

Dear Raul:

As promised by President Clinton, we are writing to update you on the implementation of the Hispanic Education Action Plan (HEAP) and to discuss the steps the Administration has taken and will take to ensure its successful implementation. We regard HEAP as a central component of our overall strategy for improving educational opportunities and excellence for Latinos. As such, we continue, with your support, to pursue the resources necessary to positively affect change in the lives of our x million Hispanic elementary and secondary school students and our y million Hispanic adults.

Though there is considerable work to be done, there are a number of areas in which we have successfully expanded Hispanic participation over the last few years. For example, changes in the 1994 reauthorization of the Elementary and Secondary Education Act, expanded adult education programs, and improved student financial aid resources have provided for increased access to quality education for Hispanic students, particularly those with limited English proficiency.

For the first time, the Improving America's Schools Act (1994) clearly articulated the responsibility of Title I schools not only to serve students whose first language was not English, but also to provide necessary supports and include them in assessment and accountability systems to ensure that they achieve to the same high academic standards as expected of all children. As a result, the number of Hispanic students served by Title I has increased by 72% since 1994, comprising approximately 30% of students approximately 3.3 million served the \$8 billion program.

On the student aid front, the Department has made significant improvements to its outreach and delivery systems, including providing a Spanish language version of the Free Application for Student Aid (FAFSA) as well as bilingual 1-800 customer service and support lines. In 1997, a record high 65.5% of Hispanic high school graduates enrolled in college with 54% of these students receiving some form of student financial aid. Furthermore, Department studies suggest that Hispanic recipients of Pell Grants are more likely to attain a degree than those who do not receive such support.

Similarly, 1996-1997 program year reports of adult participation in State-administered adult education programs described Hispanic enrollment at nearly 1.6 million, an increase of more than 50% since 1988.

Most recently, the Department of Education focused Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) outreach and technical assistance on ensuring that the program, designed to help young students in high poverty communities complete high school and be academically prepared to attend college, serves Latino children. The Department conducted an aggressive outreach strategy to encourage institutions of higher education and local school systems in local communities with large Hispanic populations, as well as HSI's, to successfully compete in the GEAR UP competition. This strategy included holding outreach sessions in communities with large Hispanic populations, issuing invitations to these outreach sessions, and selecting high quality reviewers who understand approaches to reducing the Hispanic dropout rate in increasing Hispanic college participation. In August, President Clinton announced the award of the first GEAR UP grants, including 164 partnership grants and 21 state grants. This initial group of GEAR UP grantees will help more than a quarter of a million disadvantaged young people prepare for and go on to college. More than thirty-one partnerships involving HSI's were funded, involving 30% of the partnership funding (\$20 million out of \$75 million).

However, despite these and other examples, we strongly believe and agree with you that there is still much to be done in improving the service and impact of HEAP and other federal education programs in effectively reaching Hispanic students. Admittedly, progress has been slow, but we are confident that by specifically assigning senior level staff to lead this effort--namely Mike Cohen, Assistant Secretary for Elementary and Secondary Education--and developing a significant plan of action for the entire agency, we are making the necessary and important first steps to implementing change. In addition, we have been

working hard to engage the expertise of both the education field and Hispanic community in identifying and planning additional steps to be taken. Your staff has been a particularly valuable resource in this effort.

Over the next several months we will further expand these efforts with a considerable focus on improving both Hispanic participation in federal education programs and ensuring that such programs effectively serve these students and their unique needs. For example, we will build on our experience with GEAR UP to expand efforts to increase Hispanic participation in after school activities through the 21st Century Community Learning Centers program. The Office of Elementary and Secondary Education (OESE) will focus on strengthening the enforcement of provisions in current Title I law that require states to hold schools and local school districts accountable for the academic performance of Hispanic and LEP students. OESE and OBEMLA will also continue to identify, disseminate and help schools served by Title I, Title VII, and other federal education dollars to implement models of effective practices for helping Hispanic students learn to read and meet academic standards in other challenging academic subjects. Similarly, we will be working with our higher education programs to track and improve their effectiveness in serving Hispanic students, as well as adult education programs to ensure access to meaningful learning opportunities. These steps are beginning to pay off. The attached documents updated implementation strategies for all of the programs in the Hispanic Education Action Plan and the steps we will take in the coming months.

As you know, it has been difficult to reach this point, and we assure you we are no where near the end of the effort, but we have made some important steps. We look forward to working with you and your staff, as well as the larger community, as we continue on this path.

Sincerely,

Jack Lew

Richard Riley
Secretary of Education

NCLR

NATIONAL COUNCIL OF LA RAZA

Raul Yzaguirre, President

September 21, 1999
(Delivered by hand)

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

COPY

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.



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.

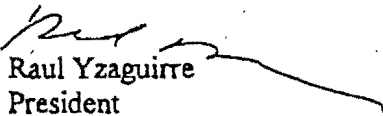
Unless we are able to come up with a solution very quickly, I must say that I face some difficult questions. As it now stands, HEAP borders on fraud. It purports to target

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

NCLR

NATIONAL COUNCIL OF LA RAZA

Raul Yzaguirre, President

November 24, 1999

National Office

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

The Honorable Richard Riley
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Riley:

On behalf of the Hispanic Education Coalition (HEC), an *ad hoc* coalition of national organizations dedicated to improving educational opportunities for Hispanics, we want to thank the Department of Education for your continued efforts to improve and expand educational opportunities for Hispanic children. As the Administration develops its Fiscal Year (FY) 2001 funding priorities, we encourage increased funding levels in several programs that provide the pillar of support for Hispanic students.

Today, Latino children are the largest group of minority children in the United States, second only to non-Hispanic White children. Despite the significant increases in the number of Hispanic children attending our nation's schools, they remain among the most educationally disadvantaged of all public school students. For example, 39% of Hispanic children live in families with an income below the poverty line, a rate more than twice as high as for White children.

The Hispanic dropout rate remains one of the most significant challenges faced by the Hispanic community, and the country as a whole. Hispanic students drop out at nearly three times the rate of African American or White Students. The dropout rate of Hispanics is at about 30% nationally. To reduce the dropout rate, and ensure Hispanics contribute to our nation's economic prosperity, funding for programs serving Hispanic children and young people must be increased.

BILINGUAL EDUCATION

Funds for Bilingual Education are critical to meeting the needs of school districts that must provide high-quality instruction to the more than 3.5 million limited English proficient (LEP) students. As the 1990 Census showed, LEP students are no longer concentrated in a limited number of regions of the United States. These students are in virtually every large urban area as well as many smaller and rural communities. Unprepared for this rapid growth in LEP students, school districts have floundered trying to devise local responses to this national trend.



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

LA RAZA: The Hispanic People of the New World

Letter to Secretary Riley

Page 2

Federal bilingual education funding both leverages other funds for program improvement and provides much needed leadership for states and localities.

Although the number of LEP students has grown dramatically, funding for federal bilingual education has not significantly increased to ensure LEP students are afforded equal educational opportunities. For example, in 1980, bilingual education received \$166 million in appropriations; for FY 1998, it was funded at \$199 million. During the same period, the number of LEP students in the United States doubled. Clearly, appropriation levels have not kept pace with the increasing need for services. According to the Congressional Research Service, funding for the Bilingual Education Act since FY 1980, after adjusting for inflation, has declined an estimated 39% from FY 1980 to FY 1998.¹ The FY 1980 appropriation for bilingual education, in estimated FY 1993 dollars, should have been \$345,504,000.²

To help LEP students meet the same academic standards required of all children in the United States, it is essential that funding for bilingual education be increased to \$336 million. This would increase funding for instructional services, which provides direct assistance to school districts, to \$215 million, and increase Support Services, which funds grants to State educational agencies, the National Clearinghouse for Bilingual Education, Academic Excellence dissemination grants and grants for research, to \$21 million. These funds would assist school districts in meeting their obligation to LEP students under the Civil Rights Act of 1964 and the Supreme Court ruling in *Lau v. Nichols* of 1974, as well as support important research and dissemination of information to the public. Last, we urge an increase for professional development to \$100 million to address the critical shortage of qualified and certified bilingual education teachers. A 1993 study found that only 18% – or fewer than one in five – of teachers serving LEP students were certified in either English as a second language or bilingual education.³

HEP/CAMP

The High School Equivalency Program (HEP) provides an excellent model for bringing dropouts back into the educational world, so that they can receive their GED and pursue

¹Congressional Research Service. *Bilingual Education: An Overview*. CRS Report for Congress No. 98-501 EPW, by Steven R. Aleman, Education and Public Welfare Division.

²For a discussion of estimating changes over time in funding levels, see: U.S. Library of Congress. Congressional Research Service. *U.S. Department of Education: Major Program Trends, Fiscal Years 1980-1991*. CRS Report for Congress No. 91-10 EPW, by the Education and Public Welfare Division.

³Descriptive Study of Services to Limited English Proficient Students. Summary of Findings and Conclusions, vol. 1, Development Associates, 1993.

Letter to Secretary Riley

Page 3

postsecondary education opportunities. The College Assistance Migrant Program (CAMP) provides significant services to migrant students during their first year of college. Both programs show excellent success rates with 69% of HEP students receiving GEDs and 96% of CAMP students completing their first year of college. More than 73% of CAMP students go on to receive their baccalaureate degrees.

Despite the phenomenal success of HEP/CAMP, both programs are seriously underfunded. HEP can serve only one out of ten eligible students and CAMP is limited to serving only 2% of its eligible population. To be able to meet the need of all eligible migrant students, more than \$70 million would be required for the HEP program, and \$100 million would be needed for CAMP. The FY 1999 funding level of \$13 million for HEP/CAMP did not come close to meeting this need, and barely exceeds the \$10.5 million the programs received in FY 1993. For FY 2001, we urge the Administration to recommend that the programs receive \$20 million and \$10 million, respectively.

MIGRANT EDUCATION PROGRAM

The Migrant Education Program (MEP), Title I, Part C of the Elementary and Secondary Education Act (ESEA), has been especially underfunded at a time when costs have increased steadily and changes in the ESEA expanded the program's purposes. Although the MEP program received its first increase in five years in FY 1999, it has been level funded for FY 2000. The program needs additional funding if it is to serve migrant students adequately. Migrant children have a dropout rate in excess of 50%. Many of the very specialized services provided under the MEP are crucial to encouraging students to stay in school. Expansion of services to migrant children at an early age is a necessary first step in ensuring that they can fully participate in the school environment. For FY 2001, we recommend that the Administration propose increasing funding for the MEP to \$430 million.

COMPREHENSIVE REGIONAL ASSISTANCE CENTERS AND EQUITY ASSISTANCE CENTERS

Comprehensive Regional Assistance Centers (CRACs) support critical elementary and secondary education programs, such as the Migrant Education Program and Bilingual and Emergency Immigrant Education. These 15 centers provide an essential technical support network to schools, local education agencies, state education agencies, and other grant recipients delivering vital educational services to our nation's poorest and most disadvantaged students through the programs authorized under the Improving America's Schools Act. For FY 2001, we recommend that funding for the CRACs be increased to \$42 million.

Equity in schools has still not been reached. But for students – who by virtue of their race, ethnic background, sex or national origin may be deprived of their civil rights and an equal opportunity to a quality education – equity is a promise they are depending on for their future. The Equity Assistance Centers (EACs) build bridges among administrators, teachers, parents,

Letter to Secretary Riley

Page 4

students and community members so that all stakeholders can find that common higher ground where all students will benefit from the public education system regardless of race, sex or national origin. All students and their communities benefit from the services provided by the centers. School systems serving Hispanics especially need assistance from the EACs. For example, recent studies conducted by the Harvard University Project on School Desegregation found that Hispanic students attend the most segregated public schools.⁴ For FY 2001, we recommend \$8.3 million for the EACs.

HISPANIC SERVING INSTITUTIONS

Hispanic Serving Institutions (HSIs) serve more than one million students, of which about 70% are minorities. Latino students at HSIs earn 56% of all associate degrees and 65% of all bachelor's degrees awarded in 1995-96. By contrast, at non-HSIs, Latino students earned 4% of the associate degrees and 3% of the bachelor's degrees. These figures reflect the commitment of HSIs to serving a diverse student body and improving access to postsecondary education for low income and educationally disadvantaged groups. Given the key role HSIs play in providing access to higher education for Hispanics, we must help strengthen and develop these institutions.

Grants to HSIs improve the ability of the institutions to provide a quality education to their students. However, limited funding for the program denies grants to many eligible institutions that need additional resources to provide recruitment and other services for Hispanic and other disadvantaged young people. In FY 1999, the Department could only award grants to 38% of eligible institutions. Clearly, the need far exceeds the funding. We urge the Administration to include \$62.5 million in its budget for HSIs.

HISPANIC DROPOUT INITIATIVE

We appreciate your leadership in raising national awareness about the dropout crisis through the Administration's Hispanic Education Action Plan (HEAP). We urge you to fully support changes and additions to current dropout prevention legislation that would complement funding increases for programs included in the HEAP. Senator Jeff Bingaman (D-NM) and Representative Ruben Hinojosa (D-TX) have introduced legislation to reduce the Hispanic dropout rate. Among other things, their legislation would allow middle schools and high schools with the highest dropout rates in each state to compete for grants that would enable them to implement proven and widely replicated models of comprehensive reform. We strongly urge your support for this legislation.

⁴Orfield, Gary, "Deepening Segregation in American Public Schools," Harvard Project on School Desegregation, Harvard Graduate School of Education, Harvard University, 1997.

Letter to Secretary Riley

Page 5

TITLE I, GEAR UP, AND TRIO PROGRAMS

Not exclusively directed at Hispanic children, Title I, Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), and TRIO programs provide essential services to all disadvantaged children and college students. Because the Improving America's Schools Act of 1994 lifted a prior restriction in Title I on serving LEP children, an estimated 1.5 million LEP students participated in Title I in the 1994-95 school year. Title I services may now be provided to LEP students to address their special language needs or other academic deficiencies unrelated to their LEP status. We urge you to propose significant increases for Title I for FY 2001.

We fully support the GEAR UP program authorized in the 1998 Higher Education Amendments Act. However, we would like to see community-based organizations that have a track record of working with youth get a preference in funding. We recommend that the Administration request \$300 million for GEAR UP for FY 2001.

TRIO programs provide excellent services that help reduce the dropout rate and increase college participation rates. However, the TRIO programs are significantly underfunded for the needs they are addressing. In addition, Hispanic students are particularly underrepresented because of the manner in which the grants are awarded and the inadequate funding for the programs. For FY 2001, we urge you to increase funding for TRIO to \$690 million.

SCHOOL CONSTRUCTION

Although Congress has not authorized the President's School Construction initiative, we support School Construction and urge you to include it as part of the President's education package. Given the large and growing number of Hispanic students in the elementary and secondary schools, the need for this program is greater than ever. Hispanic students in particular are more likely to attend overcrowded schools or attend schools in desperate need of repair. Therefore, federal investment in school construction and repair would greatly help improve the learning environment for Hispanic students.

TEACHER RECRUITMENT AND CLASS SIZE REDUCTION

To better serve Hispanic students, class sizes in schools serving Hispanics must be reduced, in part, by increasing the number of qualified teachers, particularly minority teachers. In 1993-94, only 4.25% of the entire teaching force was Hispanic, 7.35% African American and 1.07% Asian. In contrast, the student population attending our nation's schools is becoming increasingly diverse. Given the acute need for qualified teachers and minority teachers, we would support increased funding for Teacher Recruitment and Minority Teacher Recruitment.

Letter to Secretary Riley

Page 6

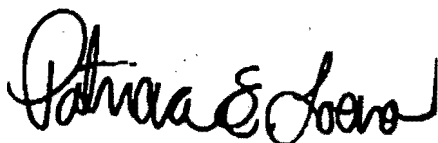
ADULT EDUCATION AND ESL

Although adult education received an increase for FY 2000, the programs under the Adult Education Act remain severely underfunded. There is an urgent national need for adult English as a Second Language (ESL) services. Adults hoping to learn English have to wait up to more than a year to access these programs, which are vital not only for these adults to learn English, but to help them become more rounded members of society. We recommend that the Department request \$585 million for adult education for FY 2001, including \$70 million for Adult ESL and Civics.

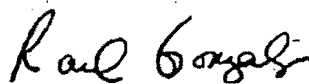
CONCLUSION

The Hispanic Education Coalition respectfully requests that you give priority to the programs outlined above as you develop your FY 2001 budget recommendations. We appreciate your consideration of our request for significant increases in programs serving Hispanic children. We greatly appreciate the Administration's support for our programs in the past and look forward to working with you to increase the educational achievement and attainment of Hispanic children across the country.

Sincerely,



PATRICIA E. LOERA
HEC Co-Chair
National Association for Bilingual Education

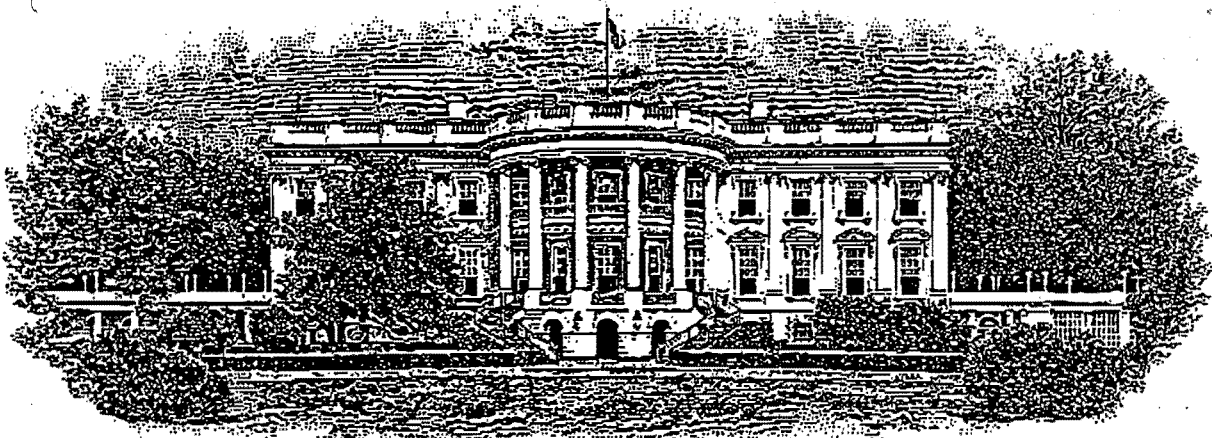


RAUL GONZALEZ
HEC Co-Chair
National Council of La Raza

On behalf of:

ASPIRA Association, Inc.
Intercultural Development Research Association
League of United Latin American Citizens
Mexican American Legal Defense and Educational Fund
Migrant Legal Action Program
Multicultural Education Training and Advocacy, Inc.
National Association for Bilingual Education
National Association for College Admission Counseling
National Association for Migrant Education
National Council of La Raza
National HEP-CAMP Association
National Latino Children's Institute
Puerto Rican Legal Defense and Education Fund

THE WHITE HOUSE
WASHINGTON
EXECUTIVE OFFICE OF THE PRESIDENT
OFFICE OF THE CHIEF OF STAFF



IRENE BUENO 6-5581

Please Deliver To:

ANDY ROTHERHAM

BARBARA CHOW 5-5130

Fax Number:

Sender:

Maria Echoveste

Date:

12/2

Pages Including Cover:

5

Message:

FYI

What can we do here?

We should meet

NOTE:

The information contained in this facsimile message is **CONFIDENTIAL** and intended for the recipient **ONLY**. If there is any problem with this transmission or you mistakenly received this facsimile, please call (202) 456-6798. Thank You.

Congress of the United States

Washington, DC 20515

Irene - 6-5581
Andy - 6-5581
Chow - 5-5730

**** FAX COVER SHEET ****

Congressional Hispanic Caucus

Office of Congresswoman Lucille Roybal-Allard

2435 Rayburn HOB

Washington, DC 20515

(202) 225-2410 -- FAX (202) 226-0350

www.house.gov/roybal-allard/CHC.htm

DATE: 12/2/99

TO: Maria Echveste

Number: 456-1907

FROM: ☒ Congresswoman Lucille Roybal-Allard, Chair
☐ Selena Walsh, Executive Director
☐ Angela M. Manso, Legislative Assistant
☐ Alejandro Perez, Legislative Assistant

PAGE(S) 4 (including fax cover sheet)

NOTE: CHC Preliminary FY 2000 Budget Priorities

CONGRESSIONAL HISPANIC CAUCUS
Preliminary FY 2001 Budget Priorities -- DRAFT
(amounts in millions)

CHC FY01

EDUCATION

HISPANIC EDUCATION ACTION PLAN

Hispanic Serving Institutions (Title V of HEA)

\$ 62.5

Bilingual Education (Title VII of ESEA)

\$320

Instructional Services

200

Professional Development

100

Support Services

20

Migrant Education HEP/CAMP

\$ 30

HEP

20

CAMP

10

Migrant Education Programs (Title I of ESEA)

\$ 430

Adult Education

\$ 635

TRIO Programs

\$ 690

GEAR-UP

\$ 300

Title I grants

\$ 8,205

Teacher Training and Recruitment

\$335

Eisenhower Professional Development Program

\$ 1,400

Class Size Reduction

HEALTH

HIV/AIDS Minority Initiative

\$350

Substance Abuse and Mental Health

Services Administration (SAMHSA)

Center for Mental Health Services

- Community-based partnerships to prevent suicide among Latina teenagers.

