

Victoria L. Valentine
03/03/2000 03:46:07 PM

Record Type: Record

To: Reynaldo Valencia/WHO/EOP@EOP

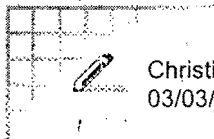
cc:

Subject: President Clinton Names Guillermo Linares as Chair of the President's Advisory Commission on Educational Excellence for Hispanic Americans.

Here you go in case you didnt get a copy of the release

Do you have a contact phone # for the commission so that I can get a photograph(s) of him.

----- Forwarded by Victoria L. Valentine/WHO/EOP on 03/03/2000 03:44 PM -----



Christine L. Anderson
03/03/2000 03:27:42 PM

Record Type: Record

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

cc:

Subject: President Clinton Names Guillermo Linares as Chair of the President's Advisory Commission on Educational Excellence for Hispanic Americans.

THE WHITE HOUSE

Office of the Press Secretary
(San Jose, California)

For Immediate Release

March 3, 2000

PRESIDENT CLINTON NAMES GUILLERMO LINARES AS CHAIR OF THE PRESIDENT'S ADVISORY COMMISSION ON EDUCATIONAL EXCELLENCE FOR HISPANIC AMERICANS

The President today announced the appointment of Guillermo Linares as Chair of the President's Advisory Commission on Educational Excellence for Hispanic Americans.

Mr. Guillermo Linares, of New York, New York, has served as a member of the

Commission since January, 1995. He has been Vice Chair since 1998. Mr. Linares became the first Dominican-American to be elected to public office in the United States when he was elected to the New York City Council in 1991. He was re-elected in November, 1993 and again in November, 1997. He continues to serve as a councilman. Previously, Mr. Linares was president of Community School Board #6 in Northern Manhattan. His prior experience includes positions as an Adjunct Professor and Project Director at the City College of New York, an Adult Literacy Consultant/Instructor at the Hispanic Women's Center, a Project Associate at Teachers College, Columbia University, and as a Resource Specialist and Curriculum Specialist at the New York City Board of Education. Mr. Linares was a founding member of the Community Association of Progressive Dominicans, where he served as coordinator of educational programs. He was a founding member and Co-President of the Parents Coalition for Education, Inc. in New York City, served as President of the Chancellors Commission on Bilingual Education and as a member of the Board of Directors of Advocates for Children of New York City, Inc. He was elected Co-President of the Black and Hispanic Caucus of the New York City Council in 1998. In addition, he serves as a member of the Executive Board of the National Council of La Raza and as a member of the Board of Directors of the National Association of Latino Appointed and Elected Officials.

Mr. Linares earned a B.A. in 1973 and a M.S. in 1979, from the City College of New York. He is currently an Ed.D. candidate at Teachers College, Columbia University.

The President's Advisory Commission on Educational Excellence for Hispanic Americans has been established in the Department of Education to advise the President and the Secretary of Education on the progress of Hispanic Americans toward achievement of the National Educational Goals and other standards of educational accomplishment. The Commission develops, monitors, and coordinates federal efforts to promote high quality education for Hispanic Americans. The Commission also examines ways to increase state, private sector, and community involvement in improving education.

-30-30-30-

Message Sent To: _____

Educating ALL of America – Educational Excellence for Hispanic Americans WHITEPAPER

Since, 1993, improving educational opportunities and outcomes for all Americans has been a cornerstone of President Clinton's Administration. Yet even as the effort to implement standards and accountability takes root in states and communities across the country, we confront the reality that Hispanic Americans lag behind in academic achievement.

In August 1999, the First Lady hosted the first White House Convening on Latino youth, seeking to draw attention to the needs of the Latino community and emphasizing the importance of ensuring that every child meets his or her full potential. Over 200 community leaders, foundation and private sector representatives joined federal agency personnel to discuss pathways to achievement for Latino youth, including the networks of support that promote such achievement, and the risk factors that impede that progress. The event also furthered an on-going discussion concerning how to expand effective programs to address the needs of young Hispanic Americans.

