	0	20	40	40	223	10	0	20	70	215	0	10	50	40	222	
Total	5	26	33	36	227	1	7	24	68	213	0	11	45	43	221	

FRAMINGHAM

I. General Population & Voter Information

Total Population	Number of Latinos	%
64,573	6,461	10.0

Total Registered Voters	Total Latino Voters	%
29,900	1,250	4.2

II. Superintendent Information

Name	Address	Telephone	Fax	Email	State
Mark Smith	Framingham Public Schools 454 Water Street, Framingham, MA 01701	508-626-9117	508-626-9119	msmith@framingham.k12.ma.us	

III. General School District Information

Race/Ethnicity, 1997-8 (%)

	District %	District #	State %
African American	9.1	694	8.5
Asian	5.0	381	4.1
Hispanic	15.5	1,182	9.7
Native American	0.1	8	0.2
White	70.3	5,361	77.5
Total	100.0	7,626	100.0

Bilingual Education

District %	District #	State %
11.9	907	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
24.9	1,899	25.9

Plans of High School Graduate

	District %	District #	State %
Four-Year College	71.8	5,475	53.4
Two-Year College	12.6	961	18.5
Work	11.3	862	16.8

Drop-out Rate / Grade 9-12

	District %	District #	State %
Annual Dropout	3.8	290	3.4
Dropouts 94-95	3.6	275	3.6

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

GRADE 4		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	Adv.	Prof.	Need Imp.	Full	Scaled Score	Adv.	Prof.	Need Imp.	Full	Scaled Score	Adv.	Prof.	Need Imp.	Full	Scaled Score	
Asian	0	31	66	3	236	25	19	44	13	242	19	47	34	0	246	
Black	0	6	68	26	225	2	13	62	23	227	2	21	64	13	231	
Hispanic	0	4	63	33	223	3	7	54	36	225	2	13	60	25	227	
Native Amer.																
White	0	34	61	5	236	19	34	36	12	241	8	57	30	5	243	
Mixed	0	44	50	6	239	44	28	22	6	251	22	44	28	6	247	
Total	0	27	61	12	233	16	26	41	18	237	7	45	38	10	239	

GRADE 8		English Language Arts					Mathematics					Science & Technology				
Race/ Ethnicity	Adv.	Prof.	Need Imp.	Full	Scaled Score	Adv.	Prof.	Need Imp.	Full	Scaled Score	Adv.	Prof.	Need Imp.	Full	Scaled Score	
Asian	0	69	24	7	240	14	38	31	17	239	0	38	38	24	232	
Black	0	36	33	30	229	0	9	24	67	214	0	3	36	61	215	
Hispanic	0	16	43	41	222	0	6	11	83	209	0	5	19	76	210	
Native Amer.																
White	4	58	27	1	240	14	32	26	29	234	1	34	37	28	230	
Mixed	0	44	34	22	231	3	25	19	53	222	0	25	31	44	223	
Total	2	48	29	20	234	9	25	24	42	227	1	25	33	41	225	

GRADE 10		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	Adv.	Prof.	Need Imp.	Full	Scaled Score	Adv.	Prof.	Need Imp.	Full	Scaled Score	Adv.	Prof.	Need Imp.	Full	Scaled Score	
Asian	0	44	40	16	233	12	36	20	32	235	4	16	68	12	230	
Black	0	10	48	41	221	3	3	14	79	210	0	7	34	59	219	
Hispanic	0	12	50	38	224	0	12	15	73	213	0	8	42	50	218	
Native Amer.																
White	3	57	29	11	238	7	36	31	26	233	2	33	50	15	233	
Mixed	7	48	24	21	234	7	17	24	52	222	0	28	41	31	228	
Total	3	44	31	22	233	6	27	25	42	226	2	25	46	28	228	

HOLYOKE

I. General Population & Voter Information

Total Population	Number of Latinos	%
42,198	15,529	36.8

Total Registered Voters	Total Latino Voters	%
19,100	4,400	23.3

II. Superintendent Information

Name	Address	Telephone	Fax	Email
James R. McDonnell, Jr.	Holyoke Public Schools 57 Suffolk Street, Holyoke, MA 01040	413-534-2005	413-534-2297	jmc@massed.net

III. General School District Information

Race/Ethnicity, 1997-8 (%)

	District %	District #	State %
African American	3.6	270	8.5
Asian	0.6	45	4.1
Hispanic	68.7	5,144	9.7
Native American	0.1	7	0.2
White	27.0	2,021	77.5
Total	100.0	7,487	100.0

Bilingual Education

District %	District #	State %
19.1	1,430	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
69.7	5,218	25.9

Plans of High School Graduate

	District %	District #	State %
Four-Year College	25.6	1,917	53.4
Two-Year College	31.7	2,373	18.5
Work	33.3	2,493	16.8

Drop-out Rate / Grade 9-12

	District %	District #	State %
Annual Dropout	9.8	734	3.4
Dropouts 94-95	8.3	621	3.6

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

GRADE 4		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity		Adv.	Prof.	Need Imp.	Fail	Scaled Score	Adv.	Prof.	Need Imp.	Fail	Scaled Score	Adv.	Prof.	Need Imp.	Fail	Scaled Score
Asian																
Black		0	0	17	83	214	0	4	17	78	213	0	0	48	52	216
Hispanic		0	1	45	54	219	0	2	26	72	214	0	6	43	51	220
Native Amer.		0	8	50	42	221	0	8	8	83	217	0	17	33	50	223
White		0	10	73	19	227	3	14	51	32	227	2	40	40	17	236
Mixed		0	0	67	33	222	0	11	36	53	222	0	25	47	28	228
Total		0	3	49	48	220	1	5	27	67	216	0	13	40	47	222

GRADE 8		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity		Adv.	Prof.	Need Imp.	Fail	Scaled Score	Adv.	Prof.	Need Imp.	Fail	Scaled Score	Adv.	Prof.	Need Imp.	Fail	Scaled Score
Asian																
Black		0	17	29	44	220	0	6	6	89	209	0	6	6	89	206
Hispanic		0	7	42	51	219	0	1	6	93	204	0	0	9	91	205
Native Amer.																
White		1	44	41	14	234	4	20	19	56	220	1	23	33	43	223
Mixed		0	29	55	16	230	0	0	19	81	209	0	3	35	61	217
Total		0	17	41	41	223	1	5	9	85	208	0	6	15	80	210

GRADE 10		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity		Adv.	Prof.	Need Imp.	Fail	Scaled Score	Adv.	Prof.	Need Imp.	Fail	Scaled Score	Adv.	Prof.	Need Imp.	Fail	Scaled Score
Asian																
Black																
Hispanic		0	3	22	75	211	0	2	3	95	204	0	2	12	86	209
Native Amer.																
White		3	31	43	23	230	1	12	33	55	218	1	13	51	35	224
Mixed		0	12	48	39	221	0	3	21	76	210	0	9	30	61	215
Total		1	15	33	51	219	0	6	16	78	210	0	6	28	66	215

LAWRENCE

I. General Population & Voter Information

Total Population	Number of Latinos	%
69,712	33,772	48.4

Total Registered Voters	Total Latino Voters	%
23,305	7,450	32.0

II. Superintendent Information

Name	Address	Telephone	Fax	Email
Mae E. Gaskins	Lawrence Public Schools 255 Essex Street, Lawrence, MA 01840	978-975-5900	978-975-5904	mgaskins@lawrence.k12.ma.us

III. General School District Information

Race/Ethnicity, 1997-8 (%)

	District %	District #	State %
African American	2.7	309	8.5
Asian	3.4	390	4.1
Hispanic	78.4	8,983	9.7
Native American	0.0	0	0.2
White	15.4	1,765	77.5
Total	100.0	11,447	100.0

Bilingual Education

District %	District #	State %
30.7	3,518	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
73.0	8,364	25.9

Plans of High School Graduate

	District %	District #	State %
Four-Year College	41.8	4,789	53.4
Two-Year College	34.2	3,919	18.5
Work	16.3	1,868	16.8

Drop-out Rate / Grade 9-12

	District %	District #	State %
Annual Dropout	10.4	1,192	3.4
Dropouts 94-95	8.6	985	3.6

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

GRADE 4		English Language Arts					Mathematics					Science & Technology				
Race/ Ethnicity	Adv.	Prof.	Needs Imp.	Fail	Scaled Score	Adv.	Prof.	Needs Imp.	Fail	Scaled Score	Adv.	Prof.	Needs Imp.	Fail	Scaled Score	
Asian	0	7	59	33	225	7	11	41	41	226	0	33	33	33	228	
Black	0	2	50	48	221	5	5	20	70	217	0	18	39	43	223	
Hispanic	0	1	58	40	221	2	6	35	57	219	0	12	50	38	225	
Native Amer.	0	0	50	50	219	0	0	33	67	214	0	0	50	50	220	
White	0	7	69	25	225	1	13	43	43	224	2	29	48	21	231	
Mixed	0	2	74	24	225	0	14	44	42	223	0	12	58	30	228	
Total	0	2	60	38	222	2	7	34	57	219	0	15	48	37	225	

GRADE 8		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	Adv.	Prof.	Need Imp.	Fail	Scaled Score	Adv.	Prof.	Need Imp.	Fail	Scaled Score	Adv.	Prof.	Need Imp.	Fail	Scaled Score	
Asian	0	53	30	17	233	13	20	27	40	231	0	27	27	47	223	
Black	0	33	48	19	231	0	5	24	71	211	0	5	24	71	213	
Hispanic	0	16	46	38	224	0	4	16	79	210	0	3	12	85	208	
Native Amer.																
White	0	33	47	19	231	3	14	19	64	217	0	14	25	60	219	
Mixed	2	37	43	18	232	0	6	27	67	214	0	4	24	71	214	
Total	0	21	44	34	225	1	6	17	77	211	0	5	14	80	210	

GRADE 10		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	Adv.	Prof.	Need Imp.	Fail	Scaled Score	Adv.	Prof.	Need Imp.	Fail	Scaled Score	Adv.	Prof.	Need Imp.	Fail	Scaled Score	
Asian	5	18	41	36	228	0	36	18	45	225	0	18	36	45	223	
Black																
Hispanic	1	11	34	55	218	0	2	14	84	208	0	3	29	68	215	
Native Amer.																
White	0	29	35	35	227	0	6	35	59	215	0	6	47	47	221	
Mixed	0	14	43	43	220	0	0	21	79	208	0	7	43	50	216	
Total	1	13	32	55	218	0	4	13	83	208	0	3	26	70	214	