\$ 10

- Mental health services for Latino children, adolescents and families.

\$ 5

Health Care Finance Administration (HCFA)

Give states the option to provide coverage to legal all

immigrant children (CHIP) and pregnant women (Medicaid)

\$ 80 or

\$400 / 5 yrs

CHC FY01

National Institutes of Health (NIH)

- Increase funding for diabetes research with special attention to the needs of minority populations (research areas of primary importance are: genetics, obesity, and environmental impact) (funding for this item should be consistent with NIH's Diabetes Research Working Group Report for FY '01)

Centers for Disease Control and Prevention (CDC)

- "Race/Ethnicity and Health Disparities Initiative" demonstration projects. \$ 35

Health Resources and Services Administration (HRSA)

- Health Careers Opportunity Programs \$ 37
- Centers of Excellence Program \$ 35
- National Health Service Corps
 - Field Services \$ 40
 - Recruitment / Scholarships / Loan repayment assistance \$ 85

IMMIGRATION

Naturalization/Citizenship Services (Support Administration's request)

BUSINESS DEVELOPMENT

New Markets Initiative \$ 45

HOUSING

Farm Labor Housing

Farm Labor Housing Loan Program \$ 50
Farm Labor Housing Grant Program \$ 50

OTHER TOP PRIORITY ITEMS

Note: Where no dollar figure is indicated, increased funding is requested. Not listed in order of preference.

BUSINESS DEVELOPMENT

- PRIME Act - micro-loans for entrepreneurs \$15
- SBA salaries and activities

EDUCATION

- Hispanic Education Partnership Grants (USDA) \$ 5
- Office of Drop-Out Prevention and Program Completion (Dept. of Education)ⁱ \$150
- Parent Training and Information Centers - Model Programs for Parental Involvementⁱⁱ \$ 20
- 21st Century Learning Center Program
- School Construction and Modernization Bonds
- Expansion of Qualified Zone Academy Bonds

IMMIGRATION

- SSI, Medicaid, food stamps-expansion of services

HEALTH

- SAMHSA-Center for Substance Abuse Prevention- High Risk Youth Program
- NIH-National Diabetes Education Program (NDEP).
- CDC-National Center for Health Statistics with particular attention to data collection of undeserved populations including Hispanics, Asian Americans and Native Americans.
- HRSA- Community Health Centers to expand health care services for underserved and rural communities.
- US-Mexico Border Commission- data collection and program implementation for border health programs.
- Migrant and Seasonal Head Start \$ 10

PUERTO RICO

- Research and Experimentation Tax Credit extension to territories
- Section 30A for businesses in P.R.
- Rum Tax
- Empowerment Zones eligibility

INTERNATIONAL RELATIONS

- Development Assistance for Latin America
- North American Development Bank (NAD Bank)

WORKFORCE ISSUES

- Employee Rights - outreach/education campaign for workers to learn about their employee rights
- Wage and Hour Enforcement - hiring more enforcement officers

KEY:

- : no amount was determined for the entry.
- \$: amount to be determined unless otherwise indicated.

ⁱ This measure is a new proposal included in the CHC education bill.

ⁱⁱ This measure is a new proposal included in the CHC education bill.



WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

WHITE HOUSE CONVENING ON HISPANIC CHILDREN AND YOUTH AUGUST 2, 1999

FEDERAL AGENCY EXEMPLARY PROGRAMS (selected)

DEPARTMENT OF AGRICULTURE (USDA)

- USDA Project SOAR is a one-on-one tutoring and mentoring program for youth at risk for academic failure. The goal is to encourage students to focus their efforts on educational and personal values through extensive mentoring and academic support and positive community involvement. It targets ethnically diverse youth, with primary focus on minorities. Project SOAR activities include: Individual Mentoring; Academic Support; Skill/Asset Building; Family Community Leadership; Parent Participation; Cultural/Social Activities; After-School Enrichment; and Community Service. The target audience includes: 90% Hispanic youth and families, grades 4-6, inner city low income areas, and rural communities.
- USDA Forest Service sponsors the *Central California Consortium*, an outreach effort intended to create an awareness and interest in natural resources, natural sciences, and agricultural sciences career opportunities for Hispanic youth, starting at kindergarten level through the attainment of a degree from a four-year institution. The Consortium provides opportunities for the educational institutions involved to establish research projects that will assist the Forest Service and other USDA agencies in providing quality customer service to public. The Consortium involves the following institutions: California State University, Fresno State Center Community College District, Fresno County Office of Education, Kings Canyon School District, City of Orange Cove, Central California Hispanic Chamber of Commerce, Sierra National Forest, and the Forest Service Hispanic Employees Association. The Consortium involves three National Forests within commuting distance: Stanislaus, Sierra, and Sequoia.

DEPARTMENT OF EDUCATION

- The Department of Education, lead by the Office of Intergovernmental and Interagency Affairs (OIIA), has developed an Hispanic outreach plan that is dedicated to improving the educational achievement of Hispanic students through increased family involvement and community partnerships. Current efforts include the following:

--OIIA has built a variety of partnerships--including the two largest Spanish television stations, *Univision* and *Telemundo*, as well as Spanish radio PSAs--to lead a national public information campaign on the Department's initiatives and available resources.

--The Department is continuing to work to have bilingual (Spanish-English) staff at all major call centers. The Information Resource Center (1-800-USA-LEARN), Education Publications Center (1-877-4ED-PUBS) and the Federal Student Aid Information Center (1-800-4FED-AID) are able to answer calls from Spanish-speaking customers.

--The *America Reads Challenge* and *America Counts*, have developed, in partnership with the Office of Educational Research and Improvement, a variety of materials (e.g. "El Reto: ¡A leer America! A Leer Y Escribir ya!"- Read*Write*Now Activity Kits) to provide support to Spanish-speaking parents and care-givers to become more actively involved in their children's early learning.

--The National School-to-Work Office has provided funding and outreach materials to the National Council of La Raza and the Urban League to support the participation in School to Work efforts of specific youth populations and community-based organizations with expertise in serving specific types of youth, including Hispanic youth.

--The Department has produced a catalog of publications and resources available in Spanish to better serve its customers and highlight the array of materials now available to the Spanish-speaking community. The catalog serves as a resource for Spanish-speaking parents.

DEPARTMENT OF ENERGY (DOE)

- The Department of Energy will be forming a strategic partnership with the 'Latino Science and Engineering Consortium' through a Memorandum of Understanding. The Department of Energy and the Latino Science and Engineering Consortium will work together to help prepare Hispanic American students in science and technology in order to produce a world class, diverse pool of talent throughout government and industry. The partnership provides the framework whereby the Department of Energy and its National Laboratories will identify, develop and nurture the next generation of scientists, engineers, technicians and educators in math and science. This consist of supporting mentoring programs, technical internships for community college students, research fellowships for undergraduate and graduate students and professional development opportunities in science, math and technology for K-12 teachers serving Latino children.

DEPARTMENT OF HEALTH AND HUMAN SERVICES (HHS)

- Enacted in 1997, the Children's Health Insurance Program (CHIP) allots \$24 billion over five years for individual states to provide new health coverage for millions of uninsured children. CHIP is the largest new investment in children's health care since the creation of Medicaid in 1965. About 29% of Hispanic children in America are uninsured and HHS is making special efforts to reach Latino families and insure Hispanic children.

Efforts include:

--CHIP application is available in both Spanish and English in Florida.

--Nationally, the Univision network contributed to the production of a CHIP video to help reach the Hispanic population.

--The Office on Minority Health funds the Latino Children's Health Insurance Initiative (LCHII) which conducts training seminars within the Latino community on the availability of health insurance for low-income families, increase Latino children's enrollment in CHIP, and give the community a role in CHIP recruitment.

--New York State is working with the Children's Defense Fund, Columbia University and the community organization Alianza Dominicana to enroll Hispanic children in New York's CHIP program.

- On April 20, 1999, Secretary of Health and Human Services Donna Shalala announced a new Spanish-language childhood immunization public awareness campaign, "Vacunelo A Tiempo Todo el Tiempo" (Vaccinate Your Children On time, Every Time), to create and distribute culturally relevant and language appropriate educational materials to help raise Hispanic immunization rates to the national average. The Spanish-language public service announcement was sent to more than 60 Spanish-language television stations and 900 Spanish-language radio stations and carries toll-free numbers that provide information in Spanish.
- The Head Start program provides comprehensive developmental services to millions of low-income preschool children and their families. During the Clinton Administration, Hispanic enrollment has increased by 70,000 and at a rate nearly twice as fast as non-Hispanic enrollment.

--Since fiscal year 1992, Hispanic enrollment (excluding Puerto Rico) has increased 62% while non-Hispanic enrollment has increased 27%.

--From fiscal year 1993 to fiscal year 1999, the budget for Head Start has increased from \$2.8 billion to \$4.6 billion. Of the estimated 822,000 children who were enrolled in Head Start in 1998, 26% were of Hispanic origin.

--The Head Start Bureau seeks to address two critical areas to ensure that Head Start programming meets the growing needs of Hispanic children and families:

- 1) Ensuring that Hispanic children have fair and equitable access to Head Start services; and
 - 2) Ensuring that Head Start services meet the cultural and linguistic needs of Hispanic children and families.
- The Migrant Head Start Program provides services identical to Head Start but tailors them to the needs of migrant farmworker families. This program emphasizes serving infants, toddlers and pre-school age children so that they will not have to be cared for in the fields or left in the care of very young siblings while parents are working. Infants as young as six weeks are served. In fiscal year 1998, Migrant Head Start was funded at \$162 million serving 37,000 children. During fiscal year 1999, \$5 million more was used to reach up to 1,000 additional children of migrant and seasonal farmworkers, and the fiscal year 2000 budget includes a \$23 million increase request for Migrant Head Start that would improve quality and reach as many as 2,000 new children.

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT (HUD)

- The *Youthbuild* program offers young adults, ranging in age from 16 to 24, the opportunity to gain leadership skills, earn a high school diploma or GED, learn a valuable trade, and provide much-needed housing to families nationwide.

More than \$170 million in grants have been made under *Youthbuild* since its inception in 1993, enabling over 7,800 young people to take part in building or rehabilitating more than 3,650 houses and apartments units in their communities. Of the 7,800 served by *Youthbuild*, an estimated 1,170 are Hispanic youth.

- *Campus of Learners* is an initiative designed to provide public housing residents with an opportunity to live in a college-like setting that is focused on learning. The initiative is part of a larger effort to transform public housing and stimulate welfare reform. Local public housing authorities raise money from private and public partners to fund the initiative. The *Campus of Learners* designation enhances the public housing authorities' (PHA) ability to set up creative partnerships with local schools, vocational centers, community colleges, universities and corporations.

The program's 25 nationwide complexes offer academic classes, job training, and computer learning and programs for adults, youth, and teens. PHAs designated for the program work closely with local school districts to develop curricula, strengthen parent-teacher relationships, establish after school activities, create educational classes, and encourage parental involvement. Campuses draw on the resources of the universities, vocational or technical institutes, and colleges through the creation of specialized education and technology classes. Finally, the business community and other private partners provide mentoring for children and adults, telecommunications resources, apprenticeship programs for youth, job training and employment opportunities for adults.

The first 25 sites were announced on September 27, 1996. A number of these housing developments serve a large proportion of Hispanic residents. For example 91.4% of the residents in East Los Angeles' Nueva Maravilla housing development, and 70% of the residents in San Diego's Vista de Valle housing development are Hispanic.

DEPARTMENT OF JUSTICE (DOJ)

- The Office of Juvenile Justice and Delinquency Prevention's Juvenile Mentoring Program (JUMP) supports one-on-one mentoring programs for youth at risk of educational failure, dropping out of school, or involvement in delinquent activities, including gangs and drug abuse. JUMP brings together responsible adults and at-risk young people in need of positive role models. The program promotes personal and social responsibility as well as increased participation in elementary and secondary education while discouraging the use of illegal drugs, and firearms, involvement in violence, and other delinquent activity.

The following JUMP programs support Latino youth:

--*Latino Mentoring Program, Family Services, Inc.*, in Providence, Rhode Island, links at-risk Hispanic youth from Providence School District with mentors from the business and education community.

--*Mentor Matter* in the Washington and Union Elementary Schools in Visalia Unified School District, California. Hispanic students who attend this school live in Linnell Labor Camp, a migrant labor settlement and are at risk for poor academic achievement and juvenile crime.

--*Big Sisters* located in Philadelphia, Pennsylvania serves Hispanic females ages 10-18. The program promotes self-esteem and self-confidence and highlights educational and

career opportunities in an effort to prevent teen pregnancy, school drop-outs, and delinquency.

--*The George Gervin Youth Center*, in San Antonio, Texas, serves Hispanic youth in Page Middle School and Brackenridge High School. Most of these young people live in the crime-ridden Victoria Courts where approximately 34% of youth are dropouts and teen parents. The program introduces them to work and summer jobs and attempts to motivate them to stay in school and stay away from crime.

- Weed and Seed is a community-based initiative that aims to prevent, control, and reduce violent crime, drug abuse, and gang activity in targeted high-crime neighborhoods across the country.

The Weed and Seed strategy involves a two-pronged approach: law enforcement agencies and prosecutors cooperate in "weeding out" criminals who participate in violent crime and drug abuse, attempting to prevent their return to the targeted area; and "seeding" brings human services to the area, encompassing prevention, intervention, treatment, and neighborhood revitalization. A community-orientated policing component bridges weeding and seeding strategies.

At each program site, the U.S. Attorney play a central role in organizing the Steering Committee and bringing together the communities with other Weed and Seed participants. The U.S. Attorney also facilitates coordination of federal, state, and local law enforcement efforts. Through cooperation, sites can effectively use federal law in weeding strategies and mobilize resources for seed programs from a variety of federal agencies.

Currently, there are over 170 Weed and Seed sites around the nation. Below are some examples of educational programs that serve significant number of Hispanic youth.

--Phoenix, Arizona (Capitol Mall/Oakland University Park; Hispanic Population: 55%). Valley of the Sun YMCA implements a Future Leaders Project that provides neighborhood youth ages 13-17 with job training and weekend employment opportunities. This is designed to introduce teens to a work environment and work etiquette while in turn raising their aspirations. Participants receive employment training and employment certification. The Downtown Neighborhood Learning Center (DNLC) provides basic adult education (GED), English language, computer skills, and pre-employment training.

--Oxnard, California (Hispanic Population 95%). The Tezcatlipoca Project is a culturally-based college-level program providing fifty-four hours of Hispanic art and history from the Pre-Columbian era to the present day. The Alternative Weekend Program is geared towards third through eighth grade students who have disciplinary problems. Participating students must sign a contract for thirty days and must achieve perfect attendance as well as improvement in grades and skills. Barrio Productions provides training in video production. As part of the program, university students teach youngsters to write and edit scripts and produce commercials and public service announcements. Using donated material, the Build a Computer Program teaches children as young as ten the basic skills in computer construction. Students take home the build computer, and it becomes their family's property.

DEPARTMENT OF LABOR (DOL)

- The Department of Labor, through the Employment and Training Administration, will provide \$1.25 billion over five years to increase long-term employment of youth aged 14-21 who live in Empowerment Zones, Enterprise Communities and High-Poverty areas. This initiative builds on 11 pilot projects the Department has already funded. Hispanics represent 30% of the initiative's participants. In addition, special outreach efforts are being made to recruit more Hispanic youth who may face language and cultural barriers. Each site has established a work-based learning program, integrating academic and vocational education with the private sector as partners. All youth participants are also provided with leadership training, mentoring, and soft-skill development.
- The Department also funds and operates 118 Job Corps centers across the country, providing residence and training to 65,000 disadvantaged young people. 16% of the young people served, or 10,400 youth, are Hispanic. The mission of Job Corps is to attract eligible young adults and teach them the skills they need to become employable and independent through intensive and fully supervised programs in educational and vocational training, work experience, physical rehabilitation and development, and counseling. Residential living, support services (including health care), nutritious meals, sports and recreation are provided.

NATIONAL AERONAUTICS SPACE ADMINISTRATION (NASA)

- The NASA/Hispanic Association of Colleges and Universities (HACU) *Proyecto Access* identifies disadvantaged middle school and high school students, most of whom are Hispanic, with the potential and interest in becoming practitioners or teachers in engineering, science, and other mathematics-related areas and reinforces them in their pursuit of these fields. The main objectives for the project are to:
 - Acquaint the students with professional career opportunities in math, science, and engineering
 - Reinforce the mathematics preparation of these students at the secondary level
 - Increase the retention rates of these students in college
 - Increase the number of competently prepared minority and female high school students from *Proyecto Access* who will ultimately pursue engineering, mathematics, or science studies in college.
- NASA has created two early childhood learning communities in South Bronx, New York. The project offers very young Latino students and their parents an opportunity to gain exposure and insight into computers. Students and their parents participate in academic enrichment and motivational activities. The Hostos Community College Learning Centers are located in the South Bronx at Hostos Children's Center and at a public school.

SMALL BUSINESS ADMINISTRATION (SBA)

- SBA's San Diego District Office (SDDO) is partnering with several organizations to teach entrepreneurship and SBA programs to inner-city youths, the majority of whom are Hispanic. As these programs prove successful, most can be expanded nationwide.

- SDDO and Junior Achievement are developing a program to teach entrepreneurship and SBA programs to inner-city K through 12 students. San Diego Junior Achievement annually involves about 13,000 students, half of whom are Hispanic. After SBA's classroom courses, students will visit SBA's Business Information Center (BIC). Hispanic students will receive special assistance by Spanish-speaking SBA staff and online resources translated into Spanish, including the Small Business Classroom, Online Women's Business Center, and classes on business plans, etc. Much of Junior Achievement training material is offered in Spanish. SDDO will judge student business plans.
- SDDO and Millennium Entrepreneurs are developing a program to teach "ABCs of Small Business" and "How SBA can assist Young Entrepreneurs" to high school students, 70% of whom are Hispanic. Millennium Entrepreneurs is a kids business camp, founded by African American Tonja McCoy using SDDO's BIC to put her dream into reality. Tonja is expanding Millennium throughout San Diego, Hawaii, and the East Coast. Camps last three weeks during summer and Christmas breaks, and will expand to fall and spring after school. After SBA's camp classes, students will visit SBA's BIC. Spanish-speaking SBA Staff will assist the Hispanic students. SBA will offer Hispanic students online resources translated into Spanish, including the Small Business Classroom and the Online Women's Business Center. All of Millennium's material is available in Spanish.

SMITHSONIAN INSTITUTION

- The National Museum of American Art (NMAA) has created *jdel Corazon!*, (<http://nmaar-ryder.si.edu/webzine/>), an interactive webzine featuring Latino art from their collection. The on-line magazine provides curricular activities developed by and responsive to the needs of the K-12 learning community. *jdel Corazon!* is a collaborative effort between participating schools and museum staff to create an engaged learning tool using technology and Smithsonian primary source materials. The NMAA collection includes important works that not only represent the diversity of Latino art, but reflects the historical contributions of Latinos to our society.

WHITE HOUSE INITIATIVE ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

- **Excelencia en Educación: The Role of Parents in the Education of Their Children**, is a series of conference sponsored by the White House Initiative on Educational Excellence for Hispanic Americans. The academic emphasis of the conferences is mathematics, reading, and college readiness and the focus is on powerful strategies for parents to more fully engage in supporting their children's education. The conferences cover how schools, teachers, civic leaders, community-based organizations, business and federal agencies can reach out to parents and more fully engage them in their children's education. By sharing "promising practices" and educational information, conference participants improve strategies to brighten the future of young Hispanics and prepare to serve as catalysts for enhancing parental involvement throughout the nation.
- The White House Initiative on Educational Excellence for Hispanic Americans created the Inter-Departmental Council on Hispanic Educational Improvement (IDC) to assist the federal government in its efforts to evaluate the impact of Hispanic outreach programs and determine the most effective strategies that will increase the educational and employment opportunities for Latinos. The IDC, comprised of deputy and assistant secretaries, is the primary mechanism that can catalyze substantial change in the federal government's

provision of educational and employment opportunities for the Latino community. IDC members share the responsibility of ensuring their agencies make the necessary programmatic, management, and budgetary adjustments to address the educational challenges facing the Latino community.