To build on this effort, the White House is exploring the idea of hosting a national strategy session in the spring of 2000 that would bring together the various stakeholders, including public, private, philanthropic, and other non-profit organizations and leaders. The strategy session would highlight the importance of boosting Hispanic education achievement to our country's democracy and economic success. It would take stock of the progress achieved to date while addressing the need for more action from every sector of society. We are interested in all areas of education, including the early childhood years, elementary, secondary, and higher education and lifelong learning.

At present, the meeting's focus is anticipated to concentrate on the following five areas:

- Access to Early Childhood Education
- Closing the Achievement Gap on State Assessments
- Hispanic Dropout Rate
- Language Proficiency
- Higher Education

In developing this strategy session we will work with stakeholders to help formulate and structure the session, as well as to secure concrete commitments for future investments to address the educational needs of Hispanic Americans. We are in the process of reaching out to various public, private and community-based organizations and individuals to elicit their views and input about our idea.

Schedule Proposal

Date: February 29, 2000

ACCEPT

REGRET

PENDING

TO:

Stephanie Streett
Assistant to the President and Director of Scheduling
Lisa Berg
Director of Scheduling and Advance for the Vice President
Patti Solis Doyle
Deputy Assistant to the President and Director of
Scheduling and Advance for the First Lady

FROM:

Maria Echaveste 
Assistant to the President and Deputy Chief of Staff
Bruce Reed
Assistant to the President and
Director of the Domestic Policy Council

REQUEST:

For the President to meet with national leaders regarding narrowing the educational achievement gap for Hispanic Americans. The President has reviewed and approved a memorandum setting forth the conceptual framework for this meeting. A copy of the memorandum is attached to this proposal.

PURPOSE:

The overall goal of this national meeting is to promote excellence in education for Hispanic Americans by focusing attention and resources of the public and private sector and varying stakeholders to ensure educational equity for Hispanic Americans.

BACKGROUND:

Hispanic students are the fastest growing cohort of American students, yet are also less likely to have effective preschool experiences, successful K-12 experiences, and graduate from college than non-Hispanic white students.

At the close of the First Lady's White House Convening on Hispanic Children and Youth on August 2, 1999, the First Lady expressed her hope that the Convening would serve as a catalyst for more significant focus on and treatment of the issue of educational achievement for Hispanics. Specifically, the First Lady called for a national meeting regarding this issue to take place in the Spring of 2000. Subsequent to the convening a small group of foundation and private sector representatives began to meet and work toward this end. This group was joined by members of the

President's Advisory Commission on Educational Excellence for Hispanic Americans as well as representatives from the National Hispanic Leadership Agenda. These efforts were ultimately combined with those from within the White House.

A number of foundation and business leaders have expressed a willingness to support this event. Moreover, this event would be in keeping with the spirit of Executive Order 12900 regarding Educational Excellence for Hispanic Americans.

DATE AND TIME:

First or second week in April of 2000

DURATION:

TBD. The actual format and structure of the meeting is still being developed

LOCATION:

East Room

PARTICIPANTS:

150 representatives of business, education and community organizations interested in and dedicated to narrowing the Hispanic educational achievement gap

OUTLINE OF EVENT:

PRESS/MEDIA:

Open.

VICE PRESIDENT'S

ATTENDANCE:

Desired.

FIRST LADY'S

ATTENDANCE:

Desired.

RECOMMENDED BY:

Maria Echaveste
Bruce Reed

CONTACT:

