

THE WHITE HOUSE
CORRESPONDENCE TRACKING WORKSHEET

ID# 410544
PAGE 1

DATE RECEIVED: 02/14/2000

NAME OF CORRESPONDENT: THE HONORABLE JACK QUINN

SUBJECT: REQUESTS THE PRESIDENT SUPPORT FOR THE FAMILY LIFE CENTER PROJECT IN BUFFALO,
NEW YORK

ROUTE TO: OFFICE/AGENCY	(STAFF NAME)	ACTION CODE	DATE YY/MM/DD	TYPE RESP	C D	COMPLETED YY/MM/DD
LEGISLATIVE AFFAIRS	CHARLES "CHUCK" BRAIN	ORG	2000/02/14	CB	A	00/02/18

ACTION COMMENTS

✓ DPC feed

CB 00.2.25

ACTION COMMENTS:

ACTION COMMENTS:

ACTION COMMENTS:

COMMENTS BATCH #410538

cc: Broderick Johnson, HUD

ADDITIONAL CORRESPONDENTS: 0

MEDIA: LETTER

INDIVIDUAL CODES:

REPORT CODES:

USER CODES:

ACTION CODES:

A - APPROPRIATE ACTION
C - COMMENT/RECOMMENDATION
D - DRAFT RESPONSE
F - FURNISH FACT SHEET
I - INFO COPY/NO ACT NECESSARY
R - DIRECT REPLY W/ COPY
S - FOR SIGNATURE

DISPOSITION CODES:

A - ANSWERED
B - NON-SEPC-REFERRAL
C - COMPLETED
S - SUSPENDED

OUTGOING CORRESPONDENCE:

TYPE RESP = INITIALS OF SIGNER
CODE = A
COMPLETED = DATE OF OUTGOING

REFER QUESTIONS AND ROUTING UPDATES TO RECORDS MANAGEMENT (ROOM 72, OEOB) EXT-62590

KEEP THIS WORKSHEET ATTACHED TO THE ORIGINAL INCOMING LETTER AT ALL TIMES AND SEND COMPLETED RECORD TO RECORDS MANAGEMENT.

THE WHITE HOUSE
WASHINGTON
February 18, 2000

MEMORANDUM FOR BRUCE REED
DOMESTIC POLICY COUNCIL

FROM: CHARLES M. BRAIN
LEGISLATIVE AFFAIRS

SUBJECT: PRESIDENTIAL CORRESPONDENCE

Enclosed please find a copy of a letter that was sent to the President from Rep. Jack Quinn (R-NY).

I do not believe this letter requires a Presidential response at this time. Please review the attached letter and respond directly to the Member(s) of Congress. Please forward a copy of the response to the Office of Records Management, Room 72 Old Executive Office Building.

Thank you very much for your assistance in this matter. If you have any questions, please feel free to call Courtney Crouch, Office of Legislative Affairs, at 456-7500.

Enclosure

1240
JACK QUINN

30TH DISTRICT, NEW YORK

TRANSPORTATION AND
INFRASTRUCTURE

SUBCOMMITTEES:

AVIATION

GROUND TRANSPORTATION

WATER RESOURCES AND ENVIRONMENT

VETERANS' AFFAIRS

SUBCOMMITTEE CHAIRMAN:

BENEFITS



AR - [Handwritten signature]

Congress of the United States

House of Representatives

Washington, D.C. 20515-3230

January 25, 2000

The Honorable William Jefferson Clinton
The White House
Office Of Congressional Correspondence
1600 Pennsylvania Avenue
Washington, D.C. 20500

Dear Mr. President,

I have recently met with The Reverend Bennett W. Smith, former President of the National Progressive Baptist Convention, to discuss his plans to construct a multipurpose educational facility.

As you are aware, Reverend Smith is an internationally known religious leader with an outstanding record of achievement, and has developed a proposal that addresses the critical needs of Buffalo's most economically distressed population. The project is named the Family Life Center, and it involves the construction of a state-of-the-art educational facility that will provide a wide-range of services to the surrounding community as well as an excellent learning environment for students.

This Family Life Center project will improve the quality of life for those members of the Buffalo community who have not participated in our nation's period of economic prosperity -- an effort I know your administration supports.

I have contacted Secretary Cuomo to schedule a meeting to explore funding assistance through the Department of Housing and Urban Development. I respectfully request your assistance and advocacy on behalf of this outstanding endeavor.

Thank you for your very kind attention to this important matter. And as always, please feel free to contact me if I may ever be of any future assistance to you.

Very truly yours,

Jack Quinn
Member of Congress

PLEASE RESPOND TO:

WASHINGTON OFFICE:

229 CANNON BUILDING
WASHINGTON, DC 20515
(202) 225-3306
FAX: (202) 226-0347

MAIN OFFICE:

403 MAIN STREET
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BUFFALO, NY 14203-2199
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1490 JEFFERSON AVENUE
BUFFALO, NY 14208
(716) 886-4076



410544

FEB 14 PM 8:50

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410538

THE WHITE HOUSE
WASHINGTON

February 18, 2000

Jack
Dear Representative Quinn:

Thank you for your letter requesting the President to support the construction of the Family Life Center in Buffalo, New York.

I have shared your request with the President and his other advisors, and you will receive a response in the near future. In the meantime, if I can be of assistance to you, please do not hesitate to contact me.

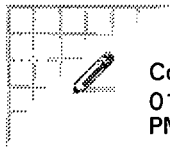
Best wishes.

Sincerely,

Charles

Charles M. Brain
Assistant to the President
and Director for Legislative
Affairs

The Honorable Jack Quinn
House of Representatives
Washington, D.C. 20515



Courtney C. Crouch
01/05/2000 03:40:56
PM



Record Type: Record

To: Cathy R. Mays/OPD/EOP@EOP
cc: Devanshu Patel/WHO/EOP@EOP
Subject: letter from rep. roemer

Cathy,

I'm faxing over a letter from Rep. Tim Roemer (D-IN) dated December 22 that we'd like to ask DPC to prepare the response for. As of right now, we have not received the original copy of the letter and are planning to send it into the Oval as soon as we receive the hard copy. I assume the response should be prepared for the POTUS' signature. I'll keep you posted when we send it in to the Oval. Please let me know if you have any questions.

Thanks,
Courtney

See Response to
CA 1/7/99

INCOMING

THE WHITE HOUSE

OFFICE OF LEGISLATIVE AFFAIRS

FAX COVER SHEET

NOTE: THE INFORMATION CONTAINED IN THIS FACSIMILE MESSAGE IS
CONFIDENTIAL AND INTENDED FOR THE RECIPIENT ONLY.

DATE: 1/5/00

TO: CATHY MAYS

FAX: 6-2878

FROM: ✓ COURTNEY CROUCH DEVAN PATEL

456-7500 (TEL)

456-6221 (FAX)

RE: PER MY EMAIL. PLEASE CALL ME IF
YOU HAVE ANY QUESTIONS. THANKS

PAGE 1 OF 7

If there are any problems with this transmission, please
call (202) 456-7500.