LEOMINSTER

I. General Population & Voter Information

Total Population	Number of Latinos	%
41,844	3,766	9.0

Total Registered Voters	Total Latino Voters	%
20,610	1,265	4.2

II. Superintendent Information

Name	Address	Telephone	Fax	Email
Joseph B. Rappa	Leominster Public Schools 24 Church Street, Leominster, MA 01453	978-534-7700	978-534-7775	

III. General School District Information

Race/Ethnicity, 1997-8 (%)

	District %	District #	State %
African American	3.9	232	8.5
Asian	3.3	196	4.1
Hispanic	15.1	898	9.7
Native American	0.2	12	0.2
White	77.4	4,604	77.5
Total	99.9	5,942	100.0

Bilingual Education

District %	District #	State %
2.7	161	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
27.4	1,630	25.9

Plans of High School Graduate

	District %	District #	State %
Four-Year College	50.8	3,022	53.4
Two-Year College	20.7	1,231	18.5
Work	10.8	642	16.8

Drop-out Rate / Grade 9-12

	District %	District #	State %
Annual Dropout	4.0	238	3.4
Dropouts 94-95	4.8	286	3.6

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

GRADE 4	English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	At-Risk	Prof.	Needs Imp.	Full	Scaled Score	At-Risk	Prof.	Needs Imp.	Full	Scaled Score	At-Risk	Prof.	Needs Imp.	Full	Scaled Score
Asian	0	0	64	36	223	0	7	71	21	224	0	21	50	29	228
Black	0	0	56	44	222	0	0	39	61	219	0	11	72	17	227
Hispanic	0	0	56	44	220	0	4	42	53	219	0	11	60	29	224
Native Amer.															
White	0	20	69	11	231	9	22	49	19	233	3	51	39	7	239
Mixed	0	19	81	0	231	8	24	51	16	234	5	41	51	3	238
Total	0	16	68	15	229	7	20	49	24	231	3	43	44	10	237

GRADE 8		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	At-Risk	Proficient	Needs Imp.	Full	Scaled Score	At-Risk	Proficient	Needs Imp.	Full	Scaled Score	At-Risk	Proficient	Needs Imp.	Full	Scaled Score	
Asian	6	12	57	35	227	6	24	18	53	224	0	18	41	41	221	
Black	0	8	83	8	227	0	0	17	83	210	0	0	17	83	210	
Hispanic	0	24	49	27	227	0	6	18	76	211	0	6	24	71	213	
Native Amer.																
White	4	58	29	8	240	6	26	28	40	228	1	28	37	35	227	
Mixed	0	52	37	11	237	7	7	33	52	220	0	22	41	37	225	
Total	3	49	35	13	237	5	20	26	49	224	0	23	34	43	224	

GRADE 10	English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	At-Risk	Proficient	Needs Imp.	Full	Scaled Score	At-Risk	Proficient	Needs Imp.	Full	Scaled Score	At-Risk	Proficient	Needs Imp.	Full	Scaled Score
Asian	0	19	44	38	221	0	19	13	69	216	0	13	19	69	215
Black															
Hispanic	0	16	29	56	216	0	2	7	91	205	0	2	22	76	212
Native Amer.															
White	4	31	39	26	230	5	14	26	55	220	1	19	48	32	226
Mixed	0	45	20	35	226	0	20	15	65	217	0	20	35	45	220
Total	3	27	34	36	225	3	13	20	63	216	1	15	39	46	222

LOWELL

I. General Population & Voter Information

Total Population	Number of Latinos	%
107,531	13,080	12.2

Total Registered Voters	Total Latino Voters	%
39,730	4,905	12.4

II. Superintendent Information

Name	Address	Telephone	Fax	Email
George N. Tsapatsaris	Lowell Public Schools 155 Merrimack Street, Lowell, MA 01852	978-937-7647	978-441-3761	gtsapatsaris@lowell.k12.ma.us

III. General School District Information

Race/Ethnicity, 1997-8 (%)

	District %	District #	State %
African American	3.5	555	8.5
Asian	30.5	4,834	4.1
Hispanic	21.8	3,455	9.7
Native American	0.1	16	0.2
White	44.2	7,006	77.5
Total	100.1	15,866	100.0

Bilingual Education

District %	District #	State %
17.5	2,773	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
56.7	8,987	25.9

Plans of High School Graduate

	District %	District #	State %
Four-Year College	50.7	8,036	53.4
Two-Year College	27.1	4,295	18.5
Work	12.4	1,965	16.8

Drop-out Rate / Grade 9-12

	District %	District #	State %
Annual Dropout	3.1	491	3.4
Dropouts 94-95	2.8	444	3.6

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

GRADE 4		English Language Arts					Mathematics					Science & Technology				
Race/ Ethnicity	Ad.	Prof.	Need Imp.	Fail	Scaled Score	Ad.	Prof.	Need Imp.	Fail	Scaled Score	Ad.	Prof.	Need Imp.	Fail	Scaled Score	
Asian	0	4	55	41	222	1	9	42	47	222	1	23	47	28	229	
Black	0	2	58	40	222	0	7	37	56	219	0	25	53	23	229	
Hispanic	0	0	50	50	219	1	4	36	59	219	1	16	50	33	226	
Native Amer.	0	0	42	58	219	0	8	35	58	220	0	15	62	23	229	
White	0	7	66	27	226	4	15	47	34	227	3	36	50	11	235	
Mixed	0	9	62	29	224	0	13	36	51	221	2	29	55	15	233	
Total	0	4	58	38	223	2	10	41	47	223	2	26	49	23	230	

GRADE 8		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	Ad.	Prof.	Need Imp.	Fail	Scaled Score	Ad.	Prof.	Need Imp.	Fail	Scaled Score	Ad.	Prof.	Need Imp.	Fail	Scaled Score	
Asian	0	22	45	34	226	1	7	19	73	213	0	5	20	74	212	
Black	0	22	43	35	225	0	0	13	87	206	0	4	13	83	208	
Hispanic	0	12	44	44	221	0	1	12	88	206	0	1	12	87	207	
Native Amer.																
White	1	42	40	17	233	1	13	27	59	218	1	14	30	55	220	
Mixed	0	37	42	20	231	3	14	19	64	216	2	8	27	63	217	
Total	0	27	41	32	227	1	8	19	72	213	0	8	22	71	213	

GRADE 10	English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	Ad.	Prof.	Need Imp.	Fail	Scaled Score	Ad.	Prof.	Need Imp.	Fail	Scaled Score	Ad.	Prof.	Need Imp.	Fail	Scaled Score
Asian	1	15	48	36	223	1	11	22	67	215	0	8	43	50	219
Black	0	14	46	39	221	0	0	14	86	208	0	7	36	57	216
Hispanic	2	11	46	41	222	6	4	11	80	211	0	6	28	67	216
Native Amer.															
White	2	40	44	13	235	7	19	31	43	225	0	23	55	23	229
Mixed	0	29	64	7	233	7	7	21	64	216	0	29	50	21	227
Total	1	22	41	35	225	3	11	22	65	216	0	12	40	48	220

LYNN

I. General Population & Voter Information

Total Population	Number of Latinos	%
81,932	10,296	12.6

Total Registered Voters	Total Latino Voters	%
37,845	2,270	6.0

II. Superintendent Information

Name	Address	Telephone	Fax	Email
James Mazareas	Lynn Public Schools 14 Central Avenue, Lynn, MA 01901	781-593-1680 ext. 153	781-477-7487	drmazare@massed.net

III. General School District Information

Race/Ethnicity, 1997-8 (%)

	District %	District #	State %
African American	15.3	2,160	8.5
Asian	13.3	1,878	4.1
Hispanic	24.3	3,431	9.7
Native American	0.3	42	0.2
White	46.9	6,622	77.5
Total	100.1	14,133	100.0

Bilingual Education

District %	District #	State %
5.5	777	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
58.2	8,217	25.9

Plans of High School Graduate

	District %	District #	State %
Four-Year College	32.4	4,575	53.4
Two-Year College	28.9	4,080	18.5
Work	24.9	3,516	16.8

Drop-out Rate / Grade 9-12

	District %	District #	State %
Annual Dropout	4.3	607	3.4
Dropouts 94-95	7.1	1,002	3.6

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

GRADE 4		English Language Arts					Mathematics					Science & Technology				
Race/ Ethnicity	Adv	Prof	Need Imp	Fail	Scaled Score	Adv	Prof	Need Imp	Fail	Scaled Score	Adv	Prof	Need Imp	Fail	Scaled Score	
Asian	0	1	66	33	222	2	3	51	44	222	0	14	58	28	227	
Black	0	1	55	44	221	1	1	26	72	216	0	10	54	36	224	
Hispanic	0	0	50	49	220	1	3	36	60	218	0	10	47	43	224	
Native Amer.	0	0	48	52	221	0	4	22	74	216	0	13	43	43	225	
White	0	8	71	21	227	2	16	42	40	225	2	27	57	14	232	
Mixed	0	3	61	36	222	3	11	39	47	223	0	24	47	29	229	
Total	0	4	62	34	223	2	9	38	51	221	1	19	53	28	228	

GRADE 8		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	Adv	Prof	Need Imp	Fail	Scaled Score	Adv	Prof	Need Imp	Fail	Scaled Score	Adv	Prof	Need Imp	Fail	Scaled Score	
Asian	0	32	49	19	230	2	13	22	63	217	0	11	22	67	215	
Black	0	19	48	32	225	0	3	9	88	207	0	3	17	81	210	
Hispanic	0	15	39	46	222	0	2	9	89	206	0	2	14	84	208	
Native Amer.																
White	1	44	36	19	234	3	17	22	58	219	1	16	35	47	221	
Mixed	0	49	37	15	234	2	12	15	71	214	0	7	24	68	214	
Total	0	32	40	29	229	2	10	17	71	213	1	10	24	65	215	

GRADE 10		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	Adv	Prof	Need Imp	Fail	Scaled Score	Adv	Prof	Need Imp	Fail	Scaled Score	Adv	Prof	Need Imp	Fail	Scaled Score	
Asian	1	18	57	24	227	4	18	19	58	220	1	17	39	43	223	
Black	0	5	49	45	219	1	1	7	91	206	0	1	31	68	215	
Hispanic	0	13	34	53	219	1	5	17	77	210	0	2	28	70	214	
Native Amer.																
White	2	27	40	31	228	1	12	29	59	217	0	13	47	40	223	
Mixed	0	13	44	44	221	0	5	15	79	211	0	0	54	46	217	
Total	1	18	41	40	223	1	8	20	70	213	0	8	37	54	219	