Marjorie Tarmey X66456
Reynaldo Anaya Valencia X65506

00 FEB 24 11:29

THE WHITE HOUSE

WASHINGTON

THE PRESIDENT HAS SEEN

2-28-00

February 24, 2000

copied
Echaveste
Reed
Podesta

MEMORANDUM FOR THE PRESIDENT

FROM: Maria Echaveste 
Bruce Reed

SUBJECT: NATIONAL MEETING ON HISPANIC EDUCATION ISSUES

As you know Hispanic students face substantial educational challenges. Some of these issues are common to other minorities and some are unique to Hispanic Americans. Your administration has taken steps to address some of these issues and improve educational opportunities for Hispanic students; however, more must be done. Hispanic students are the fastest growing cohort of American students, but are less likely to participate in effective pre-school programs, have successful K through 12 experiences, and graduate from college than non-Hispanic white students. The Hispanic high school drop out rate is more than twice the rate of white and black students and there is a substantial gap in scores on standardized tests between Hispanic students and non-Hispanic white students. This memo proposes that the White House hold a national meeting to focus on educational issues confronting Hispanic Americans, to commit the country to quantifiable goals to improve educational opportunities for Hispanic Americans, and to commit the public, private, and non-profit sectors in a national effort to reach these goals.

Background

In August of 1999, the First Lady hosted a White House Convening on Hispanic Children and Youth. The convening identified challenges, showcased successful programs, and addressed the question of how to replicate "best-practices". In her concluding remarks at the meeting, the First Lady said that the Convening should serve as a catalyst for a more significant focus on educational achievement for Hispanics and called for a follow-up national meeting to take place in 2000.

As a result, a small group of foundation and private sector participants in the Convening began to meet with members of the President's Advisory Commission on Educational Excellence for Hispanic Americans and White House staff, to discuss a follow-up meeting. A number of foundation and business leaders have expressed a willingness to support this event. The First Lady's office, the Vice President's office, the Chief of Staff's office, and the Domestic Policy Council, are involved in these efforts. The First Lady and the Vice President have expressed an interest in attending this follow-up meeting.

Proposed Meeting

While discussions are ongoing as to the exact structure and format of the proposed meeting, we are proceeding with some working assumptions. First, the proposed national meeting should relate to the First Lady's Convening and be seen as a follow up to that meeting. Second, the meeting's substantive focus should be on measurable goals that could serve to focus governmental, private and non-profit resources to ensure real progress over the long term and hold policymakers accountable for progress. The Domestic Policy Council is developing 10-year policy goals in the following areas:

- Access to quality early childhood education;
- Closing the achievement gap on state standards-based assessments;
- English-language acquisition for limited-English proficient students;
- Reducing the dropout rate for Hispanic students; and
- Access to higher education and college completion.

Third, the meeting should seek to portray these issues not as "constituency issues" or as favors to an important constituency in an election year. Rather, the meeting should approach the issue through a lens of, "there is no Hispanic agenda, it is an American agenda" and should highlight the fact that what Hispanic parents want for their children, a good education and an opportunity to enjoy the "American Dream", is no different than what other parents want for their children.

Last, while this meeting will highlight your accomplishments on this issue and the substantial work you have done to help address these issues it will also acknowledge that these issues and the goals we are committing to cannot be realized by government action alone. The meeting will highlight community-based activities, private sector activities, and foundation supported activities that are helping to address these issues and call attention to the necessity of this involvement.

Recommendation

We believe that a national meeting that meets the framework described above would further your efforts to improve education for Hispanics as required by your Executive Order 12900 regarding Educational Excellence for Hispanic Americans. It would also commit the nation to making progress on this issue and focus attention on the challenges faced by Hispanic students. Before proceeding with further planning we need to know whether you agree, do not think we should do this at this time, or would like to discuss it further.

Agree

_____✓_____

Disagree

Discuss Further

00 FEB 24 09:09

THE WHITE HOUSE

WASHINGTON

THE PRESIDENT HAS SEEN

2-28-00

February 24, 2000

copied
Echaveste
Reed
Podesta

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Bruce Reed

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Agree



Disagree

Discuss Further

DRAFT 02/12/2000

February XX, 2000

Andy
Good to go.
RR

MEMORANDUM FOR THE PRESIDENT

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Brian A. Barreto

02/25/2000 10:39:26
AM

Record Type: Record

To: Maria Echaveste/WHO/EOP@EOP, Andy Rotherham/OPD/EOP@EOP, Bethany Little/OPD/EOP@EOP, Ann O'Leary/OPD/EOP@EOP

cc: Marjorie Tarmey/WHO/EOP@EOP, Leslie Bernstein/WHO/EOP@EOP, Reynaldo Valencia/WHO/EOP@EOP

Subject: List of confirmed participants for Ed Meeting

Attached is a list of confirmed participants for the Education Summit Outreach Meeting today at 4:00pm in room 472 OEOB.