NCLR

NATIONAL COUNCIL OF LA RAZA

Raul Yzaguirre, President

National Office

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

Washington, DC 20036

Phone: (202) 785-1670

Fax: (202) 776-1792

FAX COVER MEMODATE: 11 / 9 / 99

TIME: _____ AM / PM

COST CENTER #: _____

TO
NAME: Michael CohenCOMPANY: White House

CITY: _____

FAX#: (202) 456 / 5581FROM
NAME: **Raul Gonzalez, Education Policy Analyst**
Office of Research, Advocacy and Legislation

DIRECT LINE: 202-776-1760

POLICY'S FAX: 202-776-1794

of pages in transmission, including cover 13MESSAGE:

Note: If there is any problem with this transmission please contact Concepcion Romero at (202) 776-1782.





NATIONAL COUNCIL OF LA RAZA

Raul Yzaguirre, President

M E M O R A N D U M

National Office

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

Washington, DC 20036

Phone: (202) 785-1670

Fax: (202) 776-1792

FROM: ASPIRA Association
National Association for Bilingual Education
National Association for Migrant Education
National Association of Latino Elected and Appointed Officials
National Council of La Raza
National HEP/CAMP Association

TO: Maria Echaveste, Deputy White House Chief of Staff
Mike Cohen, Special Assistant to the President for Education Policy
Barbara Chow, Associate Director, Office of Management and Budget
Sarita Brown, Executive Director, White House Initiative on Educational Excellence for Hispanic Americans

DATE: November 8, 1999

SUBJ: Hispanic Education Action Plan

Thank you for the opportunity to present specific recommendations on implementing the Administration's Hispanic Education Action Plan (HEAP) and related programs. We are committed to ensuring that Hispanic children benefit fully from federal programs designed to improve the educational status of the most disadvantaged students. This document includes many specific recommendations that might be summarized as follows:

- In Title I, we expect that a combination of production of long-in-process guidance and other documents, vigorous enforcement, and increased technical assistance will provide both "carrots and sticks" needed to improve the responsiveness of this program to Latino and limited English proficient (LEP) students.
- With respect to competitive grants programs such as TRIO, GEARUP, and others, initial outreach and technical assistance efforts must be expanded, grant announcements should be better targeted, and discretionary resources can be deployed via pilot and demonstration projects.
- In Head Start, we are optimistic about tying grantees' evaluations directly to the demographics of their communities, but would emphasize that firm enforcement of this requirement will be necessary. However, we believe other efforts are needed to promote improved quality overall, as well as to address serious problems in the Migrant Head Start bureau.



- Regarding Implementation and Accountability, we have "agreed to agree" with the Administration in devising a long-term solution, and propose a number of short-term steps emphasizing ongoing monitoring and public disclosure of results.
- And perhaps most importantly, we believe that it is essential that the Administration develop and implement a high-profile public education effort to help build and sustain the political will needed to effect the systemic changes we propose.

Recommendations are divided into five areas – Title I, Competitive Grants Programs, Head Start, Implementation and Accountability, and Public Education – roughly following the order of our discussions. In each section, we start by listing the actions the Administration has proposed, followed by our own recommendations.

I. Title I

Administration: Ensure that schools are being held accountable for Latino student performance and inclusion of LEP students in state accountability systems by enforcing current Title I requirements. Action steps:

- Issue final guidance on Title I Standards, Assessment, and Accountability Requirements – October 1999.
- Issue final guidance on Including LEP students in Assessment and Accountability Systems – October 1999.
- Issue LEP "Toolkit" – December 1999.
- Complete analysis on the status of state assessment policies for LEP students and produce state profiles – Draft November 1999, final January 2000.
- Conduct workshops for states on complying with Title I requirements. Three workshops are scheduled for October – December 1999.

Administration: Provide Title I schools serving Hispanic students with information on best practices. Action steps:

- Produce an Hispanic Education Idea Book – Draft November 1999, final January 2000.
- Conduct intensive workshops on best practices for teaching reading to LEP students – three scheduled for October – December 1999, at IASA regional conferences.
- Produce practical research summaries (written materials, videos) on teaching reading to LEP students – several products to be developed by December 1999.
- Support additional research (joint OERI/NICHD) on teaching reading to young children whose first language is Spanish – proposals from field due November 1999.
- Evaluate the effectiveness of Title I programs for LEP students – first year data of National Longitudinal Study of Title I collected, first report due March 2000.

- **Develop a plan for ongoing technical assistance to school districts with large or growing Hispanic populations - December 1, 1999.**

During our recent meeting, the Administration proposed to target 10 states to determine how they are serving LEP children. Although this would prove helpful, it is important to realize that many states, particularly in the South, have experienced a large increase in the number of Hispanic students attending their schools. It is critical to ensure that these states have the capacity and will to provide LEP children with appropriate education services. In this connection, we recommend taking the following steps:

- **Combine Title I monitoring and technical assistance (TA) with compliance reviews to ensure that LEP students are served.** Coordination of efforts between these two functions to not simply highlight the problems local education agencies (LEAs) are having with compliance, but to provide them with concrete steps they must take to be in compliance and the assistance necessary to adequately serve LEP students.
- **Vigorous enforcement of the law and regulations to identify state education agencies and LEAs that are not in compliance, including one or more high profile examples.** The Department should continue its enforcement role. In particular, LEAs not adequately serving LEP students should be highlighted to send a strong message to other similar LEAs. Along with identifying and taking significant corrective action against such school districts, it is important to deal with states that are not following the spirit of the law with respect to LEP students. For example, the Virginia State Education Department refuses to comply with the Title I legislation requiring states to test students in their native language to the extent practicable because their state constitution requires that the government conduct its business only in English.
- **Make sure that there are math/science components to LEP students' learning in Title I.** The dissemination of best practices and research the Department proposes are limited to the teaching of reading. LEP students are being denied access to the full curriculum in many states, school districts, and schools. The Elementary and Secondary Act reauthorization legislation (H.R. 2) that recently passed the House contains built-in barriers for these children to receive anything but English language acquisition services. LEP students should have access to math, science, and other content areas that may be included in state performance standards.
- **Provide TA and disseminate information to LEAs with new and emerging Latino and LEP populations.** LEAs in these areas should receive materials on best practices and intensive TA to help them tailor their Title I services for LEP students and avoid noncompliance. The Comprehensive Regional Assistance Centers (CRACs) and Regional Laboratories (Labs) are currently in the best position to do this. For example, the Intercultural Research and Development Association (IDRA) performs substantive research and dissemination on LEP issues. This will require substantial and targeted increases in resources to the CRACs and Labs.

- **Create a "How To" Guide on assessment of LEP students.** To accompany the new guidance on assessments, a manual on the proper use of assessments for LEAs/schools should be created (CRACs may have one already).
- **Create an explicit parents' strategy.** The Department of Education should create a manual for parents on the rights of LEP students and parents under Title I, including information on standards, assessments, and accountability. In addition, there should be a mechanism to provide parents with information in order to increase their knowledge of and access to programs like TRIO, GEAR UP, and Head Start.
- **Make organizational and infrastructure adjustments.** There should be a unit or division within the Department, with high level staff and adequate resources to oversee Title I implementation, particularly as it pertains to LEP issues, such as effectively including LEP students in assessments and accountability systems. The personnel should have substantial expertise and authority in these areas.

II. Competitive Grants Programs

Administration: Maximize participation of Hispanic youth in initial (GEAR UP) grant awards.

Action steps:

- Extensive outreach to Hispanic communities and HSIs, through mailings, application workshops and technical assistance in communities with large Hispanic populations.
- Outreach to Hispanic advocacy groups to identify grant proposal reviewers knowledgeable about Hispanic community.

Administration: To increase the quality and availability of translated materials. Action steps:

- OBEMLA will produce a school reform guide for the parents of LEP children to inform them about standards-based reform and of ways to ensure their children's needs are considered in school improvement efforts.
- Review current publications to ensure the quality of materials.

Administration: Facilitate improved relationships with Hispanic serving community-based organizations, advocacy groups, and parents.

- Coordinate conferences, like the Excelencia en Educacion series, for community leaders, teachers, parents, and others to discuss best practices for involving parents in education.

- Plan the special satellite teleconference for Spring 2000, with downlinks and an available video copy, to alert students and parents in the Hispanic community to issues in and resources for preparing for college, with a focus on financial aid.

Administration: Further develop partnerships with radio and television organizations to extend the outreach efforts. Action steps:

- Work with Univision to maintain its role in the conferences and a national public service announcement (PSA) campaign.
- Continue the participation of media companies like La Opinion newspaper, Radio Unica, and the Telemundo Network through PSA's, radio programs, talk shows, and newspaper supplements directed at Hispanic youth.

Administration: The Mott Foundation is partnering with the Department of Education to provide assistance to local communities seeking 21st Century funding and implementing effective after school programs. In August, Mott agreed to provide \$300,000 to help develop and carry out a strategy for increasing Hispanic participation in the program. This strategy will involve:

- Setting a priority in the next grant competition for underserved communities, such as those with high dropout rates, low achievement, and/or high LEP populations.
- Holding an appropriate number of outreach and technical assistance workshops (of a total of 20-30 workshops tentatively planned nationally) targeted to communities with large Hispanic populations. Workshops will be sponsored by organizations identified to be effective in assisting develop after school applications, and by organization with specific, demonstrated capacity to involve the Hispanic community.
- Recruiting an appropriate number of reviewers with particular understanding of the needs of Hispanic youth.

In addition to the items outlined by the Administration, the following steps must be taken to increase Latino participation in these programs:

- **Enhance opportunities for Latino-serving community-based organizations and higher education institutions to compete for grants.** There should be an explicit strategy to look ahead to upcoming grant announcements and identify opportunities to improve Latino participation in these programs, and then substantial, targeted TA, and support. Providing pre- and post-grant award TA is currently part of the GEAR UP process. It should be expanded to other programs. In addition:
 - Upcoming announcements should be reviewed now before they are disseminated widely to make changes to how criteria are weighted. As we discussed, it is possible to target Latinos without using race-based language, by using such proxies

as dropout rates, language-minority status, underrepresentation, and geographic areas with one or more of these characteristics.

- We agree with the strategy to create a special request for proposal (RFP) to better target new TRIO money, and recommend that the same be done for GEAR UP and other grant programs.
- More readers with substantive knowledge of LEP issues should be part of the grant making process. The GEAR UP regulations allow the Department to choose a certain percentage of Hispanic readers. Although that would not necessarily qualify someone for this task, it is clear that ethnicity should not be viewed as an impediment to achieving this.
- In addition, management of grants must be improved. For example, outreach and TA can be provided to Hispanic Serving Institutions (HSIs) to ensure that they use funds to help Hispanic students complete college. Moreover, given that these grants are for "strengthening" HSIs, the Department should ensure that grantees receive their awards in a timely manner.
- **Use discretionary money to fund pilot and demonstration sites.** The Department should fund pilot sites for innovative practices in serving LEP students and children at risk of dropping out through TRIO (particularly Upward Bound and Student Support Services, the programs found to be most effective in helping Hispanic students attend and complete college), GEAR UP, 21st Century Community Learning Centers (21st Century), and other categorical programs. Funding designated for these programs should be supplemented with other non-specific discretionary money in order to achieve this. We recognize that there has to be a political strategy to go along with this to make it effective, and are willing to work with the Administration to devise and implement one.
- The number of such sites should be based on a reasonable assessment of what will get Latinos to parity in four or five years with respect to equitable representation in these programs.
- These sites should be established now, rather than waiting for the next competition cycles.
- In addition, these sites should receive "priority points" when they participate in future grant competitions.
- **Make adjustments to the 21st Century program.** The growing popularity, including within the Administration, of social promotion policies and standards-based reform call for a substantial and rigorous after school support system. Research shows that

Hispanic students are more likely to be retained in grade, and that grade retention often leads to dropping out. Thus, the Administration has a responsibility to ensure that the 21st Century program helps Hispanic children meet high performance and content standards. In order to more effectively serve and reach Latinos, the Department should:

- Ensure that the 21st Century program services are more rigorous and aligned with state academic standards.
- Undertake an assessment of the extent to which current providers are serving Latino and LEP students.
- Better target the program by providing priority points to CBOs that serve large numbers of LEP students. The 21st Century *Community Learning Centers* program regulations should be rewritten so that community-based organizations play a significant role in providing services under the program.
- Work to restore the program's original targeting of low-income areas. The 21st Century centers are considered part of a larger system of standards-based reform. It is clear that economically disadvantaged and LEP students are most likely to require additional help to meet challenging academic standards. Thus, the program must specifically target these children in order to be effective.
- **Make adjustments to the Comprehensive School Reform Demonstration program (Obey/Porter).** The Obey/Porter program provides funding to schools, particularly those serving economically disadvantaged students, to assist them in making school wide improvements, including curricular changes and substantial professional development. There is a growing number of Hispanic-run community-based schools, including charter schools, that must make changes to their programming in order to help their students meet state academic standards. Although some are in a position to make this shift, many others lack the resources to achieve this. Obey/Porter grants can be leveraged to help these schools increase their capacity to provide rigorous coursework that is aligned with state standards and assessments, and to improve the quality of classroom instruction through professional development. To assist these schools, the Obey/Porter program should include a separate competition for charter or alternative schools. This can be achieved within a pilot project or research and development context.

III. Head Start

Administration: Procedural Improvements.

- ACF will increase the number of grant application reviewers who have expertise in serving language-minority children so that, as appropriate, each set of proposal review teams includes persons with such expertise.
- The Head Start Bureau will work with its training and technical assistance (T/TA) providers to ensure that they assist grantees who are experiencing demographic changes within their service area in designing their programs, so that grantees can better serve new populations in culturally sensitive programs. In FY 2000, ACF will identify at least ten communities where the unmet need of emerging populations is most dramatic. ACF will then work closely with existing and potential grantees and leaders in these communities to implement various outreach and T/TA strategies designed to improve representation of underrepresented children, and where appropriate, facilitate the participation in Head Start of local organizations representing these groups.

Administration: Improving Targeting of Existing Funding.

- ACF recently issued an Information Memorandum that reiterates Head Start's policy to assure all eligible families within a grantee's service area are given fair consideration for enrollment in the Head Start program. Grantees have been reminded that 45 CFR Part 1305.3 requires them to conduct community assessments at least once every three years. This assessment provides data on "the demographic make up of Head Start children and families, including their estimated number, geographic location and ethnic composition." This information is then used by each Head Start grantee to decide in which part of its service area it will recruit.
- Head Start is initiating an effort, with contractor assistance, to collect demographic data at the county level which can be used to make judgements about how well grantees are doing in enrolling families that reflect the overall make-up of their community. Once this data collection is complete, Head Start will focus on working with grantees that seem to be having the most difficulty serving all the populations of their communities.
- ACF is institutionalizing a process of outreach and community needs assessment, including the needs of underserved populations, as grant terminations or relinquishments occur.
- Grantees that are not using community assessment data properly or adhering to Head Start regulations regarding the selection and recruitment of children will be found "out-of-compliance" and will be required to implement a corrective action plan. Head Start staff will closely monitor these grantees to ensure that they are in compliance within one year.
- Head Start will issue a report by the end of FY 2000 detailing its efforts and accomplishments in extending access to underrepresented populations.

Administration: Aggressive Targeting of Discretionary funding.

- ACF will include new language in the FY 2000 expansion announcement that puts additional emphasis on reaching underserved populations, and will evaluate the effectiveness of giving greater weight to outreach underserved population when scoring expansion grant applications.
- An applicant's failure to use the community needs assessment data or adhere to Head Start regulations will be considered in making expansion grant decisions.
- Applicants will be rated on, among other things, the degree to which they have identified new and underrepresented populations, and their strategy for serving these groups. The points awarded in this area increased by 50% in FY 1999 and now represent close to a third of the total points.
- This year's Head Start expansion effort is making up to \$5 million available this summer to increase enrolment of migrant and seasonal farmworker families by up to 1,000 children. The President's budget includes a \$23 million increase for Migrant Head Start in FY 2000, which in addition to providing approximately \$13 million for cost-of living and quality improvement increases, would provide \$10 million to serve as many as 2000 additional migrant and seasonal farmworker children.

We are greatly encouraged that the plan includes making the degree to which current providers are serving LEP kids proportionately based on the mandated demographic assessments part of the PRISM process. In addition to the actions outlined above, HHS should:

- **Fund new programs with the potential to serve LEP children.** HHS should fund new sites in regions that have experienced a substantial growth in their LEP population. Particular attention should be devoted to funding such sites in regions that may have existing Head Start sites, but no prior experience in serving LEP children.¹ This objective can be achieved within a pilot project or research and development context.
- **Improve program quality with respect to Latino and LEP children.** Even assuming equal representation of Hispanics in Head Start, the responsiveness of current programs to the population's special linguistic and cultural needs is suspect, in part because of the paucity of materials and curricula focused on the early cognitive development of this population.
- The Head Start Bureau should immediately reanalyze existing evaluation studies, or conduct a new study if necessary, assessing the effectiveness of Head Start in producing Latino and LEP children who enter school "ready to learn."
- The Head Start Bureau should commission a panel of experts in early childhood development of Hispanic and LEP children to review existing practices in the field,

¹ The Council of Chief State School Officers has found that LEP student populations are growing fastest in many regions that have no prior experience in serving such students. These regions include the states of Alabama, Florida, Georgia, Indiana, Idaho, Iowa, Kansas, Kentucky, Minnesota, Missouri, Nebraska, Nevada, New Hampshire, North Carolina, Oklahoma, Oregon, Tennessee, and Washington.

selecting those that are most effective, and identifying research gaps. Findings should be incorporated into a clearinghouse as well as ongoing and new technical assistance efforts (see below).

- The Head Start Bureau should disseminate information about and best practices in serving LEP children, and coordinate development and dissemination of research on LEP students, through a national clearinghouse, perhaps modeled after the Department's Title VII clearinghouse.
- The Head Start Bureau should institute a centralized body, based in Washington D.C. and staffed by the Department of Health and Human Services, to provide technical assistance to sites that serve LEP students. This body should coordinate a national effort to reach out to those Head Start grantees most in need of assistance regarding the service of LEP students.
- The Head Start program has been appropriated \$200 million over a five-year period to institute the goal of professional development across the field of Head Start grantees.² A career ladder program should be incorporated into this initiative, in order to ensure that a significant number of Head Start instructors receive bilingual certification through the accreditation program. In addition, this provides an opportunity to help aides and others who already have bilingual skills to receive the professional development needed to become accredited.
- The Head Start program should adopt a goal, apart from the aforementioned initiative, of increasing the number of bilingually-trained instructors in the field through the use of discretionary funds.
- **Chronic problems in the Migrant Head Start program need to be addressed.** There have been numerous and long-standing complaints about erratic, unprofessional, and capricious oversight by, and the absence of useful technical assistance from, the Migrant Bureau; many of these allegations have been affirmed by the Department's own Administrative Law Judges' rulings in favor of grantees. In addition, implementation of the new authority to serve seasonal, as well as migrant, farmworker children has been delayed, in part due to unwise and ill-considered proposals to serve these children through non-migrant providers.
- An independent evaluation, and perhaps even a mediation procedure, should be implemented to identify and resolve legitimate concerns expressed by grantees regarding the Bureau's oversight, as well as to clarify and address issues related to the quality and usefulness of technical assistance available.

² According to the objective of the Bureau's initiative, 50% of all instructors in Head Start programs will hold an Associates Degree from an accredited institution of higher education by 2004.

- Funding to serve children of seasonal farmworkers should be made available immediately to migrant service providers.

We agree to work with existing and prospective Head Start grantees and technical assistance providers serving large numbers of Latino and LEP students to leverage private foundation money and other resources to help start new sites and to improve program quality.

IV. Mechanisms for HEAP Implementation and Accountability

We recognize the need to work collaboratively in order to achieve full implementation of the aforementioned elements related to HEAP. Related to this goal, there should be a long-term mechanism for monitoring and accountability, which may include issuing a new Executive Order. In the interim, we recommend the adoption of the following functions to ensure full and successful implementation:

- **Operationalize HEAP Implementation throughout the Departments of Education and Health and Human Services.** As per previous recommendations from the Department, there should be someone at the Department of Education responsible solely for HEAP implementation, and that would report directly to Mike Cohen and Secretary Riley. This individual would be well versed in the technical aspects of respective HEAP programs, and able to institutionalize a process of monitoring and accountability directed at achieving specific program objectives. This role would encompass the important function of monitoring, and would include the following:
 - Ensuring accountability through progress reports. This individual would be charged with the preliminary steps of ensuring internal accountability, which include the development of workplans and timelines for accomplishing the objectives of HEAP implementation, as well as the collection of relevant data related to these objectives. This individual would also issue interim progress reports on actions that we agree should take place in respective programs, with particular attention to "high-intensity" agency programs such as TRIO, GEAR UP, and Title I.
 - A similar internal accountability system should be established at HHS to monitor Head Start implementation.
- Adopt a definitive monitoring function for the White House Initiative on Educational Excellence for Hispanic Americans (the White House Initiative) on HEAP implementation. The White House Initiative should fulfill an integral reporting role that completes another phase of accountability for HEAP implementation. Adequate staff and resources should be devoted to the White House Initiative by the Administration.
- Ensure accountability through public reporting. Once the Departments of Education and Health and Human Services have issued progress reports, these reports would be analyzed,

distilled, and made widely available by the White House Initiative. This includes highlighting them at public events, and posting them on the White House Initiative's and the Departments of Education's and Health and Human Services' websites.