MILFORD

I. General Population & Voter Information

Total Population	Number of Latinos	%
25,355	1,022	4.0

Total Registered Voters	Total Latino Voters	%
12,565		

II. Superintendent Information

Name	Address	Telephone	Fax	Email
Robert J. Berardi	Milford Public Schools 31 West Fountain Street, Milford, MA 01757	508-478-1100 ext. 1102	508-478-1459	

III. General School District Information

Race/Ethnicity, 1997-8 (%)

	District %	District #	State %
African American	1.9	75	8.5
Asian	2.0	79	4.1
Hispanic	6.1	242	9.7
Native American	0.3	12	0.2
White	89.7	3,554	77.5
Total	100.0	3,962	100.0

Bilingual Education

District %	District #	State %
2.7	107	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
17.5	693	25.9

Plans of High School Graduate

	District %	District #	State %
Four-Year College	74.5	2,952	53.4
Two-Year College	8.2	325	18.5
Work	10.8	428	16.8

Drop-out Rate / Grade 9-12

	District %	District #	State %
Annual Dropout	2.8	111	3.4
Dropouts 94-95	3.2	127	3.6

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

GRADE 4		English Language Arts					Mathematics					Science & Technology						
Race/Ethnicity	AYP	Prof	Nea	Imp	Full	Scaled Score	AYP	Prof	Nea	Imp	Full	Scaled Score	AYP	Prof	Nea	Imp	Full	Scaled Score
Asian																		
Black																		
Hispanic	0	0	57	43	222		0	7	36	57	218	0	0	50	50		220	
Native Amer.																		
White	0	22	74	4	233		8	28	48	16	234	5	46	45	4		240	
Mixed	0	25	69	6	231		6	19	63	13	232	0	31	63	6		238	
Total	0	20	73	7	232		8	26	49	19	233	5	43	45	8		238	

GRADE 8		English Language Arts					Mathematics					Science & Technology						
Race/Ethnicity	AYP	Prof	Nea	Imp	Full	Scaled Score	AYP	Prof	Nea	Imp	Full	Scaled Score	AYP	Prof	Nea	Imp	Full	Scaled Score
Asian	0	64	27	9	237		0	36	55	9	234		0	36	55	9		234
Black																		
Hispanic	0	18	59	24	225		0	6	12	82	212		0	0	29	71		213
Native Amer.																		
White	3	56	34	7	239		10	28	32	30	232		3	35	36	26		231
Mixed	0	50	30	20	233		10	20	20	50	225		10	30	30	30		231
Total	3	53	35	9	237		9	25	30	36	230		3	31	36	30		229

GRADE 10		English Language Arts					Mathematics					Science & Technology						
Race/Ethnicity	AYP	Prof	Nea	Imp	Full	Scaled Score	AYP	Prof	Nea	Imp	Full	Scaled Score	AYP	Prof	Nea	Imp	Full	Scaled Score
Asian																		
Black																		
Hispanic	0	15	46	38	222		0	8	15	77	208	0	0	54	46		218	
Native Amer.																		
White	7	44	38	10	238		6	29	29	36	229	3	32	49	17		233	
Mixed	0	39	50	11	233		11	11	28	50	223	0	28	56	17		230	
Total	6	41	39	14	236		5	25	28	42	226	3	28	48	22		230	

NEW BEDFORD

I. General Population & Voter Information

Total Population	Number of Latinos	%
99,088	7,496	7.6

Total Registered Voters	Total Latino Voters	%
50,125	18,750	37.4

II. Superintendent Information

Name	Address	Telephone	Fax	Email
Joseph Silva, Jr.	New Bedford Public Schools 455 County Street, New Bedford, MA 02740	508-997-4511 ext. 3270	508-997-0298	jssilva@ nbps.newbedford.k12.ma.us

III. General School District Information

Race/Ethnicity, 1997-8 (%)

	District %	District #	State %
African American	14.5	2,079	8.5
Asian	0.8	115	4.1
Hispanic	14.0	2,007	9.7
Native American	0.2	29	0.2
White	70.5	10,107	77.5
Total	100.0	13,237	100.0

Bilingual Education

District %	District #	State %
5.5	788	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
58.2	8,344	25.9

Plans of High School Graduate

	District %	District #	State %
Four-Year College	40.2	5,763	53.4
Two-Year College	21.7	3,111	18.5
Work	25.0	3,584	16.8

Drop-out Rate / Grade 9-12

	District %	District #	State %
Annual Dropout	9.0	1,290	3.4
Dropouts 94-95	9.5	1,362	3.6

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

GRADE 4		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity		Adv	Prof	Need Imp	Fail	Scaled Score	Adv	Prof	Need Imp	Fail	Scaled Score	Adv	Prof	Need Imp	Fail	Scaled Score
Asian																
Black	0	5	68	27	224		2	7	43	48	222	1	21	60	18	230
Hispanic	0	2	52	47	220		1	8	38	53	220	0	16	47	38	224
Native Amer.	0	3	62	35	224		0	3	53	44	220	0	9	74	18	226
White	0	6	72	23	226		4	13	48	35	227	2	33	48	17	233
Mixed	0	4	62	35	223		2	7	38	54	221	4	15	54	27	228
Total	0	5	67	28	225		3	11	45	41	224	2	27	50	20	231

GRADE 8		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity		Adv	Prof	Need Imp	Fail	Scaled Score	Adv	Prof	Need Imp	Fail	Scaled Score	Adv	Prof	Need Imp	Fail	Scaled Score
Asian																
Black	0	22	54	24	228		0	6	16	79	209	0	4	17	80	211
Hispanic	0	15	33	52	220		1	3	12	84	208	0	5	7	88	207
Native Amer.	0	31	19	50	223		0	6	13	81	209	0	13	13	75	211
White	1	35	47	17	232		1	17	25	57	219	0	14	30	56	219
Mixed	0	35	43	22	232		0	12	24	64	216	0	11	27	62	216
Total	1	30	45	25	229		1	13	22	64	216	0	11	24	65	216

GRADE 10		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity		Adv	Prof	Need Imp	Fail	Scaled Score	Adv	Prof	Need Imp	Fail	Scaled Score	Adv	Prof	Need Imp	Fail	Scaled Score
Asian	0	17	25	58	216		0	0	25	75	210	0	0	33	67	213
Black	0	12	31	57	217		0	3	9	88	207	0	3	30	67	214
Hispanic	0	4	25	70	212		1	0	9	90	205	0	3	15	82	210
Native Amer.	0	8	38	54	219		0	0	15	85	207	0	0	46	54	215
White	1	28	44	27	228		3	12	30	55	219	1	15	46	38	224
Mixed	0	13	50	37	221		0	7	20	74	211	0	9	39	52	219
Total	1	19	37	44	222		2	8	21	70	213	0	10	36	54	218

SOMERVILLE

I. General Population & Voter Information

Total Population	Number of Latinos	%
79,415	6,398	8.0

Total Registered Voters	Total Latino Voters	%
28,485	2,090	7.3

II. Superintendent Information

Name	Address	Telephone	Fax	Email
Albert F. Argenziano	Somerville Public Schools 181 Washington Street, Somerville, MA 02143	617-625-6600 ext. 6005	617-625-4731	

III. General School District Information

Race/Ethnicity, 1997-8 (%)

	District %	District #	State %
African American	15.3	862	8.5
Asian	5.6	315	4.1
Hispanic	18.3	1,031	9.7
Native American	0.1	6	0.2
White	60.7	3,419	77.5
Total	100.0	5,633	100.0

Bilingual Education

District %	District #	State %
13.0	732	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
70.3	3,960	25.9

Plans of High School Graduate

	District %	District #	State %
Four-Year College	41.8	2,355	53.4
Two-Year College	19.1	1,076	18.5
Work	23.0	1,296	16.8

Drop-out Rate / Grade 9-12

	District %	District #	State %
Annual Dropout	5.6	315	3.4
Dropouts 94-95	7.7	434	3.6

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

GRADE 4		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	Adv	Prof	Needs Imp	Fail	Scaled Score	Adv	Prof	Needs Imp	Fail	Scaled Score	Adv	Prof	Needs Imp	Fail	Scaled Score	
Asian	0	14	76	10	231	14	19	52	14	234	10	38	43	10	238	
Black	0	2	78	21	224	2	10	59	29	227	0	21	60	19	230	
Hispanic	0	2	68	30	223	2	14	48	36	226	2	20	57	20	231	
Native Amer.																
White	0	9	74	17	228	5	17	53	25	230	3	35	54	8	235	
Mixed	0	0	62	38	221	0	8	54	38	223	0	38	62	0	232	
Total	0	7	73	19	227	4	15	53	28	229	3	30	56	11	234	

GRADE 8		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	Adv	Prof	Needs Imp	Fail	Scaled Score	Adv	Prof	Needs Imp	Fail	Scaled Score	Adv	Prof	Needs Imp	Fail	Scaled Score	
Asian	5	47	37	11	240	11	32	11	47	229	0	21	32	47	222	
Black	0	23	55	23	229	2	6	27	65	214	0	10	21	69	215	
Hispanic	2	23	39	37	226	0	10	15	76	212	2	3	23	73	212	
Native Amer.																
White	3	42	42	12	236	6	21	29	43	225	4	16	32	47	223	
Mixed	0	44	31	25	232	6	6	31	56	219	6	6	19	69	216	
Total	2	36	42	19	233	5	17	25	54	221	3	12	28	56	219	

GRADE 10	English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	Adv	Prof	Needs Imp	Fail	Scaled Score	Adv	Prof	Needs Imp	Fail	Scaled Score	Adv	Prof	Needs Imp	Fail	Scaled Score
Asian	0	50	25	25	233	17	25	25	33	232	0	33	50	17	232
Black	0	23	38	38	224	0	5	15	79	211	0	8	46	46	220
Hispanic	0	16	43	41	222	0	7	20	73	211	0	7	38	56	218
Native Amer.															
White	0	26	46	28	228	4	12	21	63	218	0	13	41	46	222
Mixed	8	17	58	17	231	8	0	33	58	216	0	17	50	33	225
Total	0	24	42	34	226	4	10	19	68	215	0	12	39	50	220