HOUSE OF REPRESENTATIVES
WASHINGTON, D. C. 20515

TIM ROEMER
THIRD DISTRICT
INDIANA

December 22, 1999

President William Jefferson Clinton
The White House
Washington, DC 20500

Dear President Clinton:

It was good to work with you at the DC Central Soup Kitchen today. You were even better this year with the bell peppers than last year with the lasagna!

Here is a copy of the Transition to Teaching bill that I mentioned to you. This will be a very valuable program to recruit new teachers and improve quality. I hope that you will mention it in the State of the Union address and include it in your budget.

I look forward to working with you to make sure that Transition to Teaching becomes a reality. If you have any questions, please give me a call.

Sincerely,

Tim Roemer
Member of Congress

TR:msm

Enclosure

*My best wishes to Chelsea & Hillary -
hope to see you over the holiday season*

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H.L.C.



**AMENDMENT TO H.R. 1995, AS REPORTED
OFFERED BY MR. ROEMER OF INDIANA**

Page 36, after line 15, insert the following:

1 **"SEC. 2043. TRANSITION TO TEACHING.**

2 “(a) **PURPOSE.**—The purpose of this section is to ad-
3 dress the need of high-need local educational agencies for
4 highly qualified teachers in particular subject areas, such
5 as mathematics, science, foreign languages, bilingual edu-
6 cation, and special education, needed by those agencies,
7 following the model of the successful teachers placement
8 program known as the ‘Troops-to-Teachers program’, by
9 recruiting, preparing, placing, and supporting career-
10 changing professionals who have knowledge and experi-
11 ence that will help them become such teachers.

12 “(b) **PROGRAM AUTHORIZED.**—

13 “(1) **AUTHORITY.**—The Secretary is authorized
14 to use funds appropriated under paragraph (2) for
15 each fiscal year to award grants, contracts, or coop-
16 erative agreements to institutions of higher edu-
17 cation and public and private nonprofit agencies or
18 organizations to carry out programs authorized by
19 this section.

20 “(2) **AUTHORIZATION OF APPROPRIATIONS.**—

21 For the purpose of carrying out this section, there

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2

1 are authorized to be appropriated \$9,000,000 for
2 fiscal year 2000 and such sums as may be necessary
3 for each of fiscal years 2001 through 2004.

4 "(c) APPLICATION.—Each applicant that desires an
5 award under subsection (b)(1) shall submit an application
6 to the Secretary containing such information as the Sec-
7 retary requires, including—

8 "(1) a description of the target group of career-
9 changing professionals upon which the applicant will
10 focus its recruitment efforts in carrying out its pro-
11 gram under this section, including a description of
12 the characteristics of that target group that shows
13 how the knowledge and experience of its members
14 are relevant to meeting the purpose of this section;

15 "(2) a description of the training that program
16 participants will receive and how that training will
17 relate to their certification as teachers;

18 "(3) a description of how the applicant will col-
19 laborate, as needed, with other institutions, agencies,
20 or organizations to recruit, train, place, support, and
21 provide teacher induction programs to program par-
22 ticipants under this section, including evidence of
23 the commitment of those institutions, agencies, or
24 organizations to the applicant's program;

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1 “(4) a description of how the applicant will
2 evaluate the progress and effectiveness of its pro-
3 gram, including—

4 “(A) the program’s goals and objectives;

5 “(B) the performance indicators the appli-
6 cant will use to measure the program’s
7 progress; and

8 “(C) the outcome measures that will be
9 used to determine the program’s effectiveness;
10 and

11 “(5) such other information and assurances as
12 the Secretary may require.

13 “(d) USES OF FUNDS AND PERIOD OF SERVICE.—

14 “(1) AUTHORIZED ACTIVITIES.—Funds under
15 this section may be used for—

16 “(A) recruiting program participants, in-
17 cluding informing them of opportunities under
18 the program and putting them in contact with
19 other institutions, agencies, or organizations
20 that would train, place, and support them;

21 “(B) training stipends and other financial
22 incentives for program participants, not to ex-
23 ceed \$5,000 per participant;

24 “(C) assisting institutions of higher edu-
25 cation or other providers of teacher training to

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4

1 tailor their training to meet the particular
2 needs of professionals who are changing their
3 careers to teaching;

4 "(D) placement activities, including identi-
5 fying high-need local educational agencies with
6 a need for the particular skills and characteris-
7 tics of the newly trained program participants
8 and assisting those participants to obtain em-
9 ployment in those local educational agencies;
10 and

11 "(E) post-placement induction or support
12 activities for program participants.

13 "(2) PERIOD OF SERVICE.—A program partici-
14 pant in a program under this section who completes
15 his or her training shall serve in a high-need local
16 educational agency for at least 3 years.

17 "(3) REPAYMENT.—The Secretary shall estab-
18 lish such requirements as the Secretary determines
19 appropriate to ensure that program participants who
20 receive a training stipend or other financial incentive
21 under paragraph (1)(B), but fail to complete their
22 service obligation under paragraph (2), repay all or
23 a portion of such stipend or other incentive.

24 "(e) EQUITABLE DISTRIBUTION.—To the extent
25 practicable, the Secretary shall make awards under this

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H.L.C.

5

1 section that support programs in different geographic re-
2 gions of the Nation.

3 “(f) DEFINITIONS.—As used in this section:

4 “(1) The term ‘high-need local educational
5 agency’ has the meaning given such term in section
6 2061.

7 “(2) The term ‘program participants’ means ca-
8 reer-changing professionals who—

9 “(A) hold at least a baccalaureate degree;

10 “(B) demonstrate interest in, and commit-
11 ment to, becoming a teacher; and

12 “(C) have knowledge and experience that
13 are relevant to teaching a high-need subject
14 area in a high-need local educational agency.”

Page 36, line 19, strike “part,” and insert “part
(other than section 2043),”.

Page 36, line 21, strike “4.” and insert “4 (other
than section 2043),”.

Page 36, line 23, strike “part,” and insert “part
(other than section 2043),”.