V. Public Education Strategy

- **Develop a high-profile, well-orchestrated public education strategy for HEAP implementation.** As the final, but arguably most important, step to ensuring real, tangible progress in Latino educational achievement through HEAP, the White House, Department of Education, and other key Administration players should jointly develop and implement an ambitious, well-orchestrated public education strategy.
- This strategy should be designed to:
 - Make the case that helping Latino and LEP children is in the social and economic interest of all Americans.
 - Make it clear to other stakeholders that this is a major Administration priority.
 - Make it clear to both career employees and political appointees that this is both a vital national priority and a top Administration agenda item.
- To assure that the message is repeated often and at every possible opportunity, we suggest that it should be featured in numerous venues including:
 - Prominent mention in the State of the Union address.
 - Through a pre- or post-budget rollout.
 - In a Presidential radio addresses.
 - In a major Presidential speech, as well as Cabinet officer speeches.
 - A key component of the rollout of the Race Initiative book.
 - At a White House conference, perhaps in conjunction with the White House Initiative's planned Spring event.
 - As a public agenda item in a Cabinet meeting, with pre-planned post-meeting media interviews.

EXECUTIVE SUMMARY

FY98 ANNUAL PERFORMANCE REPORT ON EXECUTIVE ORDER 12900

As part of the Administration's ongoing commitment to improving educational opportunities for Latinos, Executive Order 12900 established the White House Initiative and the President's Advisory Commission on Educational Excellence for Hispanic Americans. Executive Order 12900 charges the President's Advisory Commission with surveying federal agencies on an annual basis to assess their performance in providing education opportunities to the Latino community. The agencies' submissions are incorporated into a single Annual Performance Report on Implementing Executive Order 12900. The following report profiles the activity of 27 federal agencies for fiscal year 1998. This report is only the second time that agencies have been surveyed since the Executive Order was signed. Work has already begun to conduct the survey for FY99.

BACKGROUND AND PROCESS

The Commission made completing the survey for FY98 and disseminating the report a priority. It tasked the then-three member staff of White House Initiative staff to work with federal agencies to determine what progress had been made since 1995, when the first survey was conducted.

With significant support from the Office of Management and Budget, the White House Initiative staff spent the past 12 months systematically reviewing agency reports and condensing piles of paper into agency profiles. The goal was not only to fulfill the responsibility of the executive order, but shape this information into a useful tool for the very community that the executive order seeks to address—Hispanic Americans. To this end, the staff designed agency profiles that give the following information for each agency:

Exemplary Programs/Activities includes programs that have demonstrated a direct impact on the Latino community. The descriptions include the number of Latinos served and program purpose. Program outcomes and effectiveness will be considered as criteria for the FY99 Annual Performance Report analysis. This section also includes other relevant data on the agency's activity.

Contributions to Hispanic Serving Institutions (HSIs) includes total funding to HSIs, and activities that demonstrate the agency's support to enhancing the capacity of HSIs to educate the Latino community.

Employment of Hispanics includes the total number of Hispanics employed in the agency (career and non-career), strategies to address the under-representation of Hispanics in the agency's employment ranks, and other employment policies (i.e., internships and fellowships) that provide Latinos an opportunity to develop their academic and professional careers.

Future Investments includes goals/objectives and action plans that demonstrate the agency's commitment to improve, expand, and create new programs that assist the Latino community.

Point of Contact includes the name(s) of an agency official(s) who can respond to questions about the programs identified in the annual performance report.

The FY98 Performance Report includes the individual profiles for 27 agencies.

ANALYSIS OF AGENCY SUBMISSIONS

There have been improvements since the last survey was conducted. In 1995, most agencies reported not having the necessary data to comment on their agencies' effectiveness in serving Hispanic Americans. In the 1998 reports, several agencies now have sufficient information to design and implement strategies targeting the Latino community. For example, both the Departments of Energy and Health and Human

Services have developed department-wide initiatives with short- and long-term strategies to ensure Hispanics participate and benefit from their education and employment programs. Both initiatives continue to generate new strategies and programs within their agencies. In addition, the Office of Personnel Management (OPM) announced a "9-point plan" in FY97 to identify recruitment and career development strategies to be implemented government-wide. Since then, several agencies have either developed their own Hispanic recruitment strategies, or have begun discussion on how to address this issue. OPM's efforts continue to generate new ideas on employment practices and support from agency senior executives, including the President's Management Council.

The 27 agencies submitting reports for FY 1998 describe a wide array of programs designed to meet the educational needs of Latinos. Many agencies have devoted significant resources and displayed true creativity in implementing this Executive Order. Some of the most promising initiatives include:

- The Department of Agriculture's Hispanic Serving Institutions Education Grants Program to support graduate programs in agriculture, its participation in career and science fairs, and its sponsorship of field trips to USDA facilities and college campuses.
- The Department of Health and Human Services' Hispanic Agenda for Action, which enhances the agency's capacity to serve the Latino community's customer needs, and its provision of \$103 million in support of HSI's for a wide variety of activities, including service projects, health professions training, biomedical research and development, tuition assistance, and fellowship and scholarship programs.
- The Small Business Administration's small business development program in San Diego, which teaches young Latino entrepreneurs "hands-on" business skills and computer technology through the operation of *Casa Familiar's La Esquina* Snack Shop.
- The Smithsonian Office of Education (SOE) launched a website, *Impacto, Influenzia, Cambio--* Science, Technology, and Invention in Latin America and the Southwestern United States, to highlight the achievements of Latinos in such disparate fields as agriculture and aviation.
- The NASA/Hispanic Association of Colleges and Universities (HACU) *Proyecto Access* identifies disadvantaged middle school and high school students, most of whom are Hispanic, and reinforces the students' potential and interest in becoming practitioners or teachers in engineering, science, and other mathematics-related areas. The main objectives of the project are to reinforce secondary-level mathematics preparation for students, increase their college retention rates, and increase the number of competently-prepared minority and female high school students from *Proyecto Access* who will ultimately pursue engineering, mathematics, and science studies in college.
- NEH provided a \$25,000 grant to Motherhead, Inc. for the *Abuela* project, which will develop a new curriculum using Latino children's literature. The *Abuela* project works with a network of teachers based in community colleges, Title I elementary schools, family support agencies, and child centers across the nation and recognizes complex relationships between native language, literature, the formulation of cultural identity, diverse Latino storytelling traditions, and Latino cultural history in the United States.
- The Federal Transit Administration's *Tren Urbano* University of Puerto Rico/ Massachusetts Institute of Technology Professional Development Program is a laboratory for students in engineering, architecture, and planning to develop professional expertise in transit planning, design, construction, operations, and management. This is a collaborative effort among the Puerto Rico Highway and

Transportation Authority, the University of Puerto Rico, and the Massachusetts Institute of Technology. The program has served 124 students since August 1998, of whom 76% are Latinos.

- The Office of Juvenile Justice and Delinquency Prevention Juvenile Mentoring Program (JUMP) supports one-on-one mentoring programs for youth at risk of educational failure, dropping out of school, or involvement in delinquent activities, including gangs and drug abuse. JUMP brings and sponsors such programs as the Latino Mentoring program, Family Services, Inc., Big Sisters, Mentor Matter, and the George Gervin Youth Center, which bring together responsible adults and at-risk youth in need of positive role models.
- DOE's Hispanic Collaborative for Research and Education in Science and Technology (HiCREST) involves six Hispanic-Serving Institutions in Puerto Rico, New Mexico, and Texas, along with seven other DOE national laboratories. The goals are to increase participation of HiCREST universities and faculty in national research and development enterprises; enhance the ability of Hispanic students to succeed in science and technology careers; and position DOE to be a better leader in developing the nation's Hispanic science and technology workforce.

While some agencies set measurable objectives for Hispanic American participation in programs and developed action plans for future investments, others can improve on this dimension. In many cases the desired change is relatively easy. For example, for future plans, agencies that have set ambitious qualitative goals need to develop measurable objectives to track their progress. By focusing their efforts on setting and achieving ambitious, measurable goals, agencies will help this exercise produce reliable data on how Latinos are being served by Federal programs and develop effective strategies for improving their participation. Also, in defining objectives, agencies should address not only process-level outputs, such as number of students served, but program outcomes, such as a reduction in high school dropout rates.

Most important in these efforts to improve the participation of Latinos in federal educational and employment activities is finding ways to create long-term strategies for change and inclusion of the Hispanic community. While not enough agencies have taken advantage of the opportunity to think more strategically about their future investments in this growing community, several agencies have taken seriously the charge of Executive Order 12900 to rethink the way they do business. We believe that the continued effort will reinforce the commitment of those that are engaged and prompt agencies to develop a strategic response to the Executive Order.

OUTLOOK FOR FY99

In conducting the follow up interviews for FY98 we learned of several new activities that reflect a more concerted effort from agencies to identify and develop activities and resources to assist the Latino community. The following activities from the Department of Education, Interior, Commerce, Transportation, and the Small Business Administration represent a small but significant set of examples that will be identified in the FY99 Annual Performance Report. The White House Initiative will continue to work with the agencies now to ensure that their FY 1999 reports are as complete and informative as possible and include future investments for both FY 2000 and FY 2001.

The Department of Education in its original report described early efforts to develop an outreach strategy for Latino parents. We know that their FY99 report will include a more comprehensive Latino outreach strategy. The multi-pronged effort includes a mini-catalogue of Spanish language publications available from the Department; 1-800 numbers staffed with Spanish speaking personnel; a multiyear partnership with *Univision*, the largest Spanish language television network in the U.S., that will include public service announcements on education messages; direct involvement with the WHI's *Excelencia en*

Educación: The Role of Parents in the Education of Their Children national conference series; and a specially-produced video on how to engage Latino parents to be distributed nationally in 2000.

Other examples include *America's Largest Classroom*, a comprehensive approach to policies and procedures from the Department of Interior. The *Hispanic Serving Institutions Assisting Communities* program through the Department of Housing and Urban Development awarded 14 Hispanic Serving Institutions \$5.6 million to address community development needs. The Department of Commerce recently developed a new grant initiative that will focus on Hispanic Serving Institutions and other minority serving institutions to increase their participation in grant programs funded by the department. The Department of Transportation, working with the Smithsonian's Air and Space Museum and the National Hispanic Coalition of Federal Aviation Employees, developed the documentary video "Building on the Legacy—*Nuestra Herencia*" that traces the historical contributions of Latinos in the field of aviation. The Small Business Administration signed partnership agreements with 33 national Hispanic organizations to increase Hispanic participation in SBA activities.

CONCLUSIONS AND NEXT STEPS

The process of collecting annual plans from each federal agency has increased their awareness of their responsibility to better meet the educational needs of Hispanics Americans. We, as Commissioners and our agent, White House Initiative staff, believe that the process of completing the report has placed the needs of Latinos in education and employment on the "radar screen". Agencies now clearly recognize that coordination within their respective departments and increased inter-agency collaboration will enhance their ability to fulfill the mission of their agencies and to respond to Executive Order 12900.

To ensure that agency plans and efforts continue to improve, the White House Initiative, with the support of the Office of Management and Budget, is planning a number of actions to increase the role of federal agencies to address the educational achievement for Hispanic youth in the future. First, we will reorient the FY99 final report to highlight agency work in the following areas: early childhood education, literacy, mentoring, high school completion, access to college, workforce training, Hispanic-serving institutions (HSIs), graduate education, and internship and employment opportunities for Hispanic Americans. We will then work with agencies to ensure that their action plans are designed to include achievement in these areas. In tandem, we will focus the analysis on the top five to ten geographic areas with the largest concentrations of Hispanic youth, identify effective projects that Federal agencies are involved in, and work with other agencies to generate related activities to target resources and maximize program impact. We will also look for ways these strategies can be deployed by areas of the country with new emerging Latino communities. As a result, innovative projects, such as the one supported by the SBA to train youth in strong business practices, might partner with a local career academy with help from the Department of Education, while linking students with mentors through a program supported by the Department of Justice. We believe that a clear focus on specific educational areas, coupled with well-coordinated resources, can lead to positive outcomes for the community we are trying to reach.

The White House Initiative and OMB are also planning other activities to improve agency plans and reports. First, we will provide agencies with templates demonstrating exactly what information needs to be provided in both the annual plans and reports and in what format. By following the templates, agencies will in aggregate provide a comprehensive picture of Hispanic participation in Federal programs. We will also distribute to agencies several examples of exemplary submissions. We anticipate that the templates and examples will help agencies better understand the step they need to take to fulfill their obligations under the Executive Order, both to improve this year's submissions and to ensure that next year's submissions demonstrate substantial progress. To that end, the White House Initiative staff will work with OMB and agencies to support their programs and activities for the FY 2001 budget cycle that directly address the needs and strengths of the Hispanic community and are tied to their annual plans.

We plan to continue refining this exercise for maximum effectiveness. Such refinements will include requiring agencies to submit different information based on relevance to their mission, with particular focus on key agencies. The White House Initiative will identify a small number of agencies with the most program activity relevant to the purposes of the Executive Order for K-12 education, postsecondary education and training, and support for Hispanic-Serving Institutions. The White House Initiative will work most intensely with these agencies. Other agencies covered by the Executive Order will continue to provide plans and reports and will benefit from information the White House Initiative will provide them on how the high-intensity agencies are faring. The White House Initiative will take primary responsibility for coordination among the agencies, especially the high intensity agencies. The White House Initiative will convene the agencies early in November to ensure maximum coordination in the planning cycle, and then periodically during the year on progress and issues needing resolution. In mid-November, the White House Initiative will also hold another meeting of the Interdepartmental Council on Hispanic Educational Improvement to share this information and discuss agency commitments and activities related to the Executive Order.

The White House Initiative will consult with groups representing the Hispanic community and with groups representing agency grantees to ensure that agency plans are realistic and to solicit good ideas for additional activities. Work will continue to promote coordination among agencies so that they can disseminate their best ideas and learn from each other's experiences on a continuing basis, making special effort to link agencies with similar programs or missions.

The White House Initiative will disseminate the FY98 Annual Performance Report through its website and through a small printing of the summary report.

On the week of November 1, 1999, the White House Initiative staff plans to distribute reporting guidelines for the FY99 and future investments annual plans to the same 27 federal agencies. The plans will be due to the White House Initiative by December 15, 1999. The White House Initiative will work with each agency on any issues raised by the plan, and will work to resolve any issues. Schedules may be changed to accommodate late appropriations. The White House Initiative will enlist the aid of OMB in working with agencies whenever necessary.

Ana M. "Cha" Guzman
Chair

Guillermo Linares
Vice Chair

Miriam Cruz
Policy Committee

President's Advisory Commission on
Educational Excellence for Hispanic Americans

Interagency Workplan for Latinos in education

As part of the Administration's ongoing commitment to improving educational opportunities for Latinos, Executive Order 12900 established the White House Initiative and the President's Advisory Commission on Educational Excellence for Hispanic Americans in 1994. The Executive Order charges the President's Advisory Commission with surveying federal agencies on an annual basis to assess their performance in providing education opportunities to the Latino community.

To ensure that agency plans and efforts continue to improve, the White House, with the support of the Office of Management and Budget, the Domestic Policy Council and the White House Initiative, is creating a strategy to build upon successful federal programs addressing the following educational areas for Hispanics: early childhood education, acquisition of literacy/workforce training, dropout prevention/mentoring, access to college, and institutional development (Hispanic-serving Institutions).

We will focus on five geographic areas with a large Hispanic American population and two "emerging" Latino communities, identify effective projects that Federal agencies are involved in, and work with other agencies to generate related activities to target technical assistance, expand resource opportunities and maximize program impact. Specifically, the goal of this targeted outreach will be threefold:

1. Disseminate best practices to inform communities of programs addressing education needs
2. Share information on federal programs and grant opportunities related to their educational focus
3. Provide technical assistance to facilitate competitiveness in new grants and program opportunities

As a result, innovative projects, such as the one supported by the SBA to train youth in strong business practices, might partner with a local career academy with help from the Department of Education, while linking students with mentors through a program supported by the Department of Justice. We believe that a clear focus on specific educational areas, coupled with well-coordinated resources, can lead to positive outcomes for the community we are trying to reach.

Each of the geographic locations will have a different lead agency responsible for engaging other agencies, establishing dates to convene and creating concrete indicators of action. The Federal Executive Board in each of these areas identified should be mobilized to further assist in the outreach and technical assistance provided.

The following issue areas and agencies with programs that address each of the issue areas.

Workplan of education area and location to address federal activities towards
Educational Excellence for Hispanics

Issue Area & Agency	Program (examples)	Location
• Early Childhood		Raleigh, North Carolina/ Alexandria, VA (to be determined)
Health and Human Services [lead agency]	Head Start	National
USDA	WIC	National
• Dropouts/mentoring		Boston, MA
Department of Defense [lead agency]	Dropout recovery	Nationally
Department of Justice	(JUMP)	Providence, RI
Education Department	GEAR UP	Boston, MA,
Small Business Administration	Millennium Entrepreneurs	San Diego, CA
• Academic Preparation/Access to College		To be determined
Department of Energy (DoE) [lead agency]	Community College Initiative	Chicago, Illinois
Education Department (ED)	TRIO: Upward Bound/Talent Search	National
National Endowment for the Humanities (NEH)	Abuelitas project	
NASA	<i>Proyecto Access</i>	Miami, FL, et al
National Science Foundation (NSF)	Urban Systemic Initiative	Miami, FL
Department of Transportation (DoT)	Garrett Morgan Program	
Education Department	Think College Early	National campaign
Department of Treasury	Partnerships in Education	DC, New York
• HSIs (institutional development)		San Antonio, TX
Department of Agriculture (USDA) [lead agency]	HSI Education Grants Program (Faculty & HSI development)	10 regions
Housing & Urban Development (HUD)	HSI Assisting Communities program	
NASA		
Department of Defense (DoD)	HBCU/MI strengthening program	Nationwide
• Teacher preparation/training		Albuquerque, New Mexico
Education Department [lead agency]	Teacher Quality, Teacher Technology, OBEMLA's professional development	National
Department of Defense	Troops to Teachers	National
Smithsonian Institution	National Faculty-Smithsonian Program for AISD	Austin, Texas
• Literacy/workforce training		Portland, Oregon
Department of Labor [lead agency]	JobCorps	National
Education Department	ESL/Adult Literacy (OVAE)	National

Potential Lead Agencies and Contacts by Issue area

<u>Issue Area</u>	<u>Potential Lead Agency</u>	<u>Contact</u>	
• Early Childhood	Health and Human Services	Deputy Secretary Kevin Thurm	202-690-6133
		Commissioner Patricia Montoya	202-205-8347
• Dropout recovery/mentoring	U.S. Army	Secretary Luis Caldera	703-695-3211
• Academic preparation/access to college	Department of Energy	Ernest Moniz, Under Secretary of Energy	202-586-3500
• HSIs: institutional development	Department of Agriculture	Miley Gonzalez, Under Secretary for Research, Education, and Economics	202-720-5923
• Teacher preparation/training	Education Department	Terri Dozier (Special Assistant to Sec. Riley)	202-401-7690
• Literacy/workforce training	Department of Labor	Espiridion "Al" Borrego, Assistant Secretary for Veteran's Employment & Training	202-219-9116

5^{-x}

DRAFT

10/27/99

POST only

Issue Area & Agency	Program	Location
• Dropouts/mentoring		Providence, RI
Department of Defense [lead agency]	Dropout recovery	Nationally
Department of Justice	(JUMP)	Providence, RI
Education Department		
Small Business Administration	Millennium Entrepreneurs	San Diego, CA
<i>USMC →</i>		<i>LA</i>
• HSIs (institutional development)		Los Angeles, CA
USDA [lead agency]	HSI Education Grants Program (Faculty & HSI development)	10 regions
HUD	HSI Assisting Communities program	
NASA		
DoD	HBCU/MI strengthening program	nationwide
• Early Childhood		Raleigh, North Carolina
Health and Human Services [lead agency]	Head Start	national
USDA	WIC	national
• Academic Preparation		Miami, FL
Education Department	TRIO: Upward Bound/Talent Search	national
National Endowment for the Humanities (NEH)	Abuelitas project	
NASA	<i>Proyecto Access</i>	Miami, FL, et al
National Science Foundation (NSF)	Urban Systemic Initiative	Miami, FL
Department of Transportation (DoT)	Garrett Morgan Program	
• Access to College		Chicago, Illinois
Department of Energy (DoE) [lead agency]	Community College Initiative	Chicago, Illinois
Education Department	Think College Early	National campaign
Department of Treasury	Partnerships in Education	DC, New York
• Teacher preparation/training		Austin, Texas
Education Department	Teacher Quality, Teacher Technology, OBEMLA's professional development	national
Department of Defense	Troops to Teachers	national
Smithsonian Institution	National Faculty-Smithsonian Program for AISD	Austin, Texas
• Literacy/workforce training		New York, New York
Department of Labor	JobCorps	national
Education Department	ESL/Adult Literacy (OVAE)	national

Len-8
THX
CULT
6/2/91

✓ *car con*
TEB

0 LMS VARS
 0 INDA
 0 UNST SPW
 0 47110
 0 UNST

**Appendix A: Hispanic Serving Institutions
(Post-Secondary Degree Granting Institutions)**



White House Initiative on Educational Excellence for Hispanic Americans

Guidelines: FY1999 Annual Performance Report on Implementing Executive Order 12900

As part of the Administration's ongoing commitment to improving educational opportunities for Latinos, Executive Order 12900 established the White House Initiative and the President's Advisory Commission on Educational Excellence for Hispanic Americans. Executive Order 12900 charges the President's Advisory Commission with surveying federal agencies on an annual basis to assess their performance in providing education opportunities to the Latino community.