SPRINGFIELD

I. General Population & Voter Information

Total Population	Number of Latinos	%
155,778	30,861	19.8

Total Registered Voters	Total Latino Voters	%
68,900	11,360	16.5

II. Superintendent Information

Name	Address	Telephone	Fax	Email
Peter Negroni	Springfield Public Schools 195 State Street, Box 1410, Springfield, MA 01102	413-787-7087		negronip@springfield.mec.edu

III. General School District Information

Race/Ethnicity, 1997-8 (%)

	District	District	State
African American	30.2	7,181	8.5
Asian	2.1	499	4.1
Hispanic	40.1	9,535	9.7
Native American	0.2	48	0.2
White	27.5	6,539	77.5
Total	100.1	23,802	100.0

Bilingual Education

District	District	State
11.5	2,734	4.8

Eligible for Free/Reduced Price Lunch

District	District	State
76.2	18,119	25.9

Plans of High School Graduate

	District	District	State
Four-Year College	26.7	6,349	53.4
Two-Year College	42.0	9,987	18.5
Work	19.5	4,637	16.8

Drop-out Rate / Grade 9-12

	District	District	State
Annual Dropout	5.0	1,189	3.4
Dropouts 94-95	11.6	2,758	3.6

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

GRADE 4		English Language Arts					Mathematics					Science & Technology				
Race/ Ethnicity	Ad Skill	Pr Skill	Ne Imp	Yll Score	Scaled Score	Ad Skill	Pr Skill	Ne Imp	Yll Score	Scaled Score	Ad Skill	Pr Skill	Ne Imp	Yll Score	Scaled Score	
Asian	0	5	68	28	225	3	15	58	25	227	10	23	45	23	232	
Black	0	4	65	31	223	0	10	46	44	222	1	16	58	25	227	
Hispanic	0	1	57	42	221	1	7	44	47	222	0	16	54	29	226	
Native Amer.	0	2	51	47	220	0	9	36	55	220	0	13	55	32	225	
White	0	18	65	17	229	10	24	45	21	234	5	38	45	12	237	
Mixed	0	4	67	28	224	3	12	42	44	224	1	20	54	25	228	
Total	0	7	62	31	224	3	12	43	42	224	2	21	51	26	229	

GRADE 8		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	Ad	Pr	Ne	Y	Sc	Ad	Pr	Ne	Y	Sc	Ad	Pr	Ne	Y	Sc	
Asian	0	32	59	9	233	2	23	34	41	225	0	9	27	64	217	
Black	0	21	57	23	228	0	3	15	82	209	0	3	15	83	209	
Hispanic	0	13	41	46	221	0	4	10	86	207	0	3	11	86	208	
Native Amer.	0	15	38	46	224	0	8	8	85	207	0	0	8	92	206	
White	0	42	41	16	234	4	19	23	54	221	0	20	31	49	222	
Mixed	2	33	44	21	231	1	8	21	70	214	1	10	22	67	215	
Total	0	24	43	32	226	1	8	15	76	211	0	8	17	75	212	

GRADE 10	English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	Ad	Pr	Ne	Y	Sc	Ad	Pr	Ne	Y	Sc	Ad	Pr	Ne	Y	Sc
Asian	2	7	36	55	218	0	14	21	66	217	0	16	29	55	219
Black	0	5	35	60	216	0	1	8	91	205	0	3	24	73	213
Hispanic	0	2	26	72	210	0	1	5	94	204	0	2	17	82	209
Native Amer.	0	13	19	69	214	0	0	13	88	208	0	6	31	63	214
White	2	25	41	32	227	2	9	26	63	216	1	13	49	38	223
Mixed	2	17	44	37	223	2	8	26	65	216	0	12	44	43	222
Total	1	10	29	60	215	1	4	12	83	208	0	6	26	68	213

WALTHAM

I. General Population & Voter Information

Total Population	Number of Latinos	%
60,576	4,433	7.3

Total Registered Voters	Total Latino Voters	%
26,234	1,105	4.2

II. Superintendent Information

Name	Address	Telephone	Fax	Email
Susan Parella	Waltham Public Schools 617 Lexington Street, Waltham, MA 02452	781-893-8050	781-647-9316	parrellas@k12.waltham.ma.us

III. General School District Information

Race/Ethnicity, 1997-8 (%)

	District %	District #	State %
African American	9.2	483	8.5
Asian	6.9	362	4.1
Hispanic	17.1	898	9.7
Native American	0.0	0	0.2
White	66.8	3,509	77.5
Total	100.0	5,252	100.0

Bilingual Education

District %	District #	State %
4.7	247	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
28.3	1,487	25.9

Plans of High School Graduate

	District %	District #	State %
Four-Year College	55.1	2,894	53.4
Two-Year College	18.7	982	18.5
Work	19.8	1,040	16.8

Drop-out Rate / Grade 9-12

	District %	District #	State %
Annual Dropout	3.1	163	3.4
Dropouts 94-95	3.4	179	3.6

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

GRADE 4		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	Adv.	Prof.	Need Imp.	Fail	Scaled Score	Adv.	Prof.	Need Imp.	Fail	Scaled Score	Adv.	Prof.	Need Imp.	Fail	Scaled Score	
Asian	0	13	74	13	231	13	39	43	4	240	4	48	48	0	240	
Black	0	7	73	20	226	3	27	43	27	229	0	20	63	17	231	
Hispanic	0	7	73	20	226	3	8	62	27	227	0	30	55	15	231	
Native Amer.																
White	0	18	71	11	231	9	29	50	11	237	5	48	44	3	240	
Mixed	0	21	58	21	229	0	26	47	26	228	0	37	47	16	234	
Total	0	15	71	14	230	7	26	51	16	234	3	42	47	8	237	

GRADE 8		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	Adv.	Prof.	Need Imp.	Fail	Scaled Score	Adv.	Prof.	Need Imp.	Fail	Scaled Score	Adv.	Prof.	Need Imp.	Fail	Scaled Score	
Asian	0	64	35	0	242	9	35	43	13	235	4	13	57	26	228	
Black	0	41	36	23	232	0	14	23	64	217	0	5	36	59	214	
Hispanic	0	11	59	30	223	0	2	7	91	206	0	2	9	89	208	
Native Amer.																
White	1	59	36	4	241	8	21	32	39	227	0	21	39	41	225	
Mixed	0	42	25	33	228	8	0	33	58	217	0	33	8	58	221	
Total	1	52	38	9	237	6	18	29	46	224	0	17	35	48	222	

GRADE 10		English Language Arts					Mathematics					Science & Technology				
Race/ Ethnicity	Adv.	Prof.	Need Imp.	Fail	Scaled Score	Adv.	Prof.	Need Imp.	Fail	Scaled Score	Adv.	Prof.	Need Imp.	Fail	Scaled Score	
Asian	4	29	50	17	231	0	17	25	58	220	0	13	67	21	227	
Black	0	23	42	35	225	0	4	23	73	211	0	4	46	50	218	
Hispanic	0	12	55	33	223	0	0	24	76	209	0	8	49	43	218	
Native Amer.																
White	3	46	38	13	236	8	20	32	40	227	2	26	52	21	230	
Mixed	0	46	46	8	235	0	23	23	54	222	0	23	38	38	228	
Total	2	35	41	21	231	5	15	28	52	221	1	19	50	29	226	

WORCESTER

I. General Population & Voter Information

Total Population	Number of Latinos	%
171,226	20,955	12.2

Total Registered Voters	Total Latino Voters	%
74,650	6,500	8.7

II. Superintendent Information

Name	Address	Telephone	Fax	Email
James L. Garvey	Worcester Public Schools 20 Irving Street, Worcester, MA 01609	508-799-3116	508-799-3119	millerj@massed.net

III. General School District Information

Race/Ethnicity, 1997-8 (%)

	District %	District #	State %
African American	9.8	2,266	8.5
Asian	7.0	1,618	4.1
Hispanic	26.9	6,220	9.7
Native American	0.5	116	0.2
White	55.9	12,925	77.5
Total	100.1	23,145	100.0

Bilingual Education

District %	District #	State %
7.0	1,618	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
45.7	10,566	25.9

Plans of High School Graduate

	District %	District #	State %
Four-Year College	53.3	12,323	53.4
Two-Year College	28.9	6,682	18.5
Work	9.8	2,266	16.8

Drop-out Rate / Grade 9-12

	District %	District #	State %
Annual Dropout	6.8	1,572	3.4
Dropouts 94-95	7.9	1,827	3.6

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

GRADE 4		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	Adv.	Prof.	Need Imp.	Full	Scaled Score	Adv.	Prof.	Need Imp.	Full	Scaled Score	Adv.	Prof.	Need Imp.	Full	Scaled Score	
Asian	0	7	76	17	227	6	22	61	11	234	1	39	52	7	236	
Black	0	2	65	33	224	3	8	55	34	226	1	24	53	22	230	
Hispanic	0	2	58	40	222	1	10	48	41	223	1	22	53	25	229	
Native Amer.	0	3	51	46	221	3	8	57	32	225	0	24	59	16	230	
White	1	18	69	12	231	11	27	47	15	236	6	49	39	7	240	
Mixed	0	8	72	19	227	6	15	48	30	229	6	28	48	17	234	
Total	0	11	66	22	227	7	19	49	25	231	4	37	45	14	235	

GRADE 8		English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	Adv.	Prof.	Need Imp.	Full	Scaled Score	Adv.	Prof.	Need Imp.	Full	Scaled Score	Adv.	Prof.	Need Imp.	Full	Scaled Score	
Asian	1	41	38	20	232	6	23	34	37	226	1	16	20	62	219	
Black	1	26	47	26	227	0	4	14	82	208	0	0	21	79	209	
Hispanic	0	19	39	41	224	0	6	11	82	209	0	4	13	83	208	
Native Amer.	0	7	53	40	221	0	0	13	87	205	0	7	7	87	208	
White	2	54	32	12	237	5	20	27	49	223	0	21	29	49	222	
Mixed	0	36	43	21	232	2	10	25	63	216	0	12	23	65	216	
Total	1	39	35	24	231	3	14	21	62	217	0	13	22	64	216	

GRADE 10	English Language Arts					Mathematics					Science & Technology				
Race/Ethnicity	Adv.	Prof.	Need Imp.	Full	Scaled Score	Adv.	Prof.	Need Imp.	Full	Scaled Score	Adv.	Prof.	Need Imp.	Full	Scaled Score
Asian	5	18	48	29	227	2	14	28	55	220	2	5	54	39	223
Black	0	12	44	44	220	0	2	12	86	207	0	5	26	68	215
Hispanic	1	8	35	56	216	2	2	10	86	207	1	2	21	77	212
Native Amer.	0	9	18	73	211	0	0	0	100	205	0	0	27	73	212
White	3	36	40	21	232	3	20	28	49	222	1	21	52	26	227
Mixed	2	22	54	22	228	0	7	22	72	214	0	15	41	43	223
Total	2	25	38	35	226	2	12	21	64	216	1	13	41	46	221