CHARLES B. RANGEL

15TH CONGRESSIONAL DISTRICT
NEW YORK

DEPUTY WHIP

COMMITTEE

WAYS AND MEANS

RANKING MEMBER

SUBCOMMITTEE ON TRADE

JOINT COMMITTEE ON TAXATION

Congress of the United States
House of Representatives
Washington, DC 20515-3215

2354 RAYBURN HOUSE OFFICE BUILDING
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TELEPHONE: (202) 225-4365

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MS. VIVIAN E. JONES
DISTRICT ADMINISTRATOR

163 WEST 125TH STREET
NEW YORK, NY 10027
TELEPHONE: (212) 663-3900

2110 FIRST AVENUE
NEW YORK, NY 10029
TELEPHONE: (212) 348-9630

PLEASE RESPOND TO
OFFICE CHECKED

FAX TRANSMITTAL

DATE:

10/19/99

FROM:

Rep. Charles Rangel

TO:

~~Chuck Brown~~ / John Podesta

FAX:

NUMBER OF PAGES (INCLUDING COVER):

SUBJECT/MESSAGE:

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Bruce*

Andy

CHARLES B. RANGEL

15TH CONGRESSIONAL DISTRICT
NEW YORK

DEPUTY WHIP

COMMITTEE

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FAX TRANSMITTAL

DATE: 10/19/99

FROM: Rep. Charles Rangel

TO: Lawrence Stein

FAX:

NUMBER OF PAGES (INCLUDING COVER):

SUBJECT/MESSAGE:



HOUSE OF REPRESENTATIVES
WASHINGTON, D. C. 20515

October 18, 1999

The Honorable William Clinton
President of the United States
1600 Pennsylvania Avenue NW
Washington, DC 20502

Dear President Clinton:

Our nation's young people have a big stake in the future of America, but many of our children are not being provided with adequate educational opportunities that will allow them to take advantage of the prosperity and promise of the new global economy. Tragically, an entire generation of poor urban and rural children, many minority and undereducated, are missing out on the American dream. At the time of unprecedented economic growth in this country these children are being left behind. Where is our outrage? Where is America's outrage? These children deserve better.

Investment in public education is the key to developing young minds and giving all of America's children a chance to excel. At the present time, however, a significant number of young people attend schools where facilities are crumbling, classrooms are overcrowded, students are without computers and Internet access, and many teachers are uncertified and underqualified. While there are many dedicated teachers and great public schools in this country, it is a shame when even one child in the United States receives an obsolete and inadequate education.

The situation is bleak for those who find themselves dropping out of or graduating from low-performing schools. Many of these young people are doomed to experience the negative effects of illiteracy, joblessness, premature pregnancies, drug abuse, and gun violence. There are 1.8 million young men and women incarcerated in America. Most are poor, most are minority, and all are undereducated. Why do we spend \$84,000 per year to keep someone incarcerated, and only \$9,000 per year to educate him or her? We believe that it makes the most sense to give people the tools they need to compete before they end up in jail or on the street.

President Clinton
October 18, 1999
Page Two

Under the guise of promoting increased competition in education, some argue that failing schools should be forced to improve by starving them of resources. This approach undermines our public school system by failing to provide disadvantaged students and schools, many of whom are already resource deprived, with the extra nurturing and resources that they need to achieve significant reform.

We must develop and implement strategies to provide all young men and women in school with core academic competencies geared toward world-class standards which will prepare them for career opportunities in the more competitive global economy. This can be accomplished by providing targeted assistance to low-performing schools so that they can develop and adopt reform plans that include challenging curricula, highly-qualified teachers, and higher expectations that make achievement possible.

As educators, administrators, union representatives, parents, business leaders, public officials, and representatives from education, faith, and community-based organizations from across the country, we represent a broad cross-section of concerned citizens interested in embarking on a national campaign to preserve and strengthen our public schools. We intend to pursue a comprehensive, needs based strategy at the federal level to ensure that schools that have been determined to be failing/underperforming are provided with direct federal resources to close the funding and achievement gaps.

The federal government must take every step it can to help create a level playing field for all of our nation's students, especially those who live in high need areas. The efforts of the federal government must be coordinated by your administration so that resources can be maximized and the nation's attention focused on this important issue. We need your leadership and that of Vice President Gore so that we can make an ideal—the transformation of every disadvantaged urban and rural school in America into a center of educational excellence—a reality.

Towards this goal, we would like to request a White House meeting on this issue to be attended by a wide range of people who have a stake in ensuring the success of America's public school system. The purpose of this meeting is two-fold: 1) to start a national dialogue focusing on the inequities in the funding and quality of public education available to America's poorest urban and rural children; and, 2) to establish a consensus on a plan of action to address the problems of poor and under-performing public schools.

President Clinton
October 18, 1999
Page Three

There is no question that public education has helped make the U.S. the world leader that it is today. It must be our nation's priority to radically reform poor performing public schools if we are to ensure a successful future for our children and our country.

Sincerely,

Charles B. Rangel
Hugh Price/Urban League
Michael Casserly, Council of Great City Schools
National Alliance of Black School Educators
Board of Education of the City of New York/Chancellor Crew
Princeton Training Associates, Ted Gershon
Wellington Webb, U.S. Council of Mayors
American Association of School Administrators
National Association of Secondary School Principals

cc: Vice President Al Gore
First Lady Hillary Rodham Clinton
John Podesta
Larry Stein
Gene Sperling
Richard Riley

Congress of the United States

House of Representatives

Washington, DC 20515-3215

June 8, 1999

The Honorable William J. Clinton
The White House
1600 Pennsylvania Avenue, N.W.
Washington, D.C. 20502

Dear President Clinton:

Recent events make it clearer than ever that we must turn our attention and resources to address the needs of America's children. The school shootings in Colorado and Georgia have been a tragedy for the nation. It is terrible to have senseless acts of violence snuff out young lives before they truly begin. It is important that these incidents are not viewed in isolation. In schools across our nation, the lives of our young people are being cut short and their hopes and dreams deferred not only due to violence but also because of illiteracy, school drop outs, teen pregnancies, incarceration, and drug abuse. The widespread occurrence of these tragedies demonstrate that somewhere along the way many of our children have lost hope for the future.

The Administration has been quick to allocate America's resources to intercede in a tribal war thousands of miles from U.S. soil in the former Yugoslavia. It is hard to justify this policy when so many of our own children are in need of these critical resources. The severity of the issues facing our children should lead us to only one conclusion: we must first take care of our kids at home. No child living in the richest country in the world should live without hope for the future.

Investment in public education is the key to developing young minds and giving all of America's children a chance to excel. At the present time, however, some of our young people attend schools where facilities are crumbling, classrooms are overcrowded, students are without computer and internet access, and many teachers are uncertified and underqualified. It is a shame that the United States maintains a public education system that subjects some of its students to a poor quality of education—in effect, dooming them to a future that is bypassed by the prosperity and promise of the new global economy.

The Honorable William J. Clinton

June 8, 1999

Page 2

Tragically, the young people who are most likely to be subjected to an inferior education in this system are those who attend school in urban and rural areas with high rates of poverty and those who are of African American and Hispanic descent. In a country that prides itself on its leadership in world affairs, the negative effects of race and income continue to have a pervasive impact on the quality of education and the life's chances of affected students. These educational disparities are a national disgrace and must be addressed.

Statistics show that one out of every two black men in the District of Columbia are in jail; and one out of every three in the country are incarcerated. There are 1.8 million young men and women incarcerated in America. Most are poor, most are minority, many are addicted to drugs, and all are undereducated. Seventy percent of prison inmates do not possess basic literacy skills. Why do we spend \$84,000 per year to keep someone incarcerated but only \$9,000 per year to educate him or her? Wouldn't it make more sense to provide people with the tools they need to compete before they end up in jail or on the street? The U.S. must reassess its misplaced priorities and make a greater investment in its public education system so that all of America's children can receive a quality education that enables them to compete in the global economy of the 21st Century.