White House Initiative staff, with support from the Office of Management and Budget (OMB), have reoriented reporting guidelines for FY99 to help you better highlight your agency's achievements and investments in improving education and employment opportunities for the Hispanic community.

Over the next several months, White House Initiative staff and OMB Examiners will work with agencies to support their programs and activities directly addressing the needs and strengths of the Hispanic community and are tied to their annual plans for the FY2001 budget cycle.

Please prepare your annual report by Wednesday, December 15, 1999, and forward it to:

**Sarita E. Brown
Executive Director
White House Initiative on Educational Excellence for Hispanic Americans
400 Maryland Avenue, SW, Room 5E110
Washington, DC 20202-3601**

Should you and your staff have any questions, please contact Richard Toscano, Special Assistant for Interagency Affairs, White House Initiative at (202) 401-2147.

Guidelines: FY1999 Annual Performance Report

Instructions

Please provide specific information on program/activities that have direct impact on the Latino community. In your report, please address how your agency's current efforts indicate a continuous commitment to increasing Hispanic American participation. To facilitate your assessment, please respond to the following categories:

- ***Programs/Activities:*** Include information on programs that have demonstrated a direct impact on the Latino community. Where appropriate, categorize program descriptions in these areas: *early childhood education, literacy, high school completion, access to college, and workforce training*. Program descriptions must include the number of Latinos served, program purpose, outcomes and effectiveness.
- ***Contributions to Hispanic Serving Institutions (HSIs):*** Include total funding to HSIs (please complete Table A; please see Appendix A for a list of HSIs), and activities that demonstrate agency's support to enhancing the capacity of HSIs to educate the Latino community. Activities should include information on the agency's efforts to provide technical assistance to HSIs for institutional capacity building.
- ***Employment of Hispanics:*** Include in Table B the total number of Hispanics employed in the agency (career and non-career). Please identify strategies that address the under-representation of Hispanics in the agency's employment ranks, and other employment policies (i.e., internships and fellowships) that provide Latinos an opportunity to develop their academic and professional careers.
- ***Future Investments:*** Taking into account the progress of your department in implementing Executive Order 12900, include an action plan for future investments. Plans must identify measurable goals/objectives and an implementation strategy for programmatic activity through 2001. Action plans must include internal budget adjustments required for successful plan implementation..
- ***Point of Contact:*** Provide the name(s) of an agency official(s) who can respond to questions about the programs identified in the annual performance report.

Table A
Summary of Agency Awards by Category: FY 1999
(Dollars in Thousands)

Category	Awards to IHE=s	Awards to IHE for Hispanic Activities	Awards to HSIs	Awards to HSI a % of Total Awards to IHEs*
Research & Development				
Program Evaluation				
Training				
Facilities & Equipment				
Fellowships, Traineeships				
Recruitment & IPAs				
Student tuition Assistance				
Scholarships and other Aid				
Administrative/Research				
Infrastructure				
Other				
Total				

*Please do not combine Awards to IHE for Hispanic Activities with Awards to HSIs

Name of Agency: _____

Agency Head: _____
Name Title

Agency Head Signature: _____
Date

Table B
Hispanic Employment Profile

Category	All Employees		Hispanic Employees		% Hispanic Employees	
	Career	Non-Career	Career	Non-Career	Career	Non-Career
GS 1-4						
GS 5-8						
GS 9-10						
GS 10-12						
GS 13-14						
GS 15						
SES						

Name of Agency: _____

Agency Head: _____

Name

Title

Agency Head Signature: _____

Date

11/2 last com

Boston, MA → New-As Meeting

San Antonio, TX → Summer HSI's

Alexandria, VA → Home Street

Pouros, OR - Linnet

Head Start – Hispanic Education Action Plan

NCLR

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" changes.

Head Start

- ACF will increase the number of grant application reviewers who have expertise in serving language minority children so that, as appropriate, each set of proposal review teams includes persons with such expertise.
- The Head Start Bureau will work with its training and technical assistance (T/TA) providers to ensure that they assist grantees who are experiencing demographic changes within their service area in designing their programs, so that grantees can better serve new populations in culturally sensitive programs. In FY 2000, ACF will identify at least ten communities where the unmet need of emerging populations is most dramatic. ACF will then work closely with existing and potential grantees and leaders in these communities to implement various outreach and T/TA strategies designed to improve representation of under-represented children, and, where appropriate, facilitate the participation in Head Start of local organizations representing these groups.

NCLR

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 under-served communities in the short term, and to build an "infrastructure" within Hispanic and other under-served communities which will maximize their capacity to effectively compete for funds; the downside includes likely resistance from the bureaucracy and presumably grantees.

Head Start

- ACF recently issued an Information Memorandum that reiterates Head Start's policy to assure all eligible families within a grantee's service area are given fair consideration for enrollment in the Head Start program. Grantees have been reminded that 45 CFR Part 1305.3 requires them to conduct community assessments at least once every three years. This assessment provides data on "the demographic make up of Head Start eligible children and families, including their estimated number, geographic location and ethnic composition." This information is then used by each Head Start grantee to decide in which part of its service area it will recruit.
- Head Start is initiating an effort, with contractor assistance, to collect demographic data at the county level which can be used to make judgements about how well grantees are doing in enrolling families that reflect the overall make-up of their community. Once this data

collection is complete, Head Start will focus on working with grantees that seem to be having the most difficulty serving all the populations of their communities.

- ACF is institutionalizing a process of outreach and community needs assessment, including the needs of underserved populations, as grant terminations or relinquishments occur.
- Grantees that are not using community assessment data properly or adhering to Head Start regulations regarding the selection and recruitment of children will be found "out-of-compliance" and will be required to implement a corrective action plan. Head Start staff will closely monitor these grantees to ensure that they are in compliance within one year.
- Head Start will issue a report by the end of FY 2000, detailing its efforts and accomplishments in extending access to under-represented populations.

NCLR

AGGRESSIVE TARGETING OF DISCRETIONARY FUNDING: These include measures to maximize the use of discretionary funding to alleviate under-representation 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.

Head Start

- ACF will include new language in the FY 2000 expansion announcement that puts additional emphasis on reaching under-served populations, and will evaluate the effectiveness of giving greater weight to outreach under-served population when scoring expansion grant applications.
- An applicant's failure to use the community needs assessment data or adhere to Head Start regulations will be considered in making expansion grant decisions.
- Applicants will be rated on, among other things, the degree to which they have identified new and under-represented populations, and their strategy for serving these groups. The points awarded in this area increased by 50% in FY99 and now represent close to a third of the total points.
- This year's Head Start expansion effort is making up to \$5 million available this summer to increase enrollment of migrant and seasonal farmworker families by up to 1,000 children. The President's Budget includes a \$23 million increase for Migrant Head Start in FY 2000, which, in addition to providing approximately \$13 million for cost-of-living and quality improvement increases, would provide \$10 million to serve as many as 2000 additional migrant and seasonal farmworker children.

DRAFT**Hispanic Education Action Plan**

	FY 1998	FY 1999 Request	Notes
Title I	\$7.7 Billion (\$300 million increase)	\$8.0 Billion	Hispanic students comprise approximately 30% of students served - an increase of 72% from 1994
Bilingual Education	\$224 million (\$25 million increase for teacher quality)	\$259 million	101 grants awarded in FY 99
Migrant Education	\$354.7 million (\$49 million increase)	\$380 million	In 1999, Migrant Education program served approximately 528,000 Hispanic students
HEP	\$9 million (\$1.4 million increase)	\$15 million	
CAMP	\$4 million (\$2 million increase)	\$7 million	
TRIO Programs	\$600 million (\$70 million increase)	\$630 million	
Hispanic Serving Institutions	\$28 million (\$16 mil increase)	\$42.3 million	IN FY 1999, 76 HSIs were awarded grants
GEAR UP	\$120 million (new program)	\$240 million	In FY 1999, 30 partnerships involving HSIs were funded, and received 27% of funds
Adult Education-State Grants	\$345 million (\$20 mil increase)	\$468 million	1.9 million Hispanic adults served in 1999

DRAFT

Highlights of HEAP Implementation

Title I

FY 1999	FY 2000 Request	FY 2000 Results or Anticipation
\$7.7 Billion (\$300 Million Increase)	\$8.0 Billion	Hispanic students comprise approximately 30% of students served by Title 1 (approximately 3.3 million) - an increase of 72% from 1994.

Objective: To strengthen the effectiveness of Title I services for Hispanic students.

Results to Date:

Title I serves 3.3 million Hispanic students, approximately 30% of all students participating in Title I. Hispanic participation has increased by 72% (up from 1.9 million) in 1993-94¹. This increase appears to be attributable to the increase in schoolwide programs, funding increases, and more clear requirements that LEP students must be served under Title I.

Strategy 1: Ensure that schools are held accountable for improving the academic performance of Hispanic students, by enforcing the Title I requirements for state implementation of state standards, assessments and accountability systems by school year 2000 - 2001 and ensuring inclusion of LEP students in those systems.

Action Steps:

- Issue final guidance on Title I Standards, Assessment and Accountability Requirements - October 1999.
 - Issue final guidance on Including LEP students in Assessment and Accountability Systems - October 1999.
 - Issue LEP "Toolkit", a series of technical reports on testing LEP students, designed for state and local assessment directors - December 1999.
 - Complete analysis on the status of state assessment policies for LEP students and produce state profiles - Draft by November 1999, final by Jan. 2000
 - Conduct workshops for states on complying with Title 1 requirements. Three scheduled for October - December 1999.
 - Develop follow up plan for states needing assistance - December 1999.
-

Strategy 2: Provide Title 1 schools serving Hispanic students with information on best practices.

Action Steps:

- Produce Hispanic Education Ideabook – Draft by Nov. 1999, Final by Jan. 2000
- Conduct Intensive Workshops on Best Practices for Teaching Reading to LEP students – 3 scheduled October – December 1999, at IASA regional conferences
- Produce practical research summaries (written materials, videos) on teaching reading to LEP students – several products to be developed by December 1999.
- Support additional research (joint OERI/NICHHD) on teaching reading to young children whose first language is Spanish – proposals from field due November 1999.
- Evaluate effectiveness of Title I programs for LEP students – First year data of National Longitudinal Study of Title I collected; first report due March 2000.
- Develop plan for ongoing technical assistance to school districts with large or growing Hispanic populations--due December 1, 1999.

DRAFT

Highlights of HEAP Implementation

GEAR UP

FY 1999	FY 2000 Request	Key Results for Hispanics
\$120 Million (initial funding)	\$240 Million (\$120 Million Increase)	30 partnerships involving HSI's were funded and received 27% of funds.

Objective: Maximize participation of Hispanic youth in initial grant awards.

- Extensive outreach to Hispanic communities and HSI's, through mailings, application workshops and technical assistance in communities with large Hispanic populations
- Outreach to Hispanic advocacy groups to identify grant proposal reviewers knowledgeable about Hispanic community

Results to Date:

- Of the 164 partnership grants awarded in August 1999, 30 partnerships involving HSI's were funded. These partnerships received 27% of the funds (\$20 million out of \$75 million).
- The Education Department is beginning to collect data now on the demographic profile of the students served by all GEAR UP partnerships in order monitor the participation of Hispanic students, as well as institutions

DRAFT

Highlights of HEAP Implementation Outreach Action Plan

Results to Date:

- All of the Department phone lines, including 1-800-USA-LEARN, the Education Publications Center (1-877-4ED-PUBS) and the Federal Student Aid Information Center (1-800-4FED-AID) can respond to requests from Spanish-speaking customers.
- The Department has produced, in Spanish, a catalog of our publications and resources which are available to the Hispanic community.

Objective: To improve the quality and accessibility of information to Hispanic communities, parents, and families, as well as the schools and staff that serve them.

Strategy 1: Increase the quality and availability of translated materials

Action Steps:

- OBEMLA will produce a school reform guide for the parents of LEP children to inform them about standards-based reform and of ways to ensure their children's needs are considered in school improvement efforts.
- Review current publications to ensure the quality of materials

Strategy 2: Facilitate improved relationships with Hispanic serving community based organizations, advocacy groups, and parents.

Action Steps:

- Coordinate conferences, like the Excelencia en Educacion series, for community leaders, teachers, parents, and others to discuss best practices for involving parents in education
- Plan the special satellite teleconference for spring 2000, with downlinks and an available video copy, to alert students and parents in the Hispanic community to issues in and resources for preparing for college, with a focus on financial aid.

Strategy 3: Further develop partnerships with radio and television organizations to extend the outreach efforts

Action Steps:

- Work with Univision, the largest Spanish-speaking television network, to maintain its role in the conferences and a national public service announcement (PSA) campaign
- Continue the participation of media companies like La Opinion newspaper, Radio Unica, and the Telemundo Network through PSA's, radio programs, talk shows, and newspaper supplements directed at Hispanic youth

DRAFT

Highlights of HEAP Implementation

21st Century Learning Centers*

FY 1999	FY 2000 Request
\$200 Million	\$600 Million (\$400 Million Increase)

Results to Date: 10.1% of the communities receiving 21st Century Learning Center Awards to date have 50% or more LEP students. (compared with 7.9% of all applicants for 21st Century Grants),

Objective: To increase participation of LEP students in 21st Century Learning Center program by xx% in the FY 2000 competition

Strategy: The Mott Foundation is partnering with the Education Department to provide assistance to local communities seeking 21st Century funding, and implementing effective after-school programs. In August, Mott agreed to provide \$300,000 to help develop and carry out a strategy for increasing Hispanic participation in the program.

This strategy, to be finalized with Mott over the next several weeks, will involve 3 components:

- Setting a priority in the next grant competition for underserved communities, such as those with high dropout rates, low achievement, and/or high LEP populations.
- Holding at least X outreach and technical assistance workshops (of a total of 20-30 workshops tentatively planned nationally) targeted to communities with large Hispanic populations. Workshops will be sponsored by organizations identified to be effective in assisting develop after-school applications, and by organizations with specific, demonstrated capacity to involve the Hispanic community.
- Recruiting at least xx reviewers with particular understanding of the needs of Hispanic youth.

DRAFT

Student Financial Aid²

PELL Aid Available to Students	1999	2000
	\$7373 Million \$3,125 (max PELL award) (\$162 Million Increase)	\$7,893 Million \$3,250 (max PELL award) (\$480 Million Increase)

Results to Date: A record high 65.5% of Hispanic high school graduates enrolled in college in 1997, 54% of those students received some form of student financial aid. In addition, Department studies suggest that Hispanic recipients of Pell Grants are more likely to attain a degree than those who do not receive a Pell Grant.

Objective: To expand access to higher education to increase the percentage of Hispanic students who enroll in and complete college.

Strategy: Improve the outreach, delivery, and analysis of student financial aid programs.

Action Steps:

- Improve quality, timeliness, and accessibility of student aid materials translated in Spanish.
 - Improve the need analysis system to increase student aid awards for students from low-income families.
 - Improve student loan terms by reducing borrower interest rates and deferment requirements, expanding repayment options, and allowing students to consolidate in either FFEL or Direct Loans.
 - Modify the allocation formula for all three Campus-Based programs (SEOG, Work-Study and Perkins loans) to target student aid more effectively.
-

September 23, 1999

Mr. Raul Yzaguirre
President
National Council of La Raza
Suite 1100
1111 19th Street, N.W.
Washington, DC 20036

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 that should be addressed and, accordingly, I have asked Secretary Riley and OMB Director Jack Lew to respond.

The White House Initiative and HEAP are important components of our efforts to strengthen education for Hispanic children. I firmly believe that the White House Initiative and HEAP will have a significant and lasting impact on our nation if we work together to ensure their success. In light of your concerns, 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 also directed Maria Echaveste, my Deputy Chief of Staff, to work with you and keep me apprised of our progress. Best regards.

Sincerely,
BC

09/21/99 (TUE) 19:44 NCLR-ORAL

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**COPY**

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.



-21' 99 (TUE) 19:45 NCLR-ORAL

TEL:202 776 1794

P. 003

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.

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

21'99(TUE) 19:45 NCLR-ORAL

TEL:202 776 1794

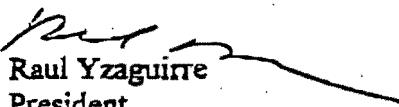
P.004

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

**President Clinton Addresses
The U.S. Hispanic Leadership Institute Annual Conference
Chicago, Illinois
October 9, 1999**

Today President Clinton will address 7,000 participants of the U.S. Hispanic Leadership Institute Annual Conference in Chicago, Illinois. The Institute is one of the leading non-profit, non-partisan Hispanic organizations in the nation. The President will discuss the record gains made by Hispanic Americans over the past six years and outline an agenda to build on those achievements going forward.

The Clinton-Gore Administration:
A Record of Progress for Hispanic Americans

- ✓ **An Administration That Looks like America.** The President appointed the most diverse Cabinet and Administration, with the most Hispanic appointments, in history. Secretary of Energy Bill Richardson and Small Business Administrator Aida Alvarez are current members of the President's Cabinet, while Federico Peña and Henry Cisneros served previously. President Clinton has also appointed more Hispanics to senior-level positions than any President in American history, including Assistant to the President and Deputy Chief of Staff Maria Echaveste and Assistant to the President and Director of Intergovernmental Affairs Mickey Ibarra.
- ✓ **Median Household Income on the Rise.** The median income of Hispanic households rose \$3,880 in the past three years, and 4.8 percent in 1998 alone. That's faster than the rate of increase for the general population, which was 3.5 percent.
- ✓ **Historically Low Unemployment Rate.** Under President Clinton and Vice President Gore, the Hispanic unemployment rate has dropped from 11.6 percent in 1992 to 6.5 percent in August 1999 -- the lowest annual level ever.
- ✓ **Lowest Poverty Rate in a Generation.** Since President Clinton and Vice President Gore took office, Hispanic poverty has dropped from 30.6 percent to 25.6 percent, the lowest level since 1979. The Hispanic child poverty rate was 6.5 percent lower in 1998 than in 1993.
- ✓ **One Million New Homeowners.** The Clinton-Gore Administration launched a program to increase the homeownership rate of Hispanics in the U.S. through advertising, education and counseling programs and working with lending institutions to better serve the Hispanic community. There are one million new Hispanic homeowners since 1994.
- ✓ **Tax Cuts For Working Families.** President Clinton and Vice President Gore doubled the Earned Income Tax Credit (EITC), lifting more than 1.2 million Hispanics out of poverty.
- ✓ **Supporting Small Business and Increasing Access to Capitol.** Under the Clinton-Gore Administration, the number of loans to Hispanic entrepreneurs through the Small Business Administration has increased by 250 percent. Vice President Gore recently unveiled aggressive plans to expand lending even further. SBA has entered partnership agreements with national leadership organizations, and engaged its national network of field offices and resources in the effort.
- ✓ **Expanding Investment in Urban and Rural Areas.** The Clinton Administration created more than 100 Enterprise Zones and Enterprise Communities across the country, generating more than \$2 billion of

new private sector investment in community development activities. The President has also signed into law a second round of EZs -- 15 new urban and 5 new rural zones -- which will include tax incentives, small business expensing, and private activity bonds.