Massachusetts Education Initiative for Latino Students Planning Committee Members

Steering Committee:

Antonia Jiménez, Judge Luis G. Pérez, Rev. Wesley Williams

Steering Committee

Name		Brief Description
1. Antonia Jiménez	Steering Committee	Antonia Jiménez is Special Assistant to Governor Cellucci. She is responsible for implementing the Affirmative Market Program. The goal of this program is to build capacity and enhance the participation of Minority- and Women-owned Businesses. Prior to joining the Office of the Governor, Antonia served as Chief Financial Officer for the Executive Office of Education and the Board of Higher Education. She serves on the Community Development Finance Board, the Latino Professional Network, Oficina Hispana and was a member of the WGBH Community Advisory Board. Ms. Jiménez has a B.S. in Biology from Emmanuel College.
2. Judge Luis G. Pérez	Steering Committee	Honorable Luis G. Pérez was born in the town of Aibonito, Puerto Rico. In 1960, his family became one of the firsts to settle in Worcester, Massachusetts and have resided in the area since. Judge Pérez received his B.A. from Assumption College and graduated from the Suffolk University School of Law. In addition, he has received honorary doctorate degrees from Worcester State College and the University of Massachusetts - Amherst. On April 20, 1987, Judge Pérez became the first Puerto Rican to be appointed to the bench in Massachusetts. Judge Pérez has been the recipient of many certificates and awards in recognition for his leadership and advocacy roles, not only from the Latino community, but from the Worcester community as well.
3. Reverend Wesley Williams	Steering Committee	The Rev. Wesley Williams currently serves as the Executive Director of United Methodist Urban Services, Inc. (UMUS), the urban ministry for the United Methodist Denomination. UMUS was created to serve the crying need of body and spirit in the Greater Boston area and throughout New England. He served as campus minister for two years at the University of Pennsylvania engaging students to work in the prisons. Rev. Williams received a Masters of Divinity (M.Div.) from Harvard University in 1976. UMUS has developed a community policing initiative with the Boston Police Department called Youth & Police In Partnership (YPP). This program puts youth and police together in a problem-solving methodology to solve problems in the neighborhood. UMUS is the lead agency in an ecumenical religious community project with the Boston Public Schools that involves community and families in children's learning. This program not only brings volunteers into the schools, but also teaches parents how to help their children and how to work with the school system to enhance their children's learning. In addition, UMUS is the lead agency for the Massachusetts Education Initiative for Latino Students (MEILS).

Boston

Name	Constituent	Brief Description
1. Linda Delgado	Higher Education	At Northeastern University, Ms. Delgado is the director of the Latino Student Cultural Center and is in close touch with their Latino student community. As a university administrator and faculty, she can help to disseminate information and gather data in a timely fashion. She is currently the co-chair for the CWEC (Citywide Education Coalition) in Boston and is also part of the Strategic Planning Task Force for the Lawrence Public School Systems.
2. Alicia Fuentes	Educator	Ms. Fuentes is a bilingual high school education teacher from the Boston public school system.
3. Brenda Tañon-Jackson	Educator	Ms. Tañon-Jackson is a special needs teacher in the Boston Public Schools. Formerly, she served as a Youth Development Director in the Boston inner city housing projects. Ms. Tañon-Jackson is a strong advocate for inner city youth.
4. Myriam Torres	Educator	Ms. Torres is a coordinator of Bilingual Education in Boston Public Schools system. She leads the community in the area of bilingual/multicultural education and works closely with school officials to constantly improve the learning experience of MA students. She serves as the vice-president of an organization named the Urban Ministries in Action and is heavily involved with other local religious groups.
5. William Morales	Youth	Mr. Morales is the Egelston Square Youth Center Executive Director in addition to leading the Youth Police Partnership. As a former gang leader, Mr. Morales comes with a depth of understanding and experience that many youths face. A noted speaker on youth violence issues, he has participated in forums for troubled teen throughout the nation. Recently, he was profiled in <i>Stone Soup for the World</i> , a 1997 anthology which profiles individuals life changing stories of kindness and courageous acts of service.
6. Reverend Luis Benavides	Religious Community	Rev. Benavides is currently residing over St. Andrew's United Methodist Church in Jamaica Plain. Prior to relocating to Massachusetts, Rev. Benavides and his family did extensive ministry work in Costa Rico and Mexico City.

Brockton

Name	Constituent	Brief Description
1. Maria Quiros	School Department	For the past seventeen years, Ms. Quirós has been working as a Community Facilitator for the bilingual program of the Brockton Public Schools. Over the years she has come across many issues affecting the Latino students and their families. Ms. Quirós has always made it her mission to fight for their rights and she has become their advocate, although at times it has not been easy. The lack of Latino representation/role models in the school faculty motivated Ms. Quirós to pursue her bachelor's degree, and in the fall she is planning to attend U-Mass Boston to complete a Master's degree in counseling. And perhaps make a difference in many of these students' lives.
2. Henry Lopez	Educator	Mr. Lopez is a teacher for the Brockton public school system.

Cambridge

Name	Constituent	Brief Description
1.		TBD

Chelsea

Name	Constituent	Brief Description
1. Guillermo Quinteros	Community Based Organization	Guillermo Quinteros is the Community Organizing Director of Chelsea's Commission on Hispanic Affairs. He has worked on organizing parents on issues of education and to rally in defense of their rights. He also works with voter registration and political participation for Latinos. Mr. Quinteros has a Masters in City Planning degree from MIT. He has been teaching for a year in the Worcester Public schools. Mr. Quinteros has also worked in the South End in Boston on health and parenting education.
2. Christian Lara	Community Based Organization	Mr. Lara has been an active member of the Chelsea community since his arrival in 1987 from Costa Rica. Mr. Lara is currently the Assistant Director of ROCA, Inc., a family, youth and community development organization. ROCA offers classes, workshops and other training programs to parents and families of Chelsea and its surrounding communities.

Framingham

Name	Constituent	Brief Description
1. Maricela Quintanilla	Parent	Ms. Quintanilla is an entrepreneur who for the past five years has owned and run a truck catering business. Ms. Quintanilla's has held a leadership role within the Latino community, school department and the Framingham Coalition, Hispanic-American Latino Advocacy Action team (HALA).
2. Argentina Arias	Community Based Organization	Having been an active member of the Framingham community for over 20 years, Ms. Arias has extensive experience in community outreach, organizing and planning. She was for ten years the executive director of a Latino/Hispanic agency, which means she is well connected and networked in the community. Currently, she is a community liaison who coordinates the Hispanic American Latino and the community connections action teams. She also serves on the Boards of: YMCA, DSS and the Tercentennial Committee and is an elected town meeting member.
3. Ester de Jong	Educator	Ms. de Jong came from the Netherlands ten years ago to pursue her doctorate at Boston University in Bilingual Education. She is currently the Assistant Director of Bilingual Education for the Framingham Public Schools. She is committed to providing quality education for all language minority students in public schools.

Holyoke

Name	Constituent	Brief Description
1.		Community selecting Planning Committee Members

Lawrence

Name	Constituent	Brief Description
1. William Dávila	Higher Education	Before Mr. Dávila recently anchored as an admission counselor for Lesley College's Graduate and Adult Baccalaureate Programs, he directed a program aimed to retrain unemployed and underemployed citizens and another that operates Boy Scouts geared for the Latino community. While a student at UMass-Amherst, he participated in the Hispanic Outreach Program. The program promoted college education to inner city youth and initiated agreements between the University and the students. Students were encouraged to complete high school and guaranteed admission to the University.
2. Dr. Hector N. Torres	Higher Education	Dr. Torres is currently the Managing Director of Patent Law and Engineering Service. He is an Assistant Professor and Director of the College Prep Program at U-Mass Lowell. He is also an Adjunct Professor at Atlantic Union College. With his Puerto Rico origin, highly educated background, research done in the field of education law, and his involvement with the Kids at Risk summer program, Dr. Torres brings a well-rounded perspective to the committee.

Leominster/Fitchburg

Name	Constituent	Brief Description
1.		TBD

Lowell

Name	Constituent	Brief Description
1. Maria Vejar	Educator	Ms. Vejar teaches at Lowell High School. She is a co-chair of the Hispanic Advisory Coucil at the school. In addition, she is responsible for creating the First Annual Latino Student Awards Night. The event recognizes students for their success and achievements in all aspects of their lives. Ms. Vejar also has extensive involvement with the community in regards to education, health, employment as well as other issues.

Lynn

Name	Constituent	Brief Description
1.		TBD

Milford

Name	Constituent	Brief Description
1. Monserrate Quiñones	Parent	Ms. Quinones is an energetic, committed professional with over twenty years of experience in advocacy and case management. Her job requires her to connect with youths from the local community on a daily basis. She possesses highly effective communication skills in Spanish and English, along with a broad range of expertise in the Human Service Field.

2. Ana Soto	Community Based Organization	Ms. Soto has had extensive involvement with the prison population. She is currently the prison liaison for the South Middlesex Opportunity Council Agency and a substance abuse counselor for clients on probation. Ms. Soto serves as a link between the Latino inmate population and administrators. Her work with the Latino prison population has allowed her to gain an understanding of how education failed them and what how it could have been prevented.
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New Bedford

Name	Constituent	Brief Description
1.		TBD

Somerville

Name	Constituent	Brief Description
1. Herenia Hernandez	Parent	Ms. Hernandez is a mother of public schoolers in Somerville and has articulated concern regarding the educational status of Latino students in MA. She has some thoughtful perspective and explanations for the related barriers and issues. Ms. Hernandez is currently employed by the Somerville Public School System in the Bilingual Program. She continues to work the Latino community identifying the educational issues and needs that are unique to Latino students.
2. Ismael Vasquez	Community Based Organization	Mr. Vasquez is currently the Latino Peer Coordinator for the Community Action Agency of Somerville.

Springfield

Name	Constituent	Brief Description
1. Isaias M. Rodriguez	Student	Born and raised in Springfield Massachusetts, Mr. Rodriguez is currently a student at UMASS Amherst where he is an undergraduate student pursuing a double major in Legal Studies and Sociology. Mr. Rodriguez is one of the founding fathers of the first Latino Fraternity at UMASS. This aspiring lawyer has also had the opportunity to participate in other community initiatives addressing the needs of the Latino Community in Springfield.