It should be made clear that, in general, America's public schools are in good shape. Our public schools continue to produce productive individuals who are prepared to take on the demands of higher education and the workforce upon graduation. This fact has not been lost on educators, union leaders and public officials from across the country who have acknowledged the value of our public school system:

- Sandra Feldman, President of the American Federation of Teachers: "America's most successful public service of any kind, the public schools, educate the great majority of our children, offer an avenue for upward mobility, and foster a sense of common purpose among our people."

The Honorable William J. Clinton

June 8, 1999

Page 3

- Dr. Rudolph Crew, New York Public Schools Chancellor: "I have chosen to make my commitment to public education, an American institution that has helped this country and its people grow and prosper for more than a century and an institution that should be given the support it needs to bring our nation and its people into the 21st century."
- Richard Daley, Mayor for the city of Chicago: "America's public schools are too valuable for us to lose for they are the foundation upon which this great nation has flourished."

Given that most of our public schools are fulfilling their educational mission, it would be foolish to throw out our entire public education system, as some have suggested, when there are only a few parts that need to be overhauled.

I, along with key educators, administrators, and public officials from across the country, stand ready and prepared to embark on a national campaign to reform and strengthen our public schools. We intend to pursue a comprehensive, needs based strategy at the federal level to ensure that schools that serve disadvantaged students are provided with additional federal resources to close the funding and achievement gaps. This comprehensive strategy is revolutionary and goes beyond the Elementary and Secondary Education Act, which attempts to establish accountability and performance measures without providing needy public schools with the means needed to achieve them.

Our plan includes targeting those areas where students are suffering from inadequate resources. In order to achieve optimal results, these targeted communities would be required to enter into a voluntary agreement that waives school district, union, and local and state government regulations as a precondition for receiving federal assistance for school reform. This plan embraces standard measures for increased performance, some of which you acknowledged in your State of the Union address, including the need to: modernize schools, raise standards, increase accountability, bring high quality teachers to the classroom, provide school report cards to parents, create smaller class sizes, and introduce innovative partnerships between schools, parents, and the private and nonprofit sectors.

The Honorable William J. Clinton

June 8, 1999

Page 4

Our plan also expands the concept of a national education initiative dedicated to attracting the best and brightest of our youth to teach in urban and rural schools. The program should be supplemented by a national college internship program designed to attract students from all majors to tutor, rehabilitate facilities, introduce technology, and mentor students.

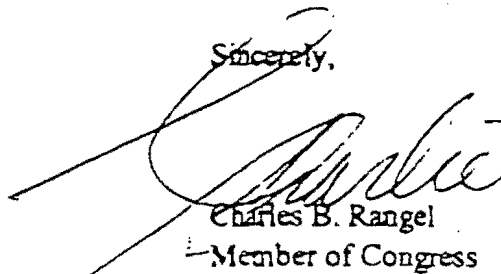
It is imperative that we develop a new paradigm to keep kids in school and provide a solid educational foundation, world class academic skills, industry responsive job training and preparation for post-secondary education and life-long learning. The efforts of the federal government must be coordinated by your office in order to maximize our resources, and focus the nation's attention on this issue.

You have recently embarked on a new initiative to focus federal resources in those areas of the country that have been underdeveloped in terms of business opportunities. It is important to recognize, however, that this "new markets" initiative cannot thrive without also nurturing the underdeveloped human talent in these distressed areas. We must have new minds for new markets if we are serious about truly improving the conditions of poor communities throughout America.

Due to a strong economy and budget surpluses, the U.S. now has a unique opportunity and strong incentive to invest in its human capital. If we are to maintain and enhance our status as a world leader, the federal government must continue to promote activities that ensure economic vitality, personal security, and expanded opportunity for all Americans into the 21st Century.

I would appreciate the opportunity to meet with you as soon as possible so that I can provide you with more details about my plan to reform low achieving schools. Thank you for your time and consideration.

Sincerely,



Charles B. Rangel
Member of Congress

CBR:mmr

cc: Richard Riley
John Podesta
Larry Stein
Jack Lew
Gene Sperling

COMMITTEE
WAYS AND MEANS
RANKING MEMBER
SUBCOMMITTEE ON TRADE
JOINT COMMITTEE ON TAXATION

Congress of the United States
House of Representatives
Washington, DC 20515-3215

MS. VIVIANE JONES
DISTRICT ADAMS STATION
163 WEST 125TH STREET
NEW YORK, NY 10037
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June 22, 1999

The Honorable William J. Clinton
President of the United States
The White House
1600 Pennsylvania Avenue, N.W.
Washington, D.C. 20502

Dear President Clinton:

Since I last wrote to you about the state of American public education and the necessity to improve upon the system to meet the needs of all of our children, other prominent leaders from the public and private sector have commanded national attention with remarks that relay similar observations and conclusions.

In his recent statements before the Joint Economic Committee, Federal Reserve Board Chairman Alan Greenspan, highlighted the need for an increased focus on our education system. Remarking that the U.S. falls "far short" in grades K through 12, Greenspan stated that he was "hard-pressed to see how we can maintain what is increasingly an intellectual-based output system if there is a significant proportion of our working groups are unable to have insight into that process."

Greenspan was not alone in his concerns. IBM Chairman Louis Gerstner noted the "deplorable condition of our system of public education" and our lack of competitiveness when compared with the other nations of the world. He predicted, "unless we arrest the wasting decline of our public schools--and do it now--America is destined to be an also-ran in the emerging digital economy." Both Greenspan and Gerstner's remarks illustrate that investment in public education is not only the key to developing young minds and giving all of America's children a chance to excel, it is the key to America's economic future.

The Honorable William J. Clinton

June 22, 1999

Page 2

It is becoming increasingly clear to many across the country that some parts of our current education system are producing students who come out of high school with a knowledge base that is incomplete or obsolete. Some schools produce graduates ill-equipped to compete in an increasingly fast-paced, knowledge-based, technological world. It is deplorable that some of our young people, many of whom are minorities in poor urban areas, are doomed to failure because they attend resource-poor schools where facilities are crumbling, classrooms are overcrowded, students are without computer and internet access, and many teachers are uncertified and underqualified.

Failing students in poor communities are almost sure to face high rates of illiteracy, incarceration, joblessness, and drug abuse. Since 1970, the prison population has increased from 260,000 to 1.8 million people in 1997 (nearly a 600% increase). Studies indicate that 70% of inmates lack basic literacy skills, 49% have not completed high school, more than 70% used illegal drugs one month prior to their arrest, and 40% in state prisons lived below the poverty level prior to incarceration. It is important to realize that these incarcerated individuals are not born criminals. Many are the product of failed support systems, including schools that have neglected to provide them with the proper tools to compete and excel in today's society. It is unacceptable that some of our children are locked up with no hope for the future in the richest, most powerful country in the world. This is a waste of talent and productivity.