The Clinton-Gore Agenda To
Address the Challenges Still Facing Hispanic Americans

- ❑ **Paying Off the Debt.** The Clinton-Gore Administration has turned a \$290 billion deficit into a \$115 billion surplus. The President's budget proposal would use the surplus to pay off the debt over the next fifteen years.
- ❑ **Challenging Corporate America to Invest in Untapped Markets.** President Clinton's New Markets Initiative builds upon existing programs and helps create the conditions for economically successful investment in communities that have not shared in the nation's prosperity.
- ❑ **Strengthening Social Security and Medicare.** The President has laid out a bold framework to ensure the solvency of Social Security until 2055 by reserving 62 percent of the budget surplus. He has proposed an historic initiative to reform and modernize Medicare, including the addition of a long overdue optional prescription drug benefit. The life of the Social Security Trust Fund has been extended until 2034, and the life of the Medicare Trust Fund has been extended until 2015.
- ❑ **Making Our Schools and Neighborhoods Safe.** The President and Vice President have called on Congress to close glaring loopholes in the law which allow kids and criminals to obtain guns. They support passage of legislation to close the gun-show loophole, require child safety locks for guns, and ban the importation of large capacity ammunition clips. The Administration is working to put 50,000 more police on the streets, especially in high-crime neighborhoods, to keep communities safe.
- ❑ **Hispanic Education Action Plan.** Last year the Administration won nearly \$500 million for the Hispanic Education Action Plan to enhance educational opportunity for Hispanic Americans and address the unacceptably high Hispanic dropout rate. The Administration will continue this effort to make sure schools fill their commitments to Hispanic students.
- ❑ **Making the Minimum Wage a Living Wage.** The minimum wage was increased to \$5.15 an hour -- directly benefiting 1.6 million Hispanic workers. President Clinton and Vice President Gore are working to raise the minimum wage to \$6.15 an hour.
- ❑ **Building One America.** President Clinton has led the nation in an effort to become One America in the 21st Century: a place where we respect others' differences and, at the same time, embrace the common values that unite us. The President's Initiative on Race engaged Americans across the nation, identifying and highlighting promising local and national practices to promote racial reconciliation.
- ❑ **Six Percent of Judicial Nominees are Hispanic.** The President has appointed the most diverse group of judges in American history, with the highest percentages of top ABA ratings in nearly 40 years. Nominees awaiting Senate confirmation include the Honorable Richard Paez, the first Mexican American to serve as judge in federal district court in Los Angeles, who has been waiting three and a half years; the Honorable Julio Fuentes for the Third Circuit; the Honorable Enrique Moreno for the Fifth Circuit; and the Honorable Ronald Guzman for the Northern District of Illinois.

DRAFT DRAFT DRAFT
EXECUTIVE SUMMARY
FY98 ANNUAL PERFORMANCE REPORT ON EXECUTIVE ORDER 12900

As part of the Administration's ongoing commitment to improving educational opportunities for Latinos, Executive Order 12900 established the White House Initiative and the President's Advisory Commission on Educational Excellence for Hispanic Americans. Executive Order 12900 charges the President's Advisory Commission with surveying federal agencies on an annual basis to assess their performance in providing education opportunities to the Latino community. The agencies' submissions are incorporated into a single Annual Performance Report on Implementing Executive Order 12900. The following report profiles the activity of 27 federal agencies for fiscal year 1998. This report is only the second time that agencies have been surveyed since the Executive Order was signed. Work has already begun to conduct the survey for FY99.

BACKGROUND AND PROCESS

The Commission made completing the survey for FY98 and disseminating the report a priority. They tasked the then-three member staff of White House Initiative staff to work with federal agencies to determine what progress had been made since 1995, when the first survey was conducted.

With significant support from the Office of Management and Budget, the White House Initiative staff spent the past 12 months systematically reviewing agency reports and condensing piles of paper into agency profiles. The goal was to not only fulfill the responsibility of the executive order, but shape this information into a useful tool for the very community that the executive order seeks to address—Hispanic Americans. To this end, the staff designed agency profiles that give the following information for each agency:

Exemplary Programs/Activities includes programs that have demonstrated a direct impact on the Latino community. The descriptions include the number of Latinos served and program purpose. Program outcomes and effectiveness will be considered as criteria for the FY99 Annual Performance Report analysis.

Programs/Activities includes all other relevant data on the agency's activity.

Contributions to Hispanic Serving Institutions (HSIs) includes total funding to HSIs, and activities that demonstrate the agency's support to enhancing the capacity of HSIs to educate the Latino community.

Employment of Hispanics includes the total number of Hispanics employed in the agency (career and non-career), strategies to address the under-representation of Hispanics in the agency's employment ranks, and other employment policies (i.e., internships and fellowships) that provide Latinos an opportunity to develop their academic and professional careers.

Future Investments includes goals/objectives and action plans that demonstrate the agency's commitment to improve, expand, and create new programs that assist the Latino community.

Point of Contact: includes the name(s) of an agency official(s) who can respond to questions about the programs identified in the annual performance report.

The FY98 Performance Report includes the individual profiles for 26 agencies and an indication that the State Department never responded to any request for information.

ANALYSIS OF AGENCY SUBMISSIONS

There have been improvements since the last survey was conducted. In 1995, most agencies reported they did not have data that allowed them to comment on their agencies' effectiveness in serving Hispanic Americans. In the 1998 reports, several agencies have sufficient information to design and implement strategies targeting the Latino community. For example, both the Departments of Energy and Health and Human Services have developed department-wide initiatives with short- and long-term strategies to ensure Hispanics participate and benefit from their education and employment programs. Both initiatives continue to generate new strategies and programs within their agencies. In addition, the Office of Personnel Management (OPM) announced a "9-point plan" in FY97 to identify recruitment and career development strategies to be implemented government-wide. Since then, several agencies have either developed their own Hispanic recruitment strategies, or have begun discussion on how to address this issue. OPM's efforts continue to generate new ideas on employment practices and support from agency senior executives, including the President's Management Council.

The 26 agencies submitting reports for FY 1998 describe a wide array of programs designed to meet the educational needs of Latinos. Many agencies have devoted significant resources and displayed real creativity in implementing this Executive Order. Some of the most promising initiatives include:

- The Department of Agriculture's Hispanic Serving Institutions Education Grants Program to support graduate programs in agriculture, its participation in career and science fairs, and its sponsorship of field trips to USDA facilities and college campuses.
- The Department of Health and Human Services' Hispanic Agenda for Action, which enhances the agency's capacity to serve the Latino community's customer needs, and its provision of \$103 million in support of HSI's for a wide variety of activities, including service projects, health professions training, biomedical research and development, tuition assistance, and fellowship and scholarship programs.
- The Small Business Administration's small business development program in San Diego, which teaches young Latino entrepreneurs "hands-on" business skills and computer technology through the operation of Casa Familiar's La Esquina Snack Shop.
- The Smithsonian Office of Education (SOE) launched a website, Impacto, Influencia, Cambio-- Science, Technology, and Invention in Latin America and the Southwestern United States, to highlight the achievements of Latinos in such disparate fields as agriculture and aviation.
- The NASA/ Hispanic Association of Colleges and Universities (HACU) Proyecto Access identifies disadvantaged middle school and high school students, most of whom are Hispanic, and reinforces the students' potential and interest in becoming practitioners or teachers in engineering, science, and other mathematics-related areas. The main objectives of the project are to reinforce secondary-level mathematics preparation for students, increase their college retention rates, and increase the number of competently-prepared minority and female high school students from Proyecto Access who will ultimately pursue engineering, mathematics, and science studies in college.
- NEH provided a \$25,000 grant to Motherhead, Inc. for the Abuela project, which will develop a new curriculum using Latino children's literature. The Abuela project works with a network of teachers based in community colleges, Title I elementary schools, family support agencies, and child centers across the nation and recognizes complex relationships between native language, literature, the formulation of cultural identity, diverse Latino storytelling traditions, and Latino cultural history in the United States.

- The Federal Transit Administration's Tren Urbano University of Puerto Rico/ Massachusetts Institute of Technology Professional Development Program is a laboratory for engineering, architecture, and planning students to develop professional expertise in transit planning, design, construction, operations, and management. This is a collaborative effort among the Puerto Rico Highway and Transportation Authority, the University of Puerto Rico, and the Massachusetts Institute of Technology. The programs has served 124 students since August 1998, of whom 76% are Latinos.
- The Office of Juvenile Justice and Delinquency Prevention Juvenile Mentoring Program (JUMP) supports one-on-one mentoring programs for youth at risk of educational failure, dropping out of school, or involvement in delinquent activities, including gangs and drug abuse. JUMP brings and sponsors such programs as the Latino Mentoring program, Family Services, Inc., Big Sisters, Mentor Matter, and the George Gervin Youth Center, which bring together responsible adults and at-risk youth in need of positive role models.
- DOE's Hispanic Collaborative for Research and Education in Science and Technology (HiCREST) involves six Hispanic-Serving Institutions in Puerto Rico, New Mexico, and Texas, along with seven other DOE national laboratories. The goals are to increase participation of HiCREST universities and faculty in national research and development enterprises; enhance the ability of Hispanic students to succeed in science and technology careers; and position DOE to be a better leader in developing the nation's Hispanic science and technology workforce.

While many agencies set measurable objectives for Hispanic American participation in programs and developed action plans for future investments, others can improve on this dimension. In many cases the fix is relatively easy. For example, for future plans, agencies that have set ambitious qualitative goals need to develop measurable objectives to track their progress. By focusing their efforts on setting and achieving ambitious, measurable goals, agencies will help this exercise produce reliable data on how Latinos are being served by Federal programs and develop effective strategies for improving their participation. Also, in defining objectives, agencies should address not only process-level outputs, such as number of students served, but program outcomes, such as a reduction in dropout rates.

Most important in these efforts to improve the participation of Latinos in federal educational and employment activities is finding ways to create long-term strategies for change and inclusion of the Hispanic community. While not enough agencies have taken advantage of the opportunity to think more strategically about their future investments in this growing community, several agencies have taken seriously the charge of Executive Order 12900 to rethink the way they do business. We believe that the continued effort will reinforce the commitment of those that are engaged and prompt agencies to develop a strategic response to the Executive Order.

OUTLOOK FOR FY99

In conducting the follow up interviews for FY98 we learned of several new activities that reflect a more concerted effort from agencies to identify and develop activities and resources to assist the Latino community. The following activities from the Department of Education, Interior, Commerce, and the Small Business Administration represent a small but significant set of examples that will be identified in the FY99 Annual Performance Report. The Initiative will continue to work with the agencies now to ensure that their FY 1999 reports are as complete and informative as possible. FY 1999 reports will be released with the FY 2000 plans.

The Department of Education in its original report described early efforts to develop an outreach strategy for Latino parents. We know that their FY99 report will include a more comprehensive Latino outreach strategy. The multi-pronged effort includes a mini-catalogue of Spanish language publications available

from the Department; 1-800 numbers staffed with Spanish speaking personnel; a multiyear partnership with *Univision*, the largest Spanish language television network in the U.S., that will include public service announcements on education messages; and a specially-produced video on how to engage Latino parents to be distributed nationally in 2000.

Other examples include *America's Largest Classroom*, a comprehensive approach to policies and procedures from the Department of Interior. The *Hispanic Serving Institutions Assisting Communities* program through the Department of Housing and Urban Development awarded 14 Hispanic Serving Institutions \$5.6 million to address community development needs. The Department of Commerce recently developed a new grant initiative that will focus on Hispanic Serving Institutions and other minority serving institutions to increase their participation in grant programs funded by the department. The Small Business Administration signed partnership agreements with 33 national Hispanic organizations to increase Hispanic participation in SBA activities. The Department of Transportation, working with the Smithsonian's Air and Space Museum and the National Hispanic Coalition of Federal Aviation Employees, developed the documentary video "Building on the Legacy—Nuestra Herencia" that traces the historical contributions of Latinos to the field on aviation. All of this is anecdotal, in that these departments shared this information in preparation for the FY99 report.

CONCLUSIONS AND NEXT STEPS

To ensure that agency plans and efforts continue to improve, the White House Initiative, with the support of the Office of Management and Budget, is considering a number of actions to increase educational achievement for Hispanic youth in the future. First, we will establish cross-agency performance measures in the areas of agency work that show the most promise, including improving literacy, expanding mentoring, lowering the dropout rate, improving access to college, and providing internship and employment opportunities for Hispanic Americans. We will then work with agencies to ensure that their action plans are designed collectively to achieve these goals. Second, to ensure effective implementation at the local level, we will establish a mechanism through which every agency can concentrate resources in a way that will produce results. In the top ten geographic areas that face the largest barriers to improving education for Hispanic youth, we will identify the most effective projects that Federal agencies are involved in, then work with other agencies to generate related activities in order to target resources and maximize program impact. As a result, an innovative project supported, for example, by the SBA to train youth in strong business practices might partner with a local career academy with help from the Department of Education, while linking students with mentors through a program supported by the Department of Justice. We believe that clear, cross-agency performance measures coupled with well-coordinated resources can lead to positive outcomes for the students we are trying to reach.

The White House Initiative and OMB are also planning other activities to improve agency plans and reports. First, we will provide agencies with templates showing exactly what information needs to be provided in both the annual plans and reports and in what format. By following the templates, agencies will in aggregate provide a comprehensive picture of Hispanic participation in Federal programs. We will also distribute to agencies several examples of exemplary submissions. We anticipate that the template and examples will help agencies better understand the data that they are to provide and the steps that they need to take to fulfill their obligations under the Executive Order, both to improve this year's submissions and to ensure that next year's submissions demonstrate substantial progress. The Initiative will consult regularly with groups representing the Hispanic community and with groups representing agency grantees to be sure that agency plans are realistic and to solicit good ideas for additional activities. We will also work to promote coordination among agencies so that they can disseminate their best ideas and learn from each other's experiences on a continuing basis, making special effort to link agencies with similar programs or missions.

The process of collecting reports from each federal agency has increased the overall awareness within the federal government to the responsibility of better meeting the needs of Hispanics Americans. Commissioners believe that the process of completing the report puts the needs of Latino on the "radar screen". Agencies now clearly recognize that coordination within their respective departments and increased inter-agency collaboration will enhance their ability to fulfill the mission of their agencies and to respond to Executive Order 12900.

We plan to continue refining this exercise for maximum effectiveness. Such refinements will include requiring agencies to submit different information based on relevance to their mission, with particular focus on key agencies. The Initiative will identify a small number of agencies with the most program activity relevant to the purposes of the E.O. for K-12 education, postsecondary education and training, and support for Hispanic-Serving institutions. The Initiative will work most intensively with these agencies. Other agencies covered by the E.O. will continue to provide plans and reports and will benefit from information the Initiative will provide them on how the high-intensity agencies are faring. The Initiative will take primary responsibility for coordination among the agencies, especially the high intensity agencies. The Initiative will convene the agencies early in October to ensure maximum coordination in the planning cycle, and then periodically during the year on progress and issues needing resolution.

The White House Initiative will disseminate the FY98 Annual Performance Report through their website and through disseminating a small printing of the summary report to participating agencies.

On November 2, 1999, the White House Initiative staff plans to distribute reporting guidelines for FY99 to the same 27 federal agencies. The plans for FY 2000 will be due to the White House Initiative by November 15, 1999. The Initiative will work with each agency on any issues raised by the plan, and will resolve issues and approve plans by January 1, 2000. FY 2000 performance reports will be due by November 1, 2000, and will be published by December 31, 2000. FY 2001 plans will be due by August 1, 2000, with a target date for approved plans of October 1, 2000. Schedules may be changed to accommodate late appropriations. The Initiative will enlist the aid of OMB in working with agencies whenever necessary.

Ana M. "Cha" Guzman
Chair

Guillermo Linares
Vice Chair

**President's Advisory Commission on
Educational Excellence for Hispanic Americans**

180

- o plans
- o air
- o units

TO DO

- o security
- o RISK INFO

HAZARD STRATEGIES

meeting w/ units 10/20/99. P. Smolen

- o critical dec? TIME I AM NOT RE-LEG KINS
— STAFF COLLABORATION
- o USE COM UNITS / CAPS FOR TECH ASSISTANCE
— DISSEMINATION
- o NAME ON ASSESSMENT FOR UAS
- o EXTRACT TALENT STRATEGY — (handbook?)

HAZARD / SCENE FOCUS GROUP

- CHARTS → TIME DIVISION IN OSCME
- MAKE OSCME DURING A PM ASST SEC
- GIVE AUTHORITY OF OSCME VIA VIS OEF

HAZARD
 LOOK AT INTEGRATION
 BETWEEN ISSUES INTO
 CURRENT DRIFT OPERATIONS

HAZARD SCENE — PRODUCT FOR THAT REPORT
 KIDS & CONCENTRATIONS OF
 WEP KINS

TELO — TALENT 1/2 OF MIND
 — NEW SIGNS

HAZARD SCENE — EXISTING SIGNS
 = CHART
 = PHOTO OF INFO IN HIS COMMUNITY

Bein: I →

PROT TO 11/11

- Identify 5-6 communities with high-concentrations of Latinos as well as 1-2 emerging Latino communities and have select agencies form a working group to manage this or to provide technical assistance

2 scenarios for interagency work

- Interagency working group focusing on specific agencies and specific education areas

USDA: HSI (institutional development)

HHS: early childhood

→ DoD: dropouts

— DoE: college-going (science/math)

DoL: literacy and workforce training

→ ED: academic and teacher preparation

— SUN GALIA (CALIFORNIA)

- Interagency for HEAP implementation: for FY99, FY00, and FY01
HHS, ED, and DoL

o 5 COMMUNITIES — San Diego

— Miami (?)

o

— INDIANA (emerging)

— Arizona

— EDEN ACUT

o meet w/ local curriculum

o FUTURE CLASSICAL EFFECTS



EXECUTIVE SUMMARY

FY98 ANNUAL PERFORMANCE REPORT ON EXECUTIVE ORDER 12900

As part of the Administration's ongoing commitment to improving educational opportunities for Latinos, Executive Order 12900 established the White House Initiative and the President's Advisory Commission on Educational Excellence for Hispanic Americans in 1994. The Executive Order charges the President's Advisory Commission with surveying federal agencies on an annual basis to assess their performance in providing education opportunities to the Latino community. The agencies' submissions are incorporated into a single Annual Performance Report on Implementing Executive Order 12900. The following report profiles the activity of 27 federal agencies for fiscal year 1998. This report is only the second time that agencies have been surveyed since the Executive Order was signed.

BACKGROUND AND PROCESS

The Commission made completing the survey for FY98 and disseminating the report a priority. It tasked the then-three member staff of the White House Initiative to work with federal agencies to determine what progress had been made since 1995, when the first survey was conducted.

With significant support from the Office of Management and Budget, the White House Initiative staff spent the past 12 months systematically reviewing 27 agency reports to create agency profiles. The goal was to shape this information into a useful tool for the Hispanic community. To this end, the staff designed profiles that give the following information for each agency:

Exemplary Programs/Activities includes programs that have demonstrated a direct impact on the Latino community. The descriptions include the number of Latinos served and the program purpose. Program outcomes and effectiveness will be considered as criteria for the FY99 Annual Performance Report analysis. This section also includes other relevant data on the agency's activity.

Contributions to Hispanic Serving Institutions (HSIs) includes total funding to HSIs, and activities that demonstrate the agency's support for enhancing the capacity of HSIs to educate Latinos.

Employment of Hispanics includes the total number of Hispanics employed in the agency (career and non-career), strategies to address the under-representation of Hispanics in the agency's employment ranks, and other employment policies (i.e., internships and fellowships) that provide Latinos an opportunity to develop their academic and professional careers.

Future Investments includes goals/objectives and action plans that demonstrate the agency's commitment to improve, expand, and create new programs that assist the Latino community.

Point of Contact includes the name(s) of an agency official(s) who can respond to questions about the programs identified in the report.

ANALYSIS OF AGENCY SUBMISSIONS

There have been improvements since the last survey was conducted. In 1995, most agencies reported not having the necessary data to comment on their agencies' effectiveness in serving Hispanic Americans. In the 1998 reports, several agencies now have sufficient information to design and implement strategies targeting the Latino community. For example, both the Department of Energy and the Department of Health and Human Services have developed department-wide initiatives with short- and long-term strategies to ensure Hispanics participate and benefit from their education and employment programs. In addition, the Office of Personnel Management (OPM) announced a "9-point plan" in FY97 to identify recruitment and career development strategies to be implemented government-wide. Since then, several

agencies have either developed their own Hispanic recruitment strategies, or have begun discussion of how to address this issue. OPM's efforts continue to generate new ideas on employment practices and support from agency senior executives, including the President's Management Council.

The 27 agencies submitting reports for FY 1998 describe a wide array of programs designed to meet the educational needs of Latinos. Many agencies have devoted significant resources and displayed true creativity in implementing this Executive Order. Some of the most promising initiatives include:

- The Department of Agriculture's Hispanic Serving Institutions Education Grants Program to support graduate programs in agriculture, participation in career and science fairs, and sponsorship of field trips to USDA facilities and college campuses.
- The Department of Health and Human Services' Hispanic Agenda for Action, which enhances the agency's capacity to serve the Latino community's customer needs, and its provision of \$103 million in support of HSI's for a wide variety of activities, including service projects, health professions training, biomedical research and development, tuition assistance, and fellowship and scholarship programs.