Waltham

Name	Constituent	Brief Description
1.		TBD

Worcester

Name	Constituent	Brief Description
1. Gladys Rodriguez-Parker	Congressman	Ms. Rodriguez is a representative from Congressman James McGovern's office.

2. John Lugo	Educator	Mr. Lugo has been a community activist for 20 years. He has taught in the Worcester Public Schools and is widely knowledgeable of the Massachusetts education system. He was the interim director of the Bilingual Program. He is presently the Coordinator of the Adult Education Outreach Program. Mr. Lugo is also involved with La Cumbre Latina. •
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Statewide

Name	Constituent	Brief Description
1. Richard Colon	Corporate	Public Affairs Director for Bell Atlantic. Mr. Colon is also Co-chair of the Latino Professional Network and Chairman of Oficina Hispana.
2. Rosa Minaya Duran	Higher Education	Ms. Minaya Duran has 14 years of experience working in Higher Education. She is currently employed at Lesley College where she is the Personnel Coordinator of Off-Campus Site Administration. In addition, she is also a Member of the Executive Committee for Diversity at the College. Ms. Minaya Duran is actively involved with the Latino community. She is a member of The Latino Professional Network, the Women's Industrial and Educational Union and also volunteers in Jamaica Plain to help Latinas who need guidance on issues of health, immigration, childcare and education.
3. Ivelissa Escalera	Community Organizer	A long-time Boston resident, the Puerto Rican-born Ms. Escalera has been extensively involved in the conceptualization, planning and implementation of community development initiatives that seek to empower vulnerable families and children. She is presently Executive Board Vice Chair of Action for Boston Community Development, Inc., and holds volunteer leadership positions with key organizations including the Massachusetts Chapter of the National Congress for Puerto Rican Rights (NCPRR), and Latinas: Salud y Alternativas. Ms. Escalera spent several years with Boston Public Schools as both a teacher and an administrator. Ms. Escalera served as Director of the West Zone Parent Information Center, who serviced more than 22,000 students and parents in 56 district schools.
4. Dr. Nitza M. Hidalgo	Higher Education	Dr. Hidalgo is a Professor of Education at Westfield State College where she teaches courses in the history and philosophy of education, multicultural education and Latino studies. In the classroom, she aims to help students understand the importance of diverse cultural influences in schools, and the prevalence of institutional racism in society. Dr. Hidalgo has published in two areas: Latino parental involvement in schools and qualitative research. Dr. Hidalgo received her terminal degree from the Graduate School of Education at Harvard University. She is dedicated to the improvement of education for Latino students.
5. Adriana P. Isaza	Student	Ms. Isaza currently works in developing and fostering the process with Minority and Women businesses in state contracting for the Commonwealth. In addition, she is also a graduate student pursuing a degree in Management Communication and Public Policy at Emerson College. As an undergraduate student, Ms. Isaza was very involved with Northeastern University's Latin American Student Organization collaborating on different initiatives involving the Latino Student Cultural Center.

6. Elba Méndez	Parent	Ms. Méndez serves as the Telecommunications Equipment, Supplies and Services Procurement Manager for the Commonwealth of Massachusetts. As part of her role in an oversight procurement position, Ms. Mendez has recently created opportunities for minority and women businesses (M/WBE) in the Commonwealth to foster new business relationships with large organizations such as Xerox Corporation and IKON Office Solutions, Inc. Ms. Mendez has volunteered her services in Latino Voter Registration projects and will serve as a volunteer in the Year 2000 Census project.
7. Jan Paschal	U.S. Dept. of Education	President William J. Clinton appointed Jan L. Paschal, a teacher from New Hampshire, to the Office of the Secretary's Regional Representative for the U.S. Department of Education in March 1994. As the Secretary's Regional Representative, Jan has visited school districts throughout New England promoting the initiatives and programs of the Secretary of Education. As the Secretary's Regional Representative for Region I (New England), Jan has held region-wide as well as state conferences for young women in high school; has brought educators from across the country to this area for conferences relating to many aspects of the educational processes.
8. Olga Pirela	U.S. Dept. of Education	Olga Pirela serves as Staff Assistant to the Secretary's Regional Representative in the immediate Office of the Secretary's Regional Representative. The Region I office is also responsible for overall leadership for the Department in engaging a wide variety of intergovernmental, interagency, community and public advocacy groups in the President's and Secretary's education agenda. Ms. Pirela is responsible for the preparation and planning of conferences and major events in Region I. She also performs a number of outreach and communications functions that occur regularly between the Office of the Secretary's Regional Representative and its constituents.
9. Hilda Ramirez	Corporate	Ms. Ramirez is an energetic and progressive activist for the Latino community and she advocates for more higher education opportunities for Latino/Hispanic youth. She will soon be pursuing a Master's from the Harvard Graduate School of Education and she plans to use this to work with the public school system and develop programs that would motivate the youth to further their education and eventually become leaders in their own communities.
10. Kathy Rodriguez	MA Dept. of Education	Ms. Rodriguez is the Coordinator of the Massachusetts Family Literacy Consortium, a statewide literacy initiative jointly funded by the Commonwealth of MA and the U.S. Department of Education. Her 25 years of experience in preschool, elementary, secondary, and adult education in New York City, Puerto Rico, and Boston have provided her with a deep understanding of the critical role of language and literacy as a foundation for the personal, social and economic success of individuals and families. She is responsible for the overall operations of the Consortium which include: interagency collaboration, data analysis, capacity building, public awareness and marketing, special events, grant writing, and policy analysis.

(RTUS)

9-6-99

THE WHITE HOUSE
WASHINGTON

September 3, 1999

Breed -
should review in
detail.

MEMORANDUM FOR THE PRESIDENT

FROM: SEAN MALONEY

SUBJECT: Recent Information Items

I am forwarding the following recent information items:

Should
tell him to
Shirley asked

Breed
should
review
detail

(A) **Sylvia Mathews Memo on Economic Development in the Delta** – responds to the suggestion raised in your recent Delta meeting that OMB was preventing the release of \$26M of development funds; Sylvia explains that your FY99 budget proposed \$26M for a new Delta Regional Commission (DRC), but the idea ran into trouble in the Agriculture Appropriations Subcommittee, because Chairman Cochran and Senator Bumpers opposed a DRC separate from USDA; the final FY99 Ag bill authorized USDA to use \$26M of its funds to benefit the region, but the conference report required that funding for existing USDA Delta programs be counted against this figure; as a result the bill did not provide any net new resources, though in FY99 USDA spent \$150M in 7 Delta states; OMB is working on a new DRC proposal.

(B) **Copy of Gov. Bush's Education Speech via DPC** – full text of the Governor's speech in Los Angeles on Thursday.

(C) **Berger Memo on Senator Mitchell and the Princess Diana Investigation** – responds to your question about Senator Mitchell's role in the investigation; says that Mohamed Al-Fayed has hired Mitchell's law firm to pursue rumors that U.S. intelligence had monitored a "plot" to kill the Princess; DIA and NSA have responded to FOIA requests by stating that they have no documents that aren't already public; however, in a creative effort to overcome suspicions, Sec. Cohen's COS Robert Tyrer has agreed to review classified materials and report back to Mitchell on anything relevant to a plot; DOD is confident that it possesses no such information.

(D) **Ann Lewis Note on Afghanistan** – says Ellie Smeal called her recently with good news from Pakistan: the family of the journalist referred to in the letters to you is in Pakistan and preparing to come to the United States; Ellie will be sending you a thank you note.

Joe

Tab A - copied
COS
Mathews

Tab B - copied
COS
Reed

Tab D - copied
COS
Lewis

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FDCH Political Transcripts

September 2, 1999, Thursday

99 SEP 3 PM 1:32

TYPE: CAMPAIGN 2000

LENGTH: 3696 words

HEADLINE: GOV. GEORGE W. BUSH (R-TX) DELIVERS REMARKS TO THE LATIN BUSINESS ASSOCIATION IN LOS ANGELES, CA

SPEAKER:

GOV. GEORGE W. BUSH (R-TX), REPUBLICAN PRESIDENTIAL CANDIDATE

BODY:

GOVERNOR GEORGE W. BUSH (R-TX) DELIVERS REMARKS TO THE

LATIN AMERICAN BUSINESS ASSOCIATION IN LOS ANGELES, CA

SEPTEMBER 2, 1999

SPEAKER: GOV. GEORGE W. BUSH (R-TX),

REPUBLICAN PRESIDENTIAL CANDIDATE

*

BUSH: Hector, (SPEAKING IN SPANISH), thank you for having me. It's great to be here today. It's good to be with the men and women who are building the new economy in the great state of California. We're witnessing a Latino economic miracle here, un milagro economico. As you know, there are now 440,000 Latino businesses in Southern California. You generate \$47 billion in sales each year. Latino businesses are the largest and fastest-growing part of the small business community in this region.

When half of the new businesses in Los Angeles are Latino owned, this is no longer a niche market, it is the mainstream of our economic hopes.

(APPLAUSE)

This success marks a new era, a permanent revolution in California and in many other states, including the great state of Texas, an era in which the Latino market will demand the attention of our whole economy; an era in which our prosperity is as broad and diverse as our nation. This community has saved and worked and struggled, and it has now arrived, and America is better off for it.

BUSH: The health of the Latino business is reflected in the health and growth of this fine organization, Hector, the largest association of Latino entrepreneurs in this state. The Latin Business Association is doing well. And it's also doing an important and good work by helping other entrepreneurs realize their dreams.

I'm here today because you're leaders, and because you embodied the permanent hope, the durable dream of this nation to build a better life for ourselves and for our children.

I'm really optimistic about the future of this great country. I believe that the next century will be a time of incredible prosperity if we create an environment when entrepreneurship like you can dream and flourish, a prosperity that must be sustained by low taxes, unleashed by lighter regulation, energized by new technologies and expanded by free trade; a prosperity beyond our expectations, but within our grasp.

All around this country I have argued that prosperity must have a higher purpose. The purpose of our prosperity is to make sure that the American dream touches every willing heart. The purpose of prosperity is to leave no one out, to leave no one behind. This noble goal will remain a distant goal until our nation fulfills a solemn pledge to educate every single child.

In the coming weeks I plan to talk about safety in our schools, the character of our children, education standards we should set and the accountability we should expect.