Now that the war in Kosovo has ended, it is time to declare a war much closer to home—one of great significance to national security and to the economic and social stability of our nation. America's new "war" at home should be a national initiative to reform failing public schools. The remarks of Greenspan, Gerstner, Denver Mayor Wellington Webb, Vice President Gore and many others signify that many knowledgeable and influential Americans are recognizing the need to focus our attention on this effort.

Contrary to what some claim, the answer is not to throw out the entire public education system when only a few parts are dysfunctional. The U.S. must focus on turning disadvantaged schools inside out so that they can be transformed into model schools where students can learn in a positive and affirming environment. This effort requires a serious commitment from the federal government with substantial cooperation from local and state government, teachers unions, parents, and businesses. Serious school reform would entail providing better teacher training, more effective curricula,

The Honorable William J. Clinton

June 22, 1999

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improved access to new technologies, refurbished or new facilities, smaller class sizes and innovative partnerships between schools, businesses and communities.

As a community, we should establish strong expectations for student performance based on academic literacy, social competency, civic responsibility, occupational opportunity, and technical proficiency. Additionally, these expectations should be aligned with the needs of the U.S. economy so that we can continue to produce strong economic growth. Investment in public education is the key to developing young minds and giving all of America's children a chance to excel.

I urge you to establish a task force on public education to study these reform measures and others as a means to address the funding and achievement gaps among America's poorest urban and rural school districts. This task force should include individuals representing teachers, parents, school administrators, public officials, communities and businesses. In addition, I am asking you to initiate a national conference designed to help the country focus on this important issue. It is important that the conference be limited to discussions about rejuvenating and redefining the public education system--not by entertaining schemes that divert resources from it--but by using innovative techniques that can enhance and strengthen the current system.

There is no reason why a country possessing the genius and talent to develop the internet, create innovative computers and software, and generate enough produce to feed the world, cannot successfully reform its own public education system. We have the know-how and expertise, now we need the willpower and commitment.

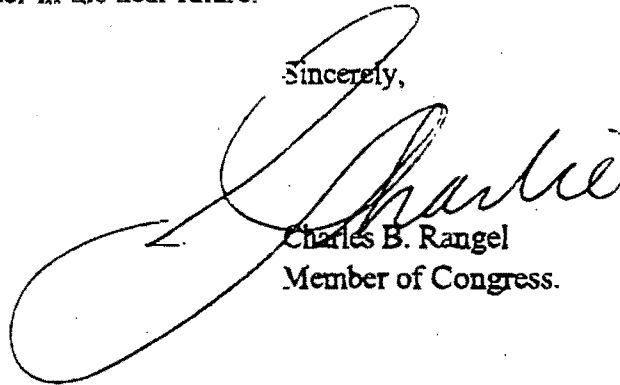
Democrats have defended the public education system on the premise that education should be universally available so that the talents of all children can be developed and nourished for the betterment of society. Our defense of the system, however, does not mean that we accept the parts that do not work. I stand alongside many others who are ready to reform those schools that fail to provide our children with a decent education.

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Public education has helped make the U.S. the world leader that it is today. It must be our nation's priority to radically reform poor performing public schools if we are to guarantee our children's future in the global economy.

Thank you for your time and consideration. I look forward to talking with you further about this matter in the near future.

Sincerely,

A large, stylized handwritten signature in cursive script, appearing to read "Charlie".

Charles B. Rangel
Member of Congress.

CBR:mmr

THE PRESIDENT HAS SEEN
8-30-99MEMBER OF CONGRESS
WASHINGTON, D.C.JAMES P. MCGOVERN
3RD DISTRICT, MASSACHUSETTS

August 27, 1999

Dear Mr. President -

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

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

their clout and focus on Commonwealth's
agenda on issues that will make a
real difference.

Please consider their invitation. I
would be personally grateful.

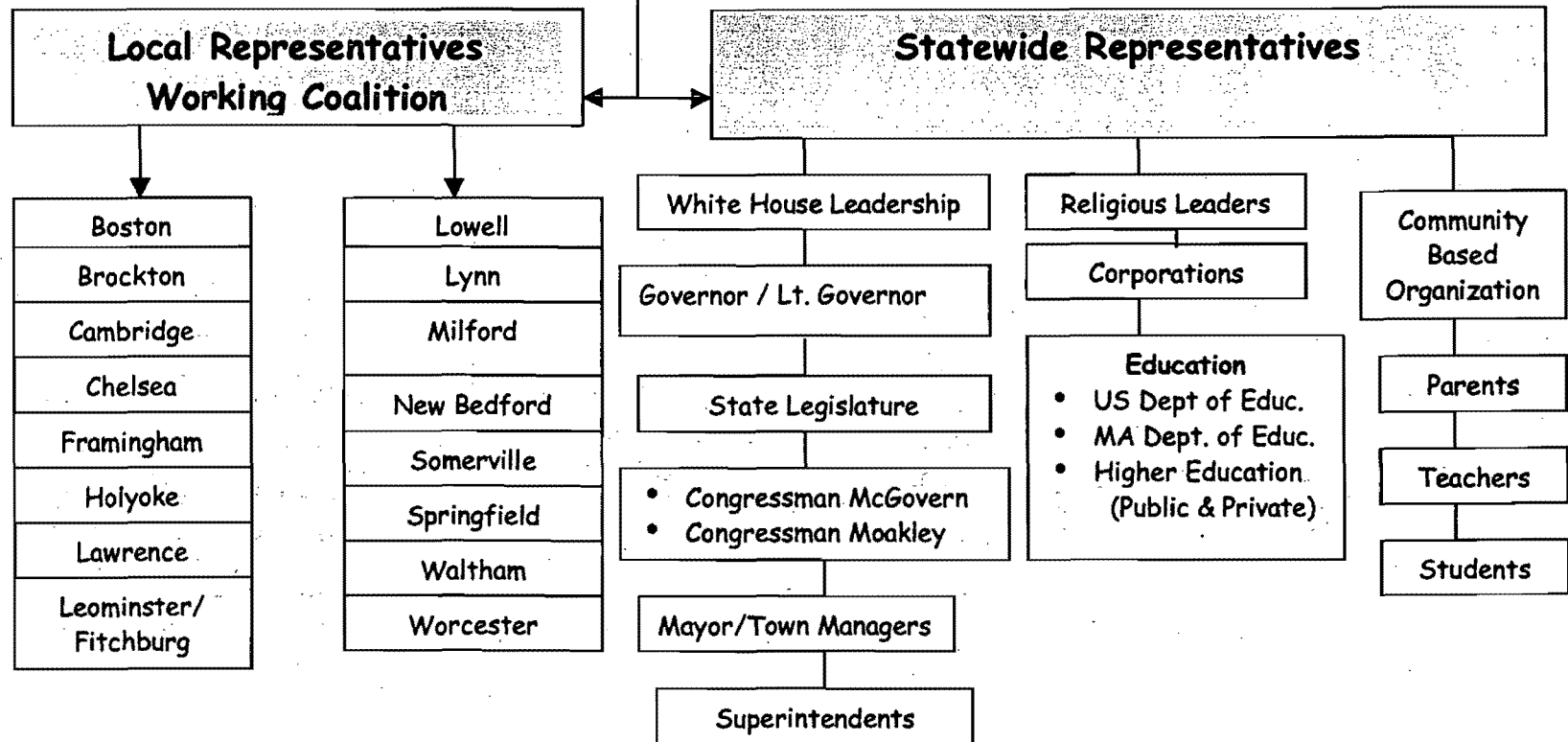
With respect and friendship —
Jim

Massachusetts Education Initiative for Latino Students

Steering Committee

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

PLANNING COMMITTEE MEMBERS



Local Representatives

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

Town Meeting

Please join us as:

First Lady Hilary Clinton

discusses

“Hispanic Children & Youth”

Speak Up!