- The Small Business Administration's small business development program in San Diego, which teaches young Latino entrepreneurs "hands-on" business skills and computer technology through the operation of *Casa Familiar's La Esquina* Snack Shop.
- The Smithsonian Office of Education (SOE) launched a website, *Impacto, Influencia, Cambio--* Science, Technology, and Invention in Latin America and the Southwestern United States, to highlight the achievements of Latinos in such disparate fields as agriculture and aviation.
 - The NASA/Hispanic Association of Colleges and Universities (HACU) *Proyecto Access* identifies disadvantaged middle school and high school students, most of whom are Hispanic, and reinforces the students' potential and interest in becoming practitioners or teachers in engineering, science, and other mathematics-related areas. The main objectives of the project are to reinforce secondary-level mathematics preparation for students, increase their college retention rates, and increase the number of competently-prepared minority and female high school students from *Proyecto Access* who will ultimately pursue engineering, mathematics, and science studies in college.
 - National Endowment for the Humanities (NEH) provided a grant to Motherhead, Inc. for the *Abuela* project, which will develop a new curriculum using Latino children's literature. The *Abuela* project works with a network of teachers based in community colleges, Title I elementary schools, family support agencies, and child centers across the nation and recognizes complex relationships between native language, literature, the formulation of cultural identity, diverse Latino storytelling traditions, and Latino cultural history in the United States.
 - The Department of Transportation's (Federal Transit Administration) *Tren Urbano* University of Puerto Rico/ Massachusetts Institute of Technology Professional Development Program is a laboratory for students in engineering, architecture, and planning to develop professional expertise in transit planning, design, construction, operations, and management. This is a collaborative effort among the Puerto Rico Highway and Transportation Authority, the University of Puerto Rico, and the Massachusetts Institute of Technology. The program has served 124 students since August 1998, of whom 76% are Latinos.

- The Office of Juvenile Justice and Delinquency Prevention Juvenile Mentoring Program (JUMP) at the Department of Justice supports one-on-one mentoring programs for youth at risk of educational failure, dropping out of school, or involvement in delinquent activities, including gangs and drug abuse. JUMP sponsors such programs as the Latino Mentoring program, Family Services, Inc., Big Sisters, Mentor Matter, and the George Gervin Youth Center, which bring together responsible adults and at-risk youth in need of positive role models.
- The Department of Energy's Hispanic Collaborative for Research and Education in Science and Technology (HiCREST) involves six Hispanic-Serving Institutions in Puerto Rico, New Mexico, and Texas, along with seven other DOE national laboratories. The goals are to increase participation of HiCREST universities and faculty in national research and development enterprises; enhance the ability of Hispanic students to succeed in science and technology careers; and position DOE to be a better leader in developing the nation's Hispanic science and technology workforce.

While some agencies set measurable objectives for Hispanic American participation in programs and have developed action plans for future investments, others can improve on this dimension. In many cases the desired change is relatively easy. For example, for future plans, agencies that have set ambitious qualitative goals need to develop measurable objectives to track their progress. By focusing their efforts on setting and achieving ambitious, measurable goals, agencies can help produce reliable data on how Latinos are being served by Federal programs and develop effective strategies for improving their participation. Also, in defining objectives, agencies should address not only process-level outputs, such as number of students served, but program outcomes, such as a reduction in high school dropout rates.

Most important in these efforts to improve the participation of Latinos in federal educational and employment activities is finding ways to create long-term strategies for change and inclusion of the Hispanic community. While not enough agencies have taken advantage of the opportunity to think more strategically about their future investments in this growing community, several agencies are seriously rethinking the way they do business. We believe that the continued effort will reinforce the commitment of those that are engaged and prompt agencies to develop a strategic response to the Executive Order.

OUTLOOK FOR FY99

In conducting the follow up interviews for FY98 we learned of several new activities that reflect a more concerted effort from agencies to identify and develop activities and resources to assist the Latino community. The following activities from the Departments of Education, Interior, Commerce, Transportation, and the Small Business Administration represent a small but significant set of examples that will be identified in the FY99 Annual Performance Report. The White House Initiative will continue to work with the agencies now to ensure that their FY 1999 reports are as complete and informative as possible and include future investments for both FY 2000 and FY 2001.

The Department of Education in its original report described early efforts to develop an outreach strategy for Latino parents. We know that their FY99 report will include a more comprehensive Latino outreach strategy. The multi-pronged effort includes a mini-catalogue of Spanish language publications available from the Department; 1-800 numbers staffed with Spanish speaking personnel; a multiyear partnership with *Univision*, the largest Spanish language television network in the U.S., that will include public service announcements on education messages; direct involvement with the White House Initiative's *Excelencia en Educación: The Role of Parents in the Education of Their Children* national conference series; and a specially-produced video on how to engage Latino parents to be distributed nationally in 2000.

Other examples include *America's Largest Classroom*, a comprehensive approach to policies and procedures from the Department of Interior. The *Hispanic Serving Institutions Assisting Communities*

program through the Department of Housing and Urban Development awarded 14 Hispanic Serving Institutions \$5.6 million to address community development needs. The Department of Commerce recently developed a new grant initiative that will focus on Hispanic Serving Institutions and other minority serving institutions to increase their participation in grant programs funded by the department. The Department of Transportation, working with the Smithsonian's Air and Space Museum and the National Hispanic Coalition of Federal Aviation Employees, developed the documentary video "Building on the Legacy—*Nuestra Herencia*" that traces the historical contributions of Latinos in the field of aviation. The Small Business Administration signed partnership agreements with 33 national Hispanic organizations to increase Hispanic participation in SBA activities.

CONCLUSIONS AND NEXT STEPS

The process of collecting annual plans from each federal agency has increased their awareness of their responsibility to better meet the educational needs of Hispanics Americans. We, as Commissioners, and our agent, the White House Initiative staff, believe that the process of completing the report has placed the needs of Latinos in education and employment on the "radar screen". Agencies now clearly recognize that coordination within their respective departments and increased inter-agency collaboration is expected and will enhance their ability to fulfill the mission of their agencies as they respond to Executive Order 12900.

To ensure that agency plans and efforts continue to improve, the White House Initiative, with the support of the Office of Management and Budget, is planning a number of actions to increase the role of federal agencies to address the educational achievement for Hispanic youth in the future. First, we will reorient the FY99 final report to highlight agency work in the following areas: early childhood education, literacy, mentoring, high school completion, access to college, workforce training, Hispanic-serving institutions (HSIs), graduate education, and internship and employment opportunities for Hispanic Americans. We will then work with agencies to ensure that their action plans are designed to include achievement in these areas. In tandem, we will focus the analysis on the top five to ten geographic areas with the largest concentrations of Hispanic youth, identify effective projects that Federal agencies are involved in, and work with other agencies to generate related activities to target resources and maximize program impact. . We will also look for ways these strategies can be deployed by areas of the country with new emerging Latino communities. As a result, innovative projects, such as the one supported by the SBA to train youth in strong business practices, might partner with a local career academy with help from the Department of Education, while linking students with mentors through a program supported by the Department of Justice. We believe that a clear focus on specific educational areas, coupled with well-coordinated resources, can lead to positive outcomes for the community we are trying to reach.

The White House Initiative and OMB are also planning other activities to improve agency plans and reports. First, we will provide agencies with templates demonstrating exactly what information needs to be provided in both the annual plans and reports and in what format. By following the templates, agencies will in aggregate provide a comprehensive picture of Hispanic participation in Federal programs. We will also distribute to agencies several examples of exemplary submissions. We anticipate that the templates and examples will help agencies better understand the step they need to take to fulfill their obligations under the Executive Order, both to improve this year's submissions and to ensure that next year's submissions demonstrate substantial progress. To that end, the White House Initiative staff will work with OMB and agencies to support their programs and activities for the FY 2001 budget cycle that directly address the needs and strengths of the Hispanic community and are tied to their annual plans.

We plan to continue refining this exercise for maximum effectiveness. Such refinements will include requiring agencies to submit different information based on relevance to their mission, with particular focus on key agencies. The White House Initiative will identify a small number of agencies with the most program activity relevant to the purposes of the Executive Order for K-12 education, postsecondary

education and training, and support for Hispanic-Serving Institutions. The White House Initiative will work most intensely with these agencies. Other agencies covered by the Executive Order will continue to provide plans and reports and will benefit from information the White House Initiative will provide them on how the high-intensity agencies are faring. The White House Initiative will take primary responsibility for coordination among the agencies, especially the high intensity agencies. The White House Initiative will convene the agencies early in November to ensure maximum coordination in the planning cycle, and then periodically during the year on progress and issues needing resolution. In mid-November, the White House Initiative will also hold another meeting of the Interdepartmental Council on Hispanic Educational Improvement to share this information and discuss agency commitments and activities related to the Executive Order.

The White House Initiative will consult with groups representing the Hispanic community and with groups representing agency grantees to ensure that agency plans are realistic and to solicit good ideas for additional activities. Work will continue to promote coordination among agencies so that they can disseminate their best ideas and learn from each other's experiences on a continuing basis, making special effort to link agencies with similar programs or missions.

The White House Initiative will disseminate the FY98 Annual Performance Report through its website and through a small printing of the summary report.

On the week of November 1, 1999, the White House Initiative staff plans to distribute reporting guidelines for the FY99 and future investments annual plans to the same 27 federal agencies. The plans will be due to the White House Initiative by December 15, 1999. The White House Initiative will work with each agency on any issues raised by the plan, and will work to resolve any issues. Schedules may be changed to accommodate late appropriations. The White House Initiative will enlist the aid of OMB and the White House Office of Cabinet Affairs in working with agencies whenever necessary.

Ana M. "Cha" Guzman
Chair

Guillermo Linares
Vice Chair

Miriam Cruz
Policy Committee

President's Advisory Commission on
Educational Excellence for Hispanic Americans

~~0 1000 000~~

0 1000 000 (BARBARA)

0 1000 000

NCLR

NATIONAL COUNCIL OF LA RAZA

Raul Yzaguirre, President

National Office

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

Washington, DC 20036

Phone: (202) 785-1670

Fax: (202) 776-1792

FAX COVER MEMO

DATE: 10 / 28 / 1999TIME: 8:50 pmCOST CENTER # 6000TO
NAME: Maria EscobarCOMPANY: Life ForceCITY: DCFAX#: () 456 1 1707FROM
NAME: C. Kanack**Office of Research, Advocacy & Legislation (ORAL)**Direct Line: (202) 776 1 1719

ORAL's Fax: (202) 776-1794

of pages in transmission, including cover 11

MESSAGE:



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

LA RAZA: The Hispanic People of the New World



Raul Yzaguirre, President

**MEMORANDUM**

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

FROM: National Association for Bilingual Education
National Association for Migrant Education
National Association of Latino Elected and Appointed Officials
National Council of La Raza
National HEP/CAMP Association

TO: Maria Echaveste, Deputy White House Chief of Staff
Mike Cohen, Special Assistant to the President for Education Policy
Barbara Chow, Associate Director, Office of Management and Budget
Sarita Brown, Executive Director, White House Initiative on Educational Excellence for Hispanic Americans

DATE: October 29, 1999

SUBJ: Hispanic Education Action Plan

Thank you for the opportunity to present specific recommendations on implementing the Administration's Hispanic Education Action Plan. We are committed to ensuring that Hispanic children benefit from federal programs designed to improve the educational status of the most disadvantaged students. We expect that these recommendations will be properly executed to achieve this end.

I. Title I

Administration: Ensure that schools are being held accountable for Latino student performance and inclusion of LEP students in state accountability systems by enforcing current Title I requirements. Action steps:

- Issue final guidance on Title I Standards, Assessment, and Accountability Requirements - October 1999.
- Issue final guidance on Including LEP students in Assessment and Accountability Systems - October 1999.
- Issue LEP "Toolkit" - December 1999.
- Complete analysis on the status of state assessment policies for LEP students and produce state profiles - Draft November 1999, final January 2000.
- Conduct workshops for states on complying with title I requirements. Three scheduled



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

LA RAZA: The Hispanic People of the New World

for October – December 1999.

Administration: Provide Title I schools serving Hispanic students with information on best practices. Action steps:

- Produce Hispanic Education Idea Book – Draft November 1999, final January 2000.
- Conduct intensive workshops on best practices for teaching reading to LEP students – three scheduled for October – December 1999, at IASA regional conferences.
- Produce practical research summaries (written materials, videos) on teaching reading to LEP students – several products to be developed by December 1999.
- Support additional research (joint OERI/NICHD) on teaching reading to young children whose first language is Spanish – proposals from field due November 1999.
- Evaluate effectiveness of Title I programs for LEP students – first year data of National Longitudinal Study of Title I collected, first report due March 2000.
- Develop plan for ongoing technical assistance to school districts with large or growing Hispanic populations – December 1, 1999.

During last week's meeting, the Administration proposed to target 10 states to determine how they are serving limited English proficient (LEP) children. Although this would prove helpful, it is important to realize that many states, particularly in the South, have experienced a large increase in the number of Hispanic students attending their schools. It is important to ensure that these states have the capacity and will to provide these children with appropriate education services. In addition, we also recommend taking the following steps:

- **Combine Title I monitoring and technical assistance (TA) with compliance reviews to ensure that LEP students are served.** Coordination of efforts between these two functions to not simply highlight the problems LEAs are having with compliance, but to provide them with concrete steps they must take to be in compliance and the assistance necessary to adequately serve LEP students.
- **Vigorous enforcement of the law and regulations to identify state education agencies and LEAs that are not in compliance, including one or more high profile examples.** The Department should continue its enforcement role. In particular, LEAs not adequately serving LEP students should be highlighted to send a strong message to other similar LEAs. Along with identifying and taking significant corrective action against such school districts, it is important to deal with states that are not following the spirit of the law with respect to LEP students. For example, the Virginia State Education Department refuses to comply with the Title I legislation requiring states to test students in their native language to the extent practicable because their state constitution requires that the government conduct its business only in English.
- **Make sure that there are math/science components to LEP students' learning in Title I.** The dissemination of best practices and research the Department proposes are

limited to the teaching of reading. LEP students are being denied access to the full curriculum in many states, school districts, and schools. The Elementary and Secondary Act reauthorization legislation (H.R. 2) that recently passed the House contains built-in barriers for these children to receive anything but English language acquisition services. LEP students should have access to math, science, and other content areas that may be included in state performance standards.

- **Provide TA and disseminate information to new and emerging areas.** LEAs in these areas should receive materials on best practices and intensive TA to help them tailor their Title I services to serve LEP students and avoid noncompliance. The Comprehensive Regional Assistance Centers (CRACs) and Regional Laboratories (Labs) are currently in the best position to do this. For example, the Intercultural Research and Development Association (IDRA) performs substantive research and dissemination on LEP issues.
- **Create a "How To" Guide on assessment of LEP students.** To accompany the new guidance on assessments, a manual on the proper use of assessments for LEAs/schools should be created (CRACs may have one already).
- **Create an explicit parents' strategy.** ED should create a manual for parents on the rights of LEP students and parents under Title I, including information on standards, assessments, and accountability. In addition, there should be a mechanism to provide parents with information in order to increase their knowledge of and access to programs like TRIO, GEAR UP, and Head Start.
- **Make organizational and infrastructure adjustments.** There should be a unit or division within the Department, with high level staff and adequate resources to oversee Title I implementation, particularly as it pertains to LEP issues, such as effectively including LEP students in assessments and accountability systems. The personnel should have substantial expertise in these areas.

II. Competitive Grants Programs

Administration: Maximize participation of Hispanic youth in initial (GEAR UP) grant awards.

Action steps:

- Extensive outreach to Hispanic communities and HSIs, through mailings, application workshops and technical assistance in communities with large Hispanic populations.
- Outreach to Hispanic advocacy groups to identify grant proposal reviewers knowledgeable about Hispanic community.

Administration: To increase the quality and availability of translated materials. *Action steps:*

- OBEMLA will produce a school reform guide for the parents of LEP children to inform them about standards-based reform and of ways to ensure their children's needs are considered in school improvement efforts.
- Review current publications to ensure the quality of materials.

Administration: Facilitate improved relationships with Hispanic serving community-based organizations, advocacy groups, and parents.

- Coordinate conferences, like the Excelencia en Educacion series, for community leaders, teachers, parents, and others to discuss best practices for involving parents in education.
- Plan the special satellite teleconference for Spring 2000, with downlinks and an available video copy, to alert students and parents in the Hispanic community to issues in and resources for preparing for college, with a focus on financial aid.

Administration: Further develop partnerships with radio and television organizations to extend the outreach efforts. Action steps:

- Work with Univision to maintain its role in the conferences and a national public service announcement (PSA) campaign.
- Continue the participation of media companies like La Opinion newspaper, Radio Unica, and the Telemundo Network through PSA's, radio programs, talk shows, and newspaper supplements directed at Hispanic youth.

Administration: The Mott Foundation is partnering with the Department of Education to provide assistance to local communities seeking 21st Century funding and implementing effective after school programs. In August, Mott agreed to provide \$300,000 to help develop and carry out a strategy for increasing Hispanic participation in the program. This strategy will involve:

- Setting a priority in the next grant competition for underserved communities, such as those with high dropout rates, low achievement, and/or high LEP populations.
- Holding at least ## outreach and technical assistance workshops (of a total of 20-30 workshops tentatively planned nationally) targeted to communities with large Hispanic populations. Workshops will be sponsored by organizations identified to be effective in assisting develop after school applications, and by organization with specific, demonstrated capacity to involve the Hispanic community.
- Recruiting at least ## reviewers with particular understanding of the needs of Hispanic youth.

In addition to the items outlined by the Administration, the following steps must be taken to increase Latino participation in these programs:

- **Enhance opportunities for Latino-serving community-based organizations and higher education institutions to compete for grants.** There should be an explicit strategy to look ahead to upcoming grant announcements and identify opportunities to improve Latino participation in these programs, and then substantial, targeted TA, and support. Providing pre- and post-grant award TA is currently part of the GEAR UP process. It should be expanded to other programs.
- Upcoming announcements should be reviewed now before they are disseminated widely to make changes to how criteria are weighted. As we discussed, it is possible to target Latinos without using race-based language, including such proxies as dropout rates, language-minority status, underrepresentation, and geographic areas with one or more of these characteristics.
- We agree with the strategy to create a special request for proposal (RFP) to better target TRIO with new money, and recommend that the same be done for GEAR UP and other grant programs.
- More readers with substantive knowledge of LEP issues should be part of the grant making process. The GEAR UP regulations allow the Department to choose a certain percentage of Hispanic readers. Although that would not necessarily qualify someone for this task, it is clear that race should not be viewed as an impediment to achieving this.
- In addition, management of grants must be improved. For example, outreach and TA can be provided to Hispanic Serving Institutions (HSIs) to ensure that they use funds to help Hispanic students complete college. Moreover, given that these grants are for "Strengthening" HSIs, the Department should ensure that grantees receive their awards in a timely manner.
- **Use discretionary funds to fund pilot and demonstration sites.** The Department should fund pilot sites for innovative practices in serving LEP students and children at risk of dropping out through TRIO (particularly Upward Bound and Student Support Services, the programs found to be most effective in helping Hispanic students attend and complete college), GEAR UP, 21st Century Community Learning Centers (21st Century), and other categorical programs. Funding designated for these programs should be supplemented with other non-specific discretionary money in order to achieve this. We recognize that there has to be a political strategy to go along with this to make it effective, and are willing to work with the Administration to devise one.

- The number of such sites should be based on a reasonable assessment of what will get us to parity in four or five years with respect to equitable representation in these programs.
- These sites should be established now, rather than waiting for the next competition cycles.
- In addition, these sites should receive "priority points" when they participate in future grant competitions.
- **Make adjustments to the 21st Century program.** The growing popularity, including within the Administration, of social promotion policies and standards-based reform call for a substantial and rigorous after school support system. Research shows that Hispanic students are more likely to be retained in grade, and that grade retention often leads to dropping out. Thus, the Administration has a responsibility to ensure that the 21st Century program helps Hispanic children meet high performance and content standards. In order to more effectively serve and reach Latinos, ED should:
 - Ensure that the 21st Century program services are more rigorous and aligned with state academic standards.
 - Undertake an assessment of the extent to which current providers are serving Latino and LEP students.
 - Better target the program by providing priority points to CBOs that serve large numbers of LEP students. The 21st Century *Community Learning Centers* program regulations should be rewritten so that community-based organizations play a significant role in providing services under the program.
 - Work to restore the program's original targeting of low-income areas. The 21st Century centers are considered part of a larger system of standards-based reform. It is clear that economically disadvantaged and LEP students are most likely to require additional help to meet challenging academic standards. Thus, the program must specifically target these children in order to be effective.