BUSH: But I want to start where educational failure has had its highest price. I want to begin with disadvantaged children in struggling schools and the federal role in helping them. Their voices are not the loudest in our educational debates, but we owe them the pride and the promise of learning. Our new economy, requiring higher and higher skills, demands it, and so does our own conscience. No child in America should be segregated by low expectations, imprisoned by illiteracy, abandoned to frustration and darkness of self-doubt.

National wealth is a worthy goal. But what would it profit our nation to gain the whole world and lose our own children? In response to this challenge, the last several years have been a time of bold change in education. A drizzle of innovation has become a flood of reform. A great movement of conscience and hope -- a movement of parents and political leaders, of voters and educators -- who are hungry for higher standards, tougher accountability, and real choices.

Incredibly enough, five short years ago, only eight states had charter school laws. Today there are now 35 states. A few years ago, no state had school-by-school report cards. Now there are at least three dozen. Unlike past fads and fashions, these reforms are proving that public education can be improved swiftly and dramatically.

BUSH: I've seen it with my own eyes. The skeptics should visit KIP Academy in Houston, Texas, a charter school that mainly serves the children of Latino immigrants. KIP refuses to accept the so-called high-risk label by demanding high standards and high work -- hard work. Children have nine-and-a-half-hour

FDCH Political Transcripts, September 2, 1999

days, class on Saturday, and two hours of homework a night. The director of that fine school promises, if you're off the bus, you're working.

And it's an incredibly cheerful and hopeful place to visit. You can see the light of ambition and discovery in the young eyes at KIP Academy. You can sense the self-esteem that comes from real accomplishment. And after one year at KIP, nearly 100 percent of the students have passed our state skills test in math and reading, making it the number one public middle school in all of Houston, Texas.

Or look at a school I visited this morning, Bennett Cue (ph) Elementary in Inglewood. Nearly eight in 10 students are disadvantaged. But it posts some of the strongest test scores in Los Angeles County. It teaches mastery of reading in kindergarten. And promotion in every grade level is tied to achievement.

The wonderful principal I met today explains it this way: We believe all children can learn. And they do.

Now, why do some schools work in places where so many schools fail? Well, we can see the emerging outlines of an answer in places as diverse as Texas and North Carolina, California or Virginia.

BUSH: For governors and parents and teachers, Republicans, Democrats and none of the above, are embracing reforms and calling for excellence. First, schools must have a few clear measurable goals focused on based skills and essential knowledge. Education must be about results, not theories; about knowledge, not intentions.

"If you don't know where you're going," Yogi Berra once said, "chances are you'll end up someplace else." Well, when I became governor of Texas, we had 48 separate educational goals which meant that a school might achieve 40 goals and still not teach our children to read. We had so many goals, there were no goals. Now we've reduced the number to four, excellence in math, in reading, in science and social studies.

Secondly, we must measure to make sure standards are met. In Texas, we measure. We test because parents must know if education is taking place. We test because informed parents are more likely to be involved in the schools. We test because children must get the help they need before they are lost in the system. We test because hard data allows teachers and principals to examine their methods and change their direction. I know measurement makes some people nervous. But without tests, there is no pressure for progress.

Third, effective reform requires accountability. Someone -- the teachers and principals need to be praised loudly when schools succeed, and someone must be held responsible when schools fail.

BUSH: As many as 37 percent of school principals in low-performing Texas schools have been replaced or retired each year because citizens of good heart and parents refused to accept failure in my state.

Fourth, accountability is empty without local control. It is essential -- it

is essential to align authority and responsibility -- authority and accountability at the local level. To separate them provides a convenient excuse for failure. "Just blame the central office," goes the call.

It's important to understand that higher standards demand broader flexibility at the local level.

And finally, we must recognize the essential role of competition in achieving our goals -- competition from charters or parental choice or home schooling. All monopolies are slow to reform when consumers have no power to express their frustration. In education, parents who have options have influence.

Take this study, take this example: When the Children's Scholarship fund recently offered 40,000 privately-funded partial scholarships to poor children, it received one million applications, even though parents had to match this help with money of their own. This was a direct challenge to failing public schools, and it should be a motive for change.

Charter schools are another good example. When they passed in Texas, when we were fighting the charter school fight in our state, critics stood up and said, "We can't have charter schools. They'll become a haven for Anglo students."

BUSH: But the truth of the matter is, Henry, 78 percent of the students enrolled in Texas charter schools are minorities. These diverse, creative schools are proof that parents from all walks of life are willing to challenge the status quo if it means a better education for their children.

These reforms -- these reforms are proving their worth, but the movement I'm talking about requires more than sound goals. It requires a mindset that all children can learn, and no child should be left behind. It does not matter where they live or how much their parents earn. It does not matter if they grow up in foster care or a two-parent family. These circumstances are challenges, but they are not excuses. I believe that every child can learn the basic skills on which the rest of their life depends.

Now, some say it is unfair to hold disadvantaged children to rigorous standards. I say it is discrimination to require anything less -- the soft bigotry of low expectations.

(APPLAUSE)

Some say that schools can't be expected to teach because there are too many broken families, too many immigrants, too much diversity. I say that pigment and poverty need not determine performance.

(APPLAUSE)

That tired myth is disproved by good schools every day. Excuse-making -- excuse-making must end before learning can begin.

BUSH: This reform movement also requires a different mindset in politics.

Education is too important to have a strategy of divide and conquer. Unless parents and principals, teachers and academics, Republicans and Democrats can find common purpose, reform will fail. I've worked closely with both parties in my state, because I know that if we set out to score partisan points, we'll never solve educational problems. If we do not share credit for progress, all of us deserve the blame for failure.

In Texas, we are proud of our results. We have more than 7,000 public schools as diverse as any in America. Since 1994, the number of minority children passing our state skills test jumped from 38 percent to 69 percent. Between 1994 and 1999, Hispanic eighth graders posted a 40-point gain on our math exam. African-American fourth graders have better math skills in Texas than in any state in the union.

A lot of people deserve credit for this success. Of course, the students, the parents, the hard-working teachers and the principals and legislatures. And I'm proud of my part.

Education has been and will be a strong priority for me. And should I become fortunate enough to win the presidency, I will carry a passion for high standards and high hopes to the highest office of the land.

(APPLAUSE)

For all the advances some states have made, too many children are being left behind. We are a nation where a majority of fourth graders in our cities cannot read or understand a simple child's book, where ninth graders too often have fourth grade reading skills, where the achievement gap between rich and poor, Anglo and minority is wide, and in some cases, is still growing.

BUSH: It is a scandal of the first order when the average test scores of African-American and Latino students at age 17 are roughly the same as white 13-year-olds. Whatever the cause, the effect is discrimination.

Children who never master reading will never master learning. They will face a life of frustration on the fringes of society. Large numbers will turn to crime and end up in prison. In every case, in every case, this is a personal tragedy.

More and more we are divided into two nations, separate and unequal: one that reads and one that can't, one that dreams and one that doesn't.

For many years, the federal government has tried to close the gap of hope, armed with good intentions and billions of dollars. But sacks of money and the best of motives have made little difference in the performance of disadvantaged children.

At last count, the federal government had 760 different education programs operating within 39 different agencies, boards and commissions. Each was launched with a step toward reform. But the actual results are usually a mystery because no one measures.

BUSH: The only thing we know for sure is that federal money comes with a lot of regulations and paperwork. By one estimate, this consumes about 50 million hours each year -- the equivalent of 25,000 full-time employees just to process the forms.

The problem here is that failure never turns to wisdom. New layers of federal mandates and procedures have been added to the old until their original purpose is long forgotten. It is a sad story of high hopes, low achievement, grand plans, and unmet goals.

My administration will do things differently. We do not have a national school board and we don't need one. A president...

(APPLAUSE)

A president is not a federal principal, and I will not be one. The federal government must be humble enough to stay out of day to day operations of local schools; wise enough to give states and school districts more authority and freedom; and strong enough -- and strong enough to require proven performance in return. When we spend federal money, I want results, especially when it comes to disadvantaged children.

Today, I would like to outline three reforms to help ensure that no child -- and I mean no child -- is left behind. We will start by funding only what works in education -- only those methods and ideas that prove their power to close the achievement gap.

BUSH: We need good, reliable, scientific information on the best methods of teaching. What the Federal Government sponsors, however, is often sloppy and trendy, focusing on self-esteem over basic skills.

My administration will require every federal program, in teacher training, curriculum research, school safety to prove results. If it can not, we will shift the money into a program that is using it wisely. No federal education program will be reauthorized merely because it has existed for years. It is more important to do good than to feel good.

Take, for example, teaching children to read and comprehend English: If a good emergent program works, I say great. If a good bilingual program works to teach English to our children, we should applaud it. But no matter what -- no matter what matters is not the varying methods, but the common standards and goals. The standard is English literacy and the goal is equal opportunity, all in an atmosphere where every heritage is respected and celebrated.

(SPEAKING IN SPANISH)

(APPLAUSE)

BUSH: And furthermore, children of any background should not be used as pawns in bitter debates on education and immigration or punished to make a broader political point.

(APPLAUSE)

BUSH: There is one area where the teaching research is definitive. The best way to teach children to read is phonics. No new theory or method has ever improved on it, as the people of this great state know better than anyone.

The National Institute of Health, in the kind of rigorous research we need, has proven that phonics works, and that children can learn to read much earlier than we have assumed.

(APPLAUSE)

And we must take this a step further. We now have compelling evidence that children ages three and four can begin to read.

We also have a massive Head Start program serving 840,000 disadvantaged children, at just those ages, three and four. This is a perfect fit.

My administration will reform Head Start programs and aggressively emphasize early reading skills.

Now, Head Start was originally intended as a literacy program designed to close the achievement gap between rich and poor. It evolved into a day care, health and nutrition program, and it has done good work, not only helping poor children, but also employing some of their parents as teachers and aids. Yet at \$4.4 billion a year, it could be accomplishing so much more.

Last year Washington set some new goals for this program. Now we need a president to implement them.

BUSH: My administration will move Head Start out of the Department of Health and Human Services and over to the Department of Education. Head Start will be an education program first and foremost.

(APPLAUSE)

It will fund only those local centers that emphasize the first steps toward reading and school readiness. We will provide them with the best research and material on early childhood education.

And each time a Head Start contract is up for renewal we will subject that site to an independent evaluation to make sure they are successfully putting our children on the track to learning and literacy. If not, the operation of a Head Start site will be put up for competitive bidding, allowing someone else, including churches and synagogues and community groups, to serve our children in better fashion.