This impacts you!

Co- Moderators:

Representative Jarrett T. Barrios &

Antonia Jiménez, Chair, Massachusetts Education Initiative for Latino Students

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

Date: Monday, August 2nd, 1999

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

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

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

BOSTON

I. General Population & Voter Information

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

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

II. Superintendent Information

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

III. General School District Information

Race/Ethnicity, 1997-8 (%)

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

Bilingual Education

District %	District #	State %
21.8	13,477	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
70.0	43,276	25.9

Plans of High School Graduate

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

Drop-out Rate / Grade 9-12

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

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

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

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

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

BROCKTON

I. General Population & Voter Information

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

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

II. Superintendent Information

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

III. General School District Information

Race/Ethnicity, 1997-8 (%)

	District %	District #	State
African American	36.3	5,672	8.5
Asian	3.2	500	4.1
Hispanic	12.4	1,938	9.7
Native American	0.6	94	0.2
White	47.5	7,422	77.5
Total	100.0	15,626	100.0

Bilingual Education

District %	District #	State
7.7	1,203	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State
54.0	8,438	25.9

Plans of High School Graduate

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

Drop-out Rate / Grade 9-12

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

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

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

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

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

CAMBRIDGE

I. General Population & Voter Information

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

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

II. Superintendent Information

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

III. General School District Information

Race/Ethnicity, 1997-8 (%)

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

Bilingual Education

District %	District #	State %
6.0	451	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
31.2	2,347	25.9

Plans of High School Graduate

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

Drop-out Rate / Grade 9-12

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

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

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

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

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

CHELSEA

I. General Population & Voter Information

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

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

II. Superintendent Information

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

III. General School District Information

Race/Ethnicity, 1997-8 (%)

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

Bilingual Education

District %	District #	State %
24.5	1,286	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
65.8	3,453	25.9

Plans of High School Graduate

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

Drop-out Rate / Grade 9-12

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

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

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

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

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

FITCHBURG

I. General Population & Voter Information

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

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

II. Superintendent Information

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

III. General School District Information

Race/Ethnicity, 1997-8 (%)

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

Bilingual Education

District %	District #	State %
9.6	521	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
50.1	2,746	25.9

Plans of High School Graduate

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

Drop-out Rate / Grade 9-12

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

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

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

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

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

FRAMINGHAM

I. General Population & Voter Information

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

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

II. Superintendent Information

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

III. General School District Information

Race/Ethnicity, 1997-8 (%)

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

Bilingual Education

District %	District #	State %
11.9	907	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
24.9	1,899	25.9

Plans of High School Graduate

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

Drop-out Rate / Grade 9-12

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

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

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

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

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

HOLYOKE

I. General Population & Voter Information

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

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

II. Superintendent Information

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

III. General School District Information

Race/Ethnicity, 1997-8 (%)

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

Bilingual Education

District %	District #	State %
19.1	1,430	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
69.7	5,218	25.9

Plans of High School Graduate

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

Drop-out Rate / Grade 9-12

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

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

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

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

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

LAWRENCE

I. General Population & Voter Information

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

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

II. Superintendent Information

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

III. General School District Information

Race/Ethnicity, 1997-8 (%)

	District %	District #	State %
African American	2.7	309	8.5
Asian	3.4	390	4.1
Hispanic	78.4	8,983	9.7
Native American	0.0	0	0.2
White	15.4	1,765	77.5
Total	99.9	11,447	100.0

Bilingual Education

District %	District #	State %
30.7	3,518	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
73.0	8,364	25.9

Plans of High School Graduate

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

Drop-out Rate / Grade 9-12

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

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

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

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

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

LEOMINSTER

I. General Population & Voter Information

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

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

II. Superintendent Information

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

III. General School District Information

Race/Ethnicity, 1997-8 (%)

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

Bilingual Education

District %	District #	State %
2.7	161	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
27.4	1,630	25.9

Plans of High School Graduate

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

Drop-out Rate / Grade 9-12

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

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

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

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

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

LOWELL

I. General Population & Voter Information

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

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

II. Superintendent Information

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

III. General School District Information

Race/Ethnicity, 1997-8 (%)

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

Bilingual Education

District %	District #	State %
17.5	2,773	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
56.7	8,987	25.9

Plans of High School Graduate

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

Drop-out Rate / Grade 9-12

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

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

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

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

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

LYNN

I. General Population & Voter Information

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

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

II. Superintendent Information

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

III. General School District Information

Race/Ethnicity, 1997-8 (%)

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

Bilingual Education

District %	District #	State %
5.5	777	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
58.2	8,217	25.9

Plans of High School Graduate

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

Drop-out Rate / Grade 9-12

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

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

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

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

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

MILFORD

I. General Population & Voter Information

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

Total Registered Voters	Total Latino Voters	%
12,565		

II. Superintendent Information

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

III. General School District Information

Race/Ethnicity, 1997-8 (%)

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

Bilingual Education

District %	District #	State %
2.7	107	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
17.5	693	25.9

Plans of High School Graduate

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

Drop-out Rate / Grade 9-12

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

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

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

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

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

NEW BEDFORD

I. General Population & Voter Information

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

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

II. Superintendent Information

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

III. General School District Information

Race/Ethnicity, 1997-8 (%)

	District %	District #	State %
African American	14.5	2,079	8.5
Asian	0.8	115	4.1
Hispanic	14.0	2,007	9.7
Native American	0.2	29	0.2
White	70.5	10,107	77.5
Totals	100.0	14,337	100.0

Bilingual Education

District %	District #	State %
5.5	788	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
58.2	8,344	25.9

Plans of High School Graduate

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

Drop-out Rate / Grade 9-12

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

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

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

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

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

SOMERVILLE

I. General Population & Voter Information

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

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

II. Superintendent Information

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

III. General School District Information

Race/Ethnicity, 1997-8 (%)

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

Bilingual Education

District %	District #	State %
13.0	732	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
70.3	3,960	25.9

Plans of High School Graduate

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

Drop-out Rate / Grade 9-12

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

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

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

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

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

SPRINGFIELD

I. General Population & Voter Information

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

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

II. Superintendent Information

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

III. General School District Information

Race/Ethnicity, 1997-8 (%)