III. Head Start

Administration: Procedural Improvements.

- ACF will increase the number of grant application reviewers who have expertise in serving language-minority children so that, as appropriate, each set of proposal review teams includes persons with such expertise.

- The Head Start Bureau will work with its training and technical assistance (T/TA) providers to ensure that they assist grantees who are experiencing demographic changes within their service area in designing their programs, so that grantees can better serve new populations in culturally sensitive programs. In FY 2000, ACF will identify at least ten communities where the unmet need of emerging populations is most dramatic. ACF will then work closely with existing and potential grantees and leaders in these communities to implement various outreach and T/TA strategies designed to improve representation of underrepresented children, and where appropriate, facilitate the participation in Head Start of local organizations representing these groups.

Administration: Improving Targeting of Existing Funding.

- ACF recently issued an Information Memorandum that reiterates Head Start's policy to assure all eligible families within a grantee's service area are given fair consideration for enrollment in the Head Start program. Grantees have been reminded that 45 CFR Part 1305.3 requires them to conduct community assessments at least once every three years. This assessment provides data on "the demographic make up of Head Start children and families, including their estimated number, geographic location and ethnic composition." This information is then used by each Head Start grantee to decide in which part of its service area it will recruit.
- Head Start is initiating an effort, with contractor assistance, to collect demographic data at the county level which can be used to make judgements about how well grantees are doing in enrolling families that reflect the overall make-up of their community. Once this data collection is complete, Head Start will focus on working with grantees that seem to be having the most difficulty serving all the populations of their communities.
- ACF is institutionalizing a process of outreach and community needs assessment, including the needs of underserved populations, as grant terminations or relinquishments occur.
- Grantees that are not using community assessment data properly or adhering to Head Start regulations regarding the selection and recruitment of children will be found "out-of-compliance" and will be required to implement a corrective action plan. Head Start staff will closely monitor these grantees to ensure that they are in compliance within one year.
- Head Start will issue a report by the end of FY 2000 detailing its efforts and accomplishments in extending access to underrepresented populations.

Administration: Aggressive Targeting of Discretionary funding.

- ACF will include new language in the FY 2000 expansion announcement that puts additional emphasis on reaching underserved populations, and will evaluate the effectiveness of giving greater weight to outreach underserved population when scoring expansion grant applications.
- An applicant's failure to use the community needs assessment data or adhere to Head Start regulations will be considered in making expansion grant decisions.
- Applicants will be rated on, among other things, the degree to which they have identified new and underrepresented populations, and their strategy for serving these groups. The points awarded in this area increased by 50% in FY 1999 and now represent close to a third of the total points.
- This year's Head Start expansion effort is making up to \$5 million available this summer to increase enrolment of migrant and seasonal farmworker families by up to 1,000 children. The President's budget includes a \$23 million increase for Migrant Head Start in FY 2000, which in addition to providing approximately \$13 million for cost-of living and quality improvement increases, would provide \$10 million to serve as many as 2000 additional migrant and seasonal farmworker children.

We are greatly encouraged that the plan includes making the degree to which current providers are serving LEP kids proportionately based on the mandated demographic assessments part of the *OSPRI* process. In addition to the actions outlined above, HHS should:

Fund programs with the potential to serve LEP students. HHS should fund new sites in regions that have experienced a substantial growth in their LEP population. Particular attention should be devoted to funding such sites in regions that may have existing Head Start sites, but no prior experience in serving LEP children.ⁱ This objective can be achieved within a pilot project or research and development context.

- The Head Start Bureau should disseminate information about serving LEP children, and coordinate research on the development of LEP students, through a national clearinghouse.
- The Head Start Bureau should institute a centralized body, based in Washington D.C. and staffed by the Department of Health and Human Services, to provide technical assistance to sites that serve LEP students. This body should coordinate a national effort to reach out to those Head Start grantees most in need of assistance regarding the service of LEP students.
- The Head Start program has been appropriated \$200 million over a five-year period to institute the goal of professional development across the field of Head Start grantees.ⁱⁱ A career ladder program should be incorporated into this initiative, in

order to ensure that a significant number of Head Start instructors receive bilingual certification through the accreditation program.

- The Head Start program should adopt a goal, apart from the aforementioned initiative, of increasing the number of bilingually trained instructors in the field through the use of discretionary funds.

We agree to work with existing and prospective providers serving large numbers of Latino and LEP students to use HHS money to leverage private foundation money to help start up new sites.

IV. Mechanisms for HEAP Implementation and Accountability

We recognize the need to work collaboratively in order to achieve full implementation of the aforementioned elements related to HEAP. Related to this goal, there should be a long-term mechanism for monitoring and accountability, which may include issuing a new Executive Order. In the interim, we recommend the adoption of the following functions to ensure full and successful implementation:

Operationalize HEAP Implementation Through the Department of Education. As per previous recommendations from the Department, there should be someone at the Department of Education responsible solely for HEAP implementation, and that would report directly to Mike Cohen and Secretary Riley. This individual would be well versed in the technical aspects of respective HEAP programs, and able to institutionalize a process of monitoring and accountability directed at achieving specific program objectives. This role would encompass the important function of monitoring, and would include the following:

- **Ensuring accountability through progress reports.** This individual would be charged with the preliminary steps of ensuring internal accountability, which include the development of workplans and timelines for accomplishing the objectives of HEAP implementation, as well as the collection of relevant data related to these objectives. This individual would also issue interim progress reports on actions that we agree should take place in respective programs, with particular attention to "high-intensity" agency programs such as TRIO, GEAR UP, and Title I.

Adopt a Definitive Function for the White House Initiative^{III} on HEAP Implementation. The White House Initiative should fulfill an integral reporting role that completes another phase of accountability for HEAP implementation. Adequate staff and resources should be devoted to the White House Initiative by the Administration to perform the following function:

- **Ensuring accountability through public reporting.** Once the Department of Education has issued progress reports, these reports would be analyzed, distilled, and made widely available by the White House Initiative. This includes highlighting them

at public events, and posting them on the Initiative's, and the Departments of Education and Health and Human Services websites.

Adopt a high profile, well-articulated public political strategy for HEAP implementation. As a final step to ensuring real progress in Latino educational achievement through HEAP, the Clinton Administration and Department of Education should jointly adopt an ambitious and well-orchestrated political strategy that accomplishes the following:

- Make the case that helping Latino and LEP children is in the national interest.
- Make it clear to other stake holders that this is priority.
- Make it clear to career employees and political appointees that it is priority.
- Make sure that the message is repeated often and at every opportunity for public consumption.

ⁱ The Council of Chief State School Officers has found that LEP student populations are growing fastest in many regions that have no prior experience in serving such students. These regions include the states of Alabama, Florida, Georgia, Indiana, Idaho, Iowa, Kansas, Kentucky, Minnesota, Missouri, Nebraska, Nevada, New Hampshire, North Carolina, Oklahoma, Oregon, Tennessee, and Washington.

ⁱⁱ According to the objective of the Bureau's initiative, 50% of all instructors in Head Start programs will hold an Associates Degree from an accredited institution of higher education by 2004.

ⁱⁱⁱ The White House Initiative on Educational Excellence for Hispanic Americans

EXECUTIVE SUMMARY

FY98 ANNUAL PERFORMANCE REPORT ON EXECUTIVE ORDER 12900

As part of the Administration's ongoing commitment to improving educational opportunities for Latinos, Executive Order 12900 established the White House Initiative and the President's Advisory Commission on Educational Excellence for Hispanic Americans. Executive Order 12900 charges the President's Advisory Commission with surveying federal agencies on an annual basis to assess their performance in providing education opportunities to the Latino community. The agencies' submissions are incorporated into a single Annual Performance Report on Implementing Executive Order 12900. The following report profiles the activity of 27 federal agencies for fiscal year 1998. This report is only the second time that agencies have been surveyed since the Executive Order was signed. Work has already begun to conduct the survey for FY99.

BACKGROUND AND PROCESS

The Commission made completing the survey for FY98 and disseminating the report a priority. They tasked the ~~then three-member~~ staff of White House Initiative staff to work with federal agencies to determine what progress had been made since 1995, when the first survey was conducted.

With significant support from the Office of Management and Budget, the White House Initiative staff spent the past 12 months systematically reviewing agency reports and condensing piles of paper into agency profiles. The goal was to not only fulfill the responsibility of the executive order, but shape this information into a useful tool for the very community that the executive order seeks to address—Hispanic Americans. To this end, the staff designed agency profiles that give the following information for each agency:

Exemplary Programs/Activities includes programs that have demonstrated a direct impact on the Latino community. The descriptions include the number of Latinos served and program purpose. Program outcomes and effectiveness will be considered as criteria for the FY99 Annual Performance Report analysis. This section also includes other relevant data on the agency's activity.

Contributions to Hispanic Serving Institutions (HSIs) includes total funding to HSIs, and activities that demonstrate the agency's support to enhancing the capacity of HSIs to educate the Latino community.

Employment of Hispanics includes the total number of Hispanics employed in the agency (career and non-career), strategies to address the under-representation of Hispanics in the agency's employment ranks, and other employment policies (i.e., internships and fellowships) that provide Latinos an opportunity to develop their academic and professional careers.

Future Investments includes goals/objectives and action plans that demonstrate the agency's commitment to improve, expand, and create new programs that assist the Latino community.

Point of Contact: includes the name(s) of an agency official(s) who can respond to questions about the programs identified in the annual performance report.

The FY98 Performance Report includes the individual profiles for 27 agencies and an indication that the State Department never responded to any request for information.

ANALYSIS OF AGENCY SUBMISSIONS

There have been improvements since the last survey was conducted. In 1995, most agencies reported not having the necessary data to comment on their agencies' effectiveness in serving Hispanic Americans. In the 1998 reports, several agencies now have sufficient information to design and implement strategies

targeting the Latino community. For example, both the Departments of Energy and Health and Human Services have developed department-wide initiatives with short- and long-term strategies to ensure Hispanics participate and benefit from their education and employment programs. Both initiatives continue to generate new strategies and programs within their agencies. In addition, the Office of Personnel Management (OPM) announced a "9-point plan" in FY97 to identify recruitment and career development strategies to be implemented government-wide. Since then, several agencies have either developed their own Hispanic recruitment strategies, or have begun discussion on how to address this issue. OPM's efforts continue to generate new ideas on employment practices and support from agency senior executives, including the President's Management Council.

The 27 agencies submitting reports for FY 1998 describe a wide array of programs designed to meet the educational needs of Latinos. Many agencies have devoted significant resources and displayed real creativity in implementing this Executive Order. Some of the most promising initiatives include:

- The Department of Agriculture's Hispanic Serving Institutions Education Grants Program to support graduate programs in agriculture, its participation in career and science fairs, and its sponsorship of field trips to USDA facilities and college campuses.
- The Department of Health and Human Services' Hispanic Agenda for Action, which enhances the agency's capacity to serve the Latino community's customer needs, and its provision of \$103 million in support of HSI's for a wide variety of activities, including service projects, health professions training, biomedical research and development, tuition assistance, and fellowship and scholarship programs.
- The Small Business Administration's small business development program in San Diego, which teaches young Latino entrepreneurs "hands-on" business skills and computer technology through the operation of *Casa Familiar's La Esquina* Snack Shop.
- The Smithsonian Office of Education (SOE) launched a website, *Impacto, Influencia, Cambio--* Science, Technology, and Invention in Latin America and the Southwestern United States, to highlight the achievements of Latinos in such disparate fields as agriculture and aviation.
- The NASA/Hispanic Association of Colleges and Universities (HACU) *Proyecto Access* identifies disadvantaged middle school and high school students, most of whom are Hispanic, and reinforces the students' potential and interest in becoming practitioners or teachers in engineering, science, and other mathematics-related areas. The main objectives of the project are to reinforce secondary-level mathematics preparation for students, increase their college retention rates, and increase the number of competently-prepared minority and female high school students from *Proyecto Access* who will ultimately pursue engineering, mathematics, and science studies in college.
- NEH provided a \$25,000 grant to Motherhead, Inc. for the *Abuela* project, which will develop a new curriculum using Latino children's literature. The *Abuela* project works with a network of teachers based in community colleges, Title I elementary schools, family support agencies, and child centers across the nation and recognizes complex relationships between native language, literature, the formulation of cultural identity, diverse Latino storytelling traditions, and Latino cultural history in the United States.
- The Federal Transit Administration's *Tren Urbano* University of Puerto Rico/ Massachusetts Institute of Technology Professional Development Program is a laboratory for engineering, architecture, and planning students to develop professional expertise in transit planning, design, construction,

operations, and management. This is a collaborative effort among the Puerto Rico Highway and Transportation Authority, the University of Puerto Rico, and the Massachusetts Institute of Technology. The programs has served 124 students since August 1998, of whom 76% are Latinos.

- The Office of Juvenile Justice and Delinquency Prevention Juvenile Mentoring Program (JUMP) supports one-on-one mentoring programs for youth at risk of educational failure, dropping out of school, or involvement in delinquent activities, including gangs and drug abuse. JUMP brings and sponsors such programs as the Latino Mentoring program, Family Services, Inc., Big Sisters, Mentor Matter, and the George Gervin Youth Center, which bring together responsible adults and at-risk youth in need of positive role models.
- DOE's Hispanic Collaborative for Research and Education in Science and Technology (HiCREST) involves six Hispanic-Serving Institutions in Puerto Rico, New Mexico, and Texas, along with seven other DOE national laboratories. The goals are to increase participation of HiCREST universities and faculty in national research and development enterprises; enhance the ability of Hispanic students to succeed in science and technology careers; and position DOE to be a better leader in developing the nation's Hispanic science and technology workforce.

While some agencies set measurable objectives for Hispanic American participation in programs and developed action plans for future investments, others can improve on this dimension. In many cases the fix is relatively easy. For example, for future plans, agencies that have set ambitious qualitative goals need to develop measurable objectives to track their progress. By focusing their efforts on setting and achieving ambitious, measurable goals, agencies will help this exercise produce reliable data on how Latinos are being served by Federal programs and develop effective strategies for improving their participation. Also, in defining objectives, agencies should address not only process-level outputs, such as number of students served, but program outcomes, such as a reduction in high school dropout rates.

Most important in these efforts to improve the participation of Latinos in federal educational and employment activities is finding ways to create long-term strategies for change and inclusion of the Hispanic community. While not enough agencies have taken advantage of the opportunity to think more strategically about their future investments in this growing community, several agencies have taken seriously the charge of Executive Order 12900 to rethink the way they do business. We believe that the continued effort will reinforce the commitment of those that are engaged and prompt agencies to develop a strategic response to the Executive Order.

OUTLOOK FOR FY99

In conducting the follow up interviews for FY98 we learned of several new activities that reflect a more concerted effort from agencies to identify and develop activities and resources to assist the Latino community. The following activities from the Department of Education, Interior, Commerce, Transportation, and the Small Business Administration represent a small but significant set of examples that will be identified in the FY99 Annual Performance Report. The Initiative will continue to work with the agencies now to ensure that their FY 1999 reports are as complete and informative as possible. FY 1999 reports will be released with the FY 2000 plans.

The Department of Education in its original report described early efforts to develop an outreach strategy for Latino parents. We know that their FY99 report will include a more comprehensive Latino outreach strategy. The multi-pronged effort includes a mini-catalogue of Spanish language publications available from the Department; 1-800 numbers staffed with Spanish speaking personnel; a multiyear partnership with *Univision*, the largest Spanish language television network in the U.S., that will include public service announcements on education messages; direct involvement with the WHI's *Excelencia en*

Educación: The Role of Parents in the Education of Their Children national conference series; and a specially-produced video on how to engage Latino parents to be distributed nationally in 2000.

Other examples include *America's Largest Classroom*, a comprehensive approach to policies and procedures from the Department of Interior. The *Hispanic Serving Institutions Assisting Communities* program through the Department of Housing and Urban Development awarded 14 Hispanic Serving Institutions \$5.6 million to address community development needs. The Department of Commerce recently developed a new grant initiative that will focus on Hispanic Serving Institutions and other minority serving institutions to increase their participation in grant programs funded by the department. The Department of Transportation, working with the Smithsonian's Air and Space Museum and the National Hispanic Coalition of Federal Aviation Employees, developed the documentary video "Building on the Legacy—*Nuestra Herencia*" that traces the historical contributions of Latinos to the field on aviation. The Small Business Administration signed partnership agreements with 33 national Hispanic organizations to increase Hispanic participation in SBA activities. All of this is anecdotal, in that these departments shared this information in preparation for the FY99 report.

CONCLUSIONS AND NEXT STEPS

The process of collecting reports from each federal agency has increased the overall awareness within the federal government to the responsibility of better meeting the needs of Hispanics Americans. We, as Commissioners and their agent, White House Initiative staff, believe that the process of completing the report has put the needs of Latinos in education and employment on the "radar screen". Agencies now clearly recognize that coordination within their respective departments and increased inter-agency collaboration will enhance their ability to fulfill the mission of their agencies and to respond to Executive Order 12900.

To ensure that agency plans and efforts continue to improve, the White House Initiative, with the support of the Office of Management and Budget, is planning a number of actions to increase the role of federal agencies to address the educational achievement for Hispanic youth in the future. First, we will reorient the FY99 final report to highlight agency work in the following areas: early childhood education, literacy, mentoring, high school completion, access to college, workforce training, Hispanic-serving institutions (HSIs), graduate education, and internship and employment opportunities for Hispanic Americans. We will then work with agencies to ensure that their action plans are designed to include achievement in these areas. In tandem, we will focus the analysis on the top ten geographic areas with the largest concentrations of Hispanic youth, identify effective projects that Federal agencies are involved in, and work with other agencies to generate related activities to target resources and maximize program impact. As a result, innovative projects, such as the one supported by the SBA to train youth in strong business practices, might partner with a local career academy with help from the Department of Education, while linking students with mentors through a program supported by the Department of Justice. We will also look for ways these strategies can be deployed by areas of the country with new emerging Latinos communities. We believe that a clear focus on specific educational areas, coupled with well-coordinated resources, can lead to positive outcomes for the community we are trying to reach.

The White House Initiative and OMB are also planning other activities to improve agency plans and reports. First, we will provide agencies with templates showing exactly what information needs to be provided in both the annual plans and reports and in what format. By following the templates, agencies will in aggregate provide a comprehensive picture of Hispanic participation in Federal programs. We will also distribute to agencies several examples of exemplary submissions. We anticipate that the templates and examples will help agencies better understand the step they need to take to fulfill their obligations under the Executive Order, both to improve this year's submissions and to ensure that next year's submissions demonstrate substantial progress. To that end, the White House Initiative staff will work

with OMB and agencies to support their programs and activities for the FY 2001 budget cycle that directly address the needs and strengths of the Hispanic community and are tied to their annual plans.

We plan to continue refining this exercise for maximum effectiveness. Such refinements will include requiring agencies to submit different information based on relevance to their mission, with particular focus on key agencies. The White House Initiative will identify a small number of agencies with the most program activity relevant to the purposes of the E.O. for K-12 education, postsecondary education and training, and support for Hispanic-Serving Institutions. The White House Initiative will work most intensively with these agencies. Other agencies covered by the E.O. will continue to provide plans and reports and will benefit from information the White House Initiative will provide them on how the high-intensity agencies are faring. The White House Initiative will take primary responsibility for coordination among the agencies, especially the high intensity agencies. The White House Initiative will convene the agencies early in November to ensure maximum coordination in the planning cycle, and then periodically during the year on progress and issues needing resolution. In mid-November, the White House Initiative will also hold another meeting of the Interdepartmental Council on Hispanic Educational Improvement to share this information and discuss agency commitments and activities related to the Executive Order.

The White House Initiative will consult with groups representing the Hispanic community and with groups representing agency grantees to be sure that agency plans are realistic and to solicit good ideas for additional activities. Work will continue to promote coordination among agencies so that they can disseminate their best ideas and learn from each other's experiences on a continuing basis, making special effort to link agencies with similar programs or missions.

The White House Initiative will disseminate the FY98 Annual Performance Report through their website and through a small printing of the summary report.

The week of November 1, 1999, the White House Initiative staff plans to distribute reporting guidelines for the FY99 and future investments annual plans to the same 27 federal agencies. The plans will be due to the White House Initiative by December 15, 1999. The White House Initiative will work with each agency on any issues raised by the plan, and will work to resolve any issues. Schedules may be changed to accommodate late appropriations. The White House Initiative will enlist the aid of OMB in working with agencies whenever necessary.

Ana M. "Cha" Guzman
Chair

Guillermo Linares
Vice Chair

Miriam Cruz
Policy Committee

President's Advisory Commission on
Educational Excellence for Hispanic Americans