These children deserve the opportunities found in many private preschools with trained teachers and high expectations. And this can all be done without sacrificing Head Start's important social and medical services.

And the third reform concerns Title I, at \$7.7 billion a year the federal government's largest educational commitment to poor children. I respect that commitment and I will honor it. But I do not respect poor results with public money.

In my administration, federal money will no longer follow failure. Public funds must be spent on things that work.

BUSH: My plan will make sure that every school getting Title I funds tests its disadvantaged students on the academic basics every year. The state -- the state, not the federal government -- will choose and administer those tests. If scores are improving, making progress toward the state standard, a school will be rewarded with a grant and special recognition. If disadvantaged children in a school are not making progress, the school will be warned that it is failing. It will be given time to adjust to reform, to change.

But if at the end of three years there is still no progress, its Title I funds will be divided up, matched by other federal education money given to the state, and made directly available to parents, coming to about \$1,500 per year. This money can then be used by students for tutoring, for a charter school, for a working public school in a different district, or for a private school -- whatever their parents choose, for whatever offers hope.

Now states that want to pursue this kind of reform immediately will be allowed to do so under a Bush administration. But eventually in every case where a school does not teach and will not change, the status quo must be challenged.

(APPLAUSE)

The goal here is to strengthen public schools by expecting performance; to increase the number of schools where children are likely to learn. But if a school with ample time to change continues to fail, there must be some final point of accountability, some moment of truth. In the best case, these schools will rise to the challenge and regain the confidence of parents. In the worst case, we will offer scholarships to America's neediest children, allowing them to get emergency help they should have.

BUSH: In any case, the federal government will no longer pay schools to cheat poor children.

(APPLAUSE)

The enormous frustration with public education in America leads to two temptations. One is to dictate local policies from Washington. But this is an approach that has been discredited by 30 years of failure. Our schools do not need more bureaucratic oversight. They need the pressure to perform and the freedom to change. To change education, it has been said, is not the filling of a pail, it is the lighting of a fire. We need that spirit today, and no master

plan of central government can light it.

But there's another temptation: to give up on public education entirely, to talk only of ending agencies or slashing programs. But this approach is too limited. One-sixth of the American population is in public schools. The content of their education will determine the character of our country. It will answer the question, will America be prepared for the new economy? Will we have the informed citizens that self-government requires?

At their best, America's public schools have been a source of shared ideals. They have given millions of citizens a start in life and a dream to follow. They were united by a golden thread of principle that everyone, if given a chance, could rise in the world and contribute to their country. In all its simplicity, that is still the mission and mandate of public education in America.

A president does not bear responsibility for every policy in every school and every district. But every president must be the keeper of our common ideals. A president speaks for everyone, not just for schools and those who run them, not just for one interest or ethnic group over another, not for one class above the rest. A president, and sometimes only a president, can speak for the common good.

Our common good is found in our common schools and we must -- and we must make those schools worthy of all our children. Whatever their background, their cause is our cause and it must not be lost.

Thank you for having me, and God bless you all.

(APPLAUSE)

END

NOTES:

???? - Indicates Speaker Unknown

- Could not make out what was being said.

off mike - Indicates Could not make out what was being said.

LANGUAGE: ENGLISH

LOAD-DATE: September 3, 1999 CALIFORNIA, USA (85%); TEXAS, USA (52%); LOS ANGELES, CA, USA (86%);

THE FOLLOWING HAS BEEN

8-17-99

Sunday / CL BQED
can we fix this?
PR

POTUS - Misc. Comments

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Berger
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Podesta

Report Outlines Problems With Donated Drugs Sent Overseas

By REED ABELSON

Public health officials have long suspected that many drugs donated to aid groups to be sent overseas do not meet local medical needs or are likely to expire before they can be used. A new study by the Harvard School of Public Health concludes that concerns over the quality of donated drugs are well founded.

The study, to be released today, is the first to look closely at drug donations from the United States — a byzantine process that is rarely made public by drug manufacturers or relief agencies. The study focused on two major American relief agencies, which cooperated on the condition that they not be identified, and used field studies in three countries, Armenia, Haiti and Tanzania.

Most drugs donated and sent over the two to three years of the study — between 1994 and 1997 — were considered useful and helped those in need. And the study cited many examples of how the donations improved the quality of life in various countries.

But a significant amount of donations — anywhere from 10 percent to 42 percent, looking at the figures from the two agencies in each of the three countries — were not listed by the recipient country or the World Health Organization as high-priority drugs.

The study also found that, looking at worldwide data from the aid agencies, about 30 percent of the drugs had a year or less until expiration, and 6 percent had less than 100 days.

In the study, local health organizations in Haiti, for example, reported that they received many drugs that did not meet their needs and many that had expired.

World Health Organization guidelines say drugs should be given at least a year before the expiration date because of the time it takes to distribute them, and most drugs have a much longer shelf life. Expired drugs can lose their effectiveness, and many relief workers feel that donated drugs should meet the same standards as those used at home.

"There are problems and issues at all levels," said Michael R. Reich, a professor of international health policy at Harvard who conducted the study.

He pointed out that relief organizations, drug companies, charities, local governments and the hospitals and clinics all share responsibility for making sure that donations are handled in a way that will determine whether the drugs meet local medical needs, and all bear some responsibility for the large amount of waste.

Relief workers concerned about the problem say that as long as pharmaceutical companies can expect valuable tax breaks and a way to rid themselves of excess inventory when they donate goods, the stream of unwanted donations is likely to continue. Charities, too, benefit by handling these gifts, since they can be used to magnify the size of their programs.

The study did not address American tax law but focused instead on actions the relief agencies and companies could take.

If anything, Mr. Reich said, the study may paint too bright a picture for having relied on the cooperation of charities whose data and practices may have been better than average. "There is a real need for all these organizations to think hard about their practices," he said.

The study was sponsored by the Partnership for Quality Medical Donations, a group formed by drug companies and relief agencies to try to improve their donations. Mr. Reich emphasized that the study was conducted independently and not reviewed by the sponsors before being sent to press for publication today in the Bulletin of the World Health Organization.

Mr. Reich's work "suggests there is a good deal that is useful about these donations, but that there is a lot of work to be done," said Jim Russo,

the executive director of the partnership. "Now we know where we stand."

Beyond its analysis, the study also provided fresh anecdotal evidence about shipments of unwanted drugs — drugs that did not meet the specific needs of the country or were likely to expire before they could be used.

In Haiti, for example, individuals who hand-carried medicine into the country in response to local requests were seen as a better source of needed drugs than the American relief agencies, which deal in bulk. Those

agencies were viewed as having "a container ready to go" and eager to send the drugs whether or not they addressed the specific needs of the local hospital or clinic, according to the study.

Two of the nine health organizations surveyed reported that half of the drugs reaching them had already expired.

And in Armenia, despite the Government's strong role in screening donations, many health organizations were given large supplies of combination remedies that contained both a painkiller and a decon-

gestant. Combination drugs are less useful because patients might not need both. "Unpacked boxes of the product were observed, stacked on floors and on top of shelves up to the ceilings," the study noted.

The study was not conducted during periods of particular crisis in each of the three countries, when the quality of donations might worsen, Mr. Reich said. The reports of relief workers in Albania and Macedonia earlier this year suggested that much of the aid streaming into the region during the Kosovo crisis was inappropriate.

Although Albania itself could supply only about a fifth of the drugs and medical supplies needed by its hospitals, according to the World Health Organization, many of the drugs that arrived had expired or were unfamiliar to local health professionals.

The cost to local hospitals or clinics of inappropriate or unusable drugs is significant. Not only is safe disposal expensive because of various local regulations, but in some countries recipients must also pay to transport the drugs or pay fees to the government based on the value of the donations. If the donations are no good, that is money that could have been spent on more useful drugs.

In surveying various companies and relief agencies, the Harvard

group found a wide range of drug-donation policies. Mr. Reich called for more uniform standards among both donor companies and the aid agencies and more discussion of whether donations are appropriate.

"Everyone agrees that there is a need for better definitions of best practices," he said. The World Health Organization's guidelines on what drugs should be donated have helped to raise overall awareness, he said.

The partnership, which is currently composed of seven drug companies and six charities, plans to meet this fall with the World Health Organization to try to improve the process of drug donations, Mr. Russo said.

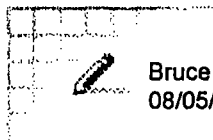
Mexico Drug Czar Shot At

MEXICO CITY, Aug. 15 (AP) — Mexico's top anti-drug prosecutor escaped uninjured today when two men fired at his car. Two people were wounded.

The prosecutor, Mariano Herrán Salvatti, and his wife were riding in a four-wheel-drive vehicle on a main street in Mexico City early this afternoon when they were fired on by two gunmen riding on the backs of motorcycles, he told reporters. Mr. Herrán Salvatti's bodyguards exchanged fire with the gunmen.

One bodyguard and one of the gunmen were wounded.

Mr. Herrán Salvatti was appointed drug czar in March 1997 after his predecessor, Gen. Jesús Gutiérrez Rebollo, was arrested on charges that he took payoffs from a major drug trafficker. He had previously been Mexico City's chief prosecutor.



Bruce N. Reed
08/05/99 09:18:54 PM

POTUS

Record Type: Record

To: Betty W. Currie/WHO/EOP@EOP, Nancy V. Herrnreich/WHO/EOP@EOP

cc:

Subject: Teacher Scholarships

The President called earlier this week to ask when our scholarship program for young people who want to teach in the inner city will be up and running. Here's a partial answer:

In some places, these scholarships could become available later this fall. We recently awarded two types of grants -- one to states, the other to universities. The state programs will take awhile to get going. But some of the university programs could launch scholarship competitions in a few months (although most will probably wait until next September).

I would be happy to get more detailed information about programs in a particular community or state. In California, for example, we awarded grants to 7 universities (including San Jose State, UCLA, and San Diego State).

Other options include a Pell Grant (if the family income is below \$45,000 a year) or loan forgiveness. Under the Perkins loan program, teachers in low-income areas or shortage fields can cancel 15-30% of their annual payments for 5 years. The direct loan program allows up to \$5,000 in loan forgiveness for teachers who have taught in low-income schools for 5 years. (A borrower can only take advantage of one loan forgiveness program, not both.)

A good web site at www.finaid.org has a financial aid calculator that enables families to figure out what kind of grants and loans they're eligible for.

Let me know if the President would like us to find out more.

CC: BReed

Can you see if Portland State
has any grants?

Thanks - just want answer
on this - (and it back)

BReed