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

Bilingual Education

District %	District #	State
11.5	2,734	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State
76.2	18,119	25.9

Plans of High School Graduate

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

Drop-out Rate / Grade 9-12

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

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

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

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

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

WALTHAM

I. General Population & Voter Information

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

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

II. Superintendent Information

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

III. General School District Information

Race/Ethnicity, 1997-8 (%)

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

Bilingual Education

District %	District #	State %
4.7	247	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
28.3	1,487	25.9

Plans of High School Graduate

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

Drop-out Rate / Grade 9-12

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

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

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

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

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

WORCESTER

I. General Population & Voter Information

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

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

II. Superintendent Information

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

III. General School District Information

Race/Ethnicity, 1997-8 (%)

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

Bilingual Education

District %	District #	State %
7.0	1,618	4.8

Eligible for Free/Reduced Price Lunch

District %	District #	State %
45.7	10,566	25.9

Plans of High School Graduate

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

Drop-out Rate / Grade 9-12

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

IV. 1998 Massachusetts Comprehensive Assessment System Results (MCAS)

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

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

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

Massachusetts Education Initiative for Latino Students Planning Committee Members

Steering Committee:

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

Steering Committee

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

Boston

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

Brockton

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

Cambridge

Name	Constituent	Brief Description
1.		TBD

Chelsea

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

Framingham

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

Holyoke

Name	Constituent	Brief Description
1.		Community selecting Planning Committee Members

Lawrence

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

Leominster/Fitchburg

Name	Constituent	Brief Description
1.		TBD

Lowell

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

Lynn

Name	Constituent	Brief Description
1.		TBD

Milford

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

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

Name	Constituent	Brief Description
1.		TBD

Somerville

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

Springfield

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

Waltham

Name	Constituent	Brief Description
1.		TBD

Worcester

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

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

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

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



Massachusetts Education Initiative for Latino Students Overview

BACKGROUND

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

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

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

MISSION, GOALS AND OBJECTIVES

Mission Statement

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

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

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



THE PRESIDENT HAS SEEN
8-30-99

MEMBER OF CONGRESS
WASHINGTON, D.C.

JAMES P. MCGOVERN
3RD DISTRICT, MASSACHUSETTS

August 27, 1999

THE PRESIDENT HAS SEEN
B Reed 8-30-99

Pls Review—

Need reply to the Governor
This is a good thing
to do - If I can't
maybe VP, Tipper
or Sec. Riley could

B Reed

Pls review—

Need reply to McGovern

This is a good thing
to do - If I can't
maybe VP, Tipper
or Sec. Riley could

copied
Reed/El
Podesta

use you 2

once again

one year ago

he would be honored to have you back.

1) Andy - need reply
(from me) to McGovern

2) Mike Cohen - Riley
should do something with this.

-BR

BC

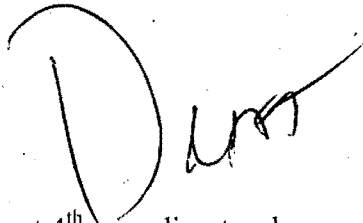
It was exactly

my visited our city and

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

Goodling Response Draft

The Honorable Bill Goodling



This is in response to your letter of August 4th regarding teacher quality, class size, and voluntary national testing. I was disappointed to receive your letter and could only conclude that you fail to see the linkage between the investments that my administration has made in research-based practices and efforts to increase accountability in our public school system. Since 1992 we have put forward complementary proposals to raise standards for students and teachers, invest in what works, and ensure that all children are learning the skills they will need in the New Economy. Every education investment I have proposed has been linked to the crucial issue of raising student achievement. Unfortunately, rather than work with us on this effort, it appears that many continue to support proposals that would undermine national on this important issue.

As you know, my administration is committed to improving teacher quality and reducing class-size. I believe that pitting these issues against each other creates a false choice. We can improve teacher quality while reducing class-size. My proposal for reauthorization of the Elementary and Secondary Education Act consolidates several existing programs into the Teaching to High Standards initiative. This initiative will support state and local efforts to align curricula and assessments with challenging standards, provide sustained and high-quality professional development for teachers in the core academic content areas, and provide support for new teachers in the crucial first 3 years in the classroom.

Moreover, this past July, the Department of Education provided \$43 million in grants to raise teacher quality and address teacher shortages in high-need areas. Twenty-four states received grants to support stronger teacher certification and licensing standards, alternative certification, and accountability measures for institutions that train teachers. Twenty-eight grants were also given to support partnerships between universities and school districts to attract qualified new students into teaching and reduce shortages and turnover in high need areas.

To complement these efforts, my ESEA proposal also calls for sustaining our commitment to reducing class size in the early grades. As you are aware, substantial research indicates that smaller class sizes are one of the most direct and effective ways to improve academic achievement. Last year, acting on both research and common sense, Congress came together and passed a bipartisan initiative to help reduce class-size in the early grades. In addition, so that the program is responsive to the varying needs of states and localities, the Department of Education has granted waivers to jurisdictions desiring additional flexibility with this funding. Despite this, I am disappointed to see that rather than building on this historic commitment, less than a year later some on Capitol Hill are trying to undermine this program.

Investments to raise teacher quality and lower class size will help improve academic achievement; however, I don't believe that investments alone are the answer. That is why I have repeatedly worked to introduce more accountability into our education system. All of the investments I have called for are designed to help give students the tools they need to reach high academic standards. These standards however are meaningless if success against them is not

measured. This is why I proposed voluntary national testing in 4th-grade reading and 8th-grade math. Parents intuitively know that in our New Economy their children will need a higher level of skills to be successful and they want to know whether public schools are teaching their children these skills. I don't agree with your assertion that there is nothing to be learned from an assessment of this nature. To the contrary, for the first time it would allow parents to accurately compare the achievement of their children with children in other schools, communities, and states. A voluntary national test of this nature would be a valuable diagnostic, curricular, and accountability tool.

Over the past 34 years the Elementary and Secondary Education Act has been a vehicle for national leadership to improve education for disadvantaged students, raise standards, and help states and local school districts meet the myriad challenges that they face. I am proud of what my administration has accomplished and our continuing to improve and modernize ESEA. This is why attempts to undercut national leadership on important issues such as standards-based reform, raising teacher quality, and reducing class size are so troubling. I hope that as we reauthorize ESEA we can work together to strengthen research-based national efforts to improve schools rather than waste valuable time on unproven schemes. Our nation's school children deserve no less.

THE WHITE HOUSE

FACSIMILE TRANSMISSION

OFFICE OF LEGISLATIVE AFFAIRS,
WEST WINGoffice phone: 456-2230
office Fax: 456-6220DATE: 8-12-99

TO:

Cathy Mays

-

-

FAX NUMBER:

6-55426-2878

TOTAL PAGES:

3

FROM:

LARRY STEINJANET MURGUIAMINDY MYERS☒ ERICA MORRIS

SUBJECT:

Letter from Rep. Goodling

COMMENTS:

NOTE: The information contained in this facsimile message is **CONFIDENTIAL** and intended for the recipient **ONLY**. If there is a problem with the transmission, please contact the sender as soon as possible.

ID# 313941

THE WHITE HOUSE
CORRESPONDENCE TRACKING WORKSHEET

INCOMING

DATE RECEIVED: AUGUST 11, 1999

NAME OF CORRESPONDENT: THE HONORABLE BILL GOODLING

SUBJECT: REQUESTS THE PRESIDENT HIMSELF TO REVIEW
THE TEACHER EMPOWERMENT ACT THAT WAS PASS
BY THE HOUSE

*Ask Janet if
POTUS
Bruce Light
Response*

ROUTE TO: OFFICE/AGENCY	(STAFF NAME)	ACTION ACT CODE	DATE YY/MM/DD	TYPE RESP	C D	COMPLETED YY/MM/DD
LARRY STEIN		ORG	99/08/11			
REFERRAL NOTE: _____						
REFERRAL NOTE: _____						
REFERRAL NOTE: _____						
REFERRAL NOTE: _____						
REFERRAL NOTE: _____						

COMMENTS:

cc: Broderick Johnson, Mindy Myers, Erica Morris

ADDITIONAL CORRESPONDENTS: MEDIA:L INDIVIDUAL CODES: 1240

MAIL

USER CODES: (A) R_PA

(B)

(C)

*ACTION CODES:	*DISPOSITION	*OUTGOING	*
*	*	*CORRESPONDENCE:	*
*A-APPROPRIATE ACTION	*A-ANSWERED	*TYPE RESP=INITIALS	*
*C-COMMENT/RECOM	*B-NON-SPEC-REFERRAL	*OF SIGNER	*
*D-DRAFT RESPONSE	*C-COMPLETED	*CODE = A	*
*F-FURNISH FACT SHEET	*S-SUSPENDED	*COMPLETED = DATE OF	*
I-INFO COPY/NO ACT NEC		*OUTGOING	*
*R-DIRECT REPLY W/COPY *			*
*S-FOR-SIGNATURE			*
*X-INTERIM REPLY			*

REFER QUESTIONS AND ROUTING UPDATES TO CENTRAL REFERENCE
(ROOM 75, OEOB) EXT-2590
KEEP THIS WORKSHEET ATTACHED TO THE ORIGINAL INCOMING
LETTER AT ALL TIMES AND SEND COMPLETED RECORD TO RECORDS
MANAGEMENT.

J

12410
 BILL GOODLING
 19TH DISTRICT, PENNSYLVANIA

CHAIRMAN:
 COMMITTEE ON EDUCATION AND
 THE WORKFORCE

COMMITTEE ON
 INTERNATIONAL RELATIONS

TOLL FREE DISTRICT NUMBER:
 800-632-1811

<http://www.house.gov/goodling/>



Congress of the United States
House of Representatives
 Washington, DC 20515-3819

August 4, 1999

313941
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William J. Clinton
 The President of the United States
 The White House Office
 1600 Pennsylvania Avenue NW
 Washington, D.C. 20500-0005

AUG 11 PM 8:31

Dear Mr. President: *President*

This will be a lengthy letter. I hope you will have time to read it, and I hope you will have time to personally respond. I really don't want any response from the Department or from any of your advisors. If you don't have time to do it, please don't have anyone else respond.

I've worked hard to try to help you with your education legacy (just as I did with your predecessor), but I don't understand who the people are that advise the presidents, because in both cases I haven't been very successful. I know it isn't the Secretary, but I don't know who may get your ear on education matters. You constantly put the cart before the horse, and I've tried to get that message across.

When you came up with your testing idea, I tried to make it abundantly clear that you first have to help the 50 percent who have been told a thousand times, every time they have taken a standardized test, a state test, a local test, and a teacher's test, that they aren't doing very well. We didn't have to spend a hundred million dollars to tell that group one more time that they're not doing very well. If we had a hundred million dollars to spend, we had to find a way to help them to do better and then test them.

Then you decided, for some unknown reason, 18 in a classroom is a magic number. Again, you put the cart before the horse. Unless you have quality teachers to go into center city and rural America to fill the teaching jobs created by smaller classes, you've really done nothing to improve the academic standing of the needy children. The most recent grants that you've sent out to foster this notion have no accountability attached to them at all. They didn't have to show you how this class size reduction improved the academic standing of all children. In fact, there wasn't anything to cause them to have teachers in the classroom that can read and write. As you know, Governor Wilson got on this kick before you did (he spent \$2 billion), and the result is that there are now more than 30 percent totally unqualified teachers in center city Los Angeles.

Again, if you look at our Teacher Empowerment Act that we passed in the House, you will see that we are trying to help you, because we give them the opportunity at the local level to help those who have the potential to become good teachers to do just that. We have high accountability standards so that the district (if they are to get a 5 year contract) has to show how every child has improved academically.

I'm not sure where the number 18 came from in the first place. Most of the research that I've seen said that if you can't get down to 13-14 students in a classroom, you probably aren't going to make much of a difference. However, more importantly, if you can't put a quality teacher in that classroom you have accomplished nothing, except to have spent a lot of money foolishly. You're very well aware of the past history of the sisters in parochial schools who had 30-45 students in their classrooms. Those sisters were the best-educated and the most dedicated that one could find, and they were completely in charge of the classroom.

You sent a Reading Excellence Bill (I think you called it "America Reads," but we changed it to Reading Excellence), and it contained nothing that would help you to reach your goal. I asked you if 40 percent of the fourth grade students can't read at the fourth grade level, wouldn't the first thing you would look at be teacher preparation to teach reading? We added that. I then said that the literacy of the parents has a lot to do with the child's ability to learn, and we added a preschool family literacy program so that the parent could be the child's first and most important teacher. Fortunately, rather than veto it, you took credit for it, which was fine with me.

I hope you will look very carefully at our Teacher Bill now, before someone tells you to veto it, and find a way to take credit for it so that we can help those children most in need to succeed in life.

Sincerely,



BILL GOODLING
Member of Congress

Erica R. Morris 08/12/99 03:04:10 PM

Record Type: Record

To: Cathy R. Mays/OPD/EOP@EOP

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

Subject: letter from Chairman Bill Goodling (R-PA)

Rep. Goodling sent a letter to the POTUS on the Teacher Empowerment Act. He indicated in the letter that he would like a response from the POTUS, not an agency. We were hoping that Bruce could give us guidance on whether or not this should go to the Oval. I am faxing you over a copy of the letter.

Please let me know Bruce's thoughts, thank you.

Message Copied To:

Janet Murguia/WHO/EOP@EOP
Charles M. Brain/WHO/EOP@EOP
Broderick Johnson/WHO/EOP@EOP
Courtney C. Crouch/WHO/EOP@EOP
Devanshu Patel/WHO/EOP@EOP
Brooke B. Livingston/WHO/EOP@EOP