See you there.

LAST NAME, FIRST NAME	ORGANIZATION
BITTNER, MAMIE	INSTITUTE OF MUSEUM AND LIBRARY SERVICES
CARUANO, ROBERT	THE COLLEGE BOARD
CHEEK, JOHN	NATIONAL INDIAN EDUCATION ASSOCIATION
COSTABILE, MARY	AMERICAN LIBRARY ASSOCIATION
CROSS, JORDAN	AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
FELTON, REGINALD	NATIONAL SCHOOLS BOARDS ASSOCIATION
HOYLER, MAUREEN	COUNCIL FOR OPPORTUNITY IN EDUCATION
HUTMAN, KENNETH	CITIZENS EDUCATION FOUNDATION
KEE, ARNOLD	AMERICAN ASSOCIATION OF COMMUNITY COLLEGES
KING, BRADY	NATIONAL ASSOCIATION OF FEDERALLY IMPACTED SCHOOLS
LARA, JULIA	COUNCIL OF CHIEF STATE SCHOOL OFFICERS
LIN, JENNIFER	UNITED STATES STUDENT ASSOCIATION
LOERA, PATRICIA	NATIONAL ASSOCIATION FOR BILINGUAL EDUCATION
NOUSEN, STEVE	NATIONAL EDUCATION ASSOCIATION
PAINTER, SALLY	CITIZENS EDUCATION FOUNDATION
RUMPELTIN, EVELYN	CITIZENS EDUCATION FOUNDATION
SZCZESNY, BARRY	AMERICAN ASSOCIATION OF MUSEUMS
TOSCANO, RICHARD	DEPARTMENT OF EDUCATION
URO, GABRIELA	COUNCIL OF THE GREATER CITY SCHOOLS

Educating ALL of America – Educational Excellence for Hispanic Americans

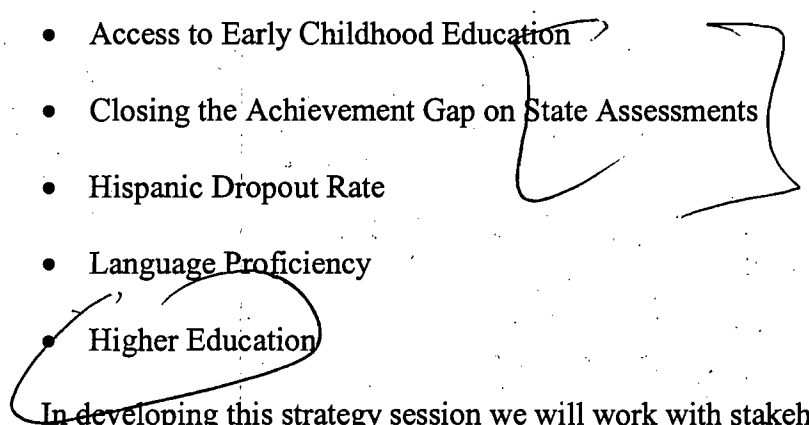
WHITEPAPER

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To build on this effort, the White House is exploring the idea of hosting a national strategy session in the spring of 2000 that would bring together the various stakeholders, including public, private, philanthropic, and other non-profit organizations and leaders. The strategy session would highlight the importance of boosting Hispanic education achievement to our country's democracy and economic success. It would take stock of the progress achieved to date while addressing the need for more action from every sector of society. We are interested in all areas of education, including the early childhood years, elementary, secondary, and higher education and lifelong learning.

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- 

In developing this strategy session we will work with stakeholders to help formulate and structure the session, as well as to secure concrete commitments for future investments to address the educational needs of Hispanic Americans. We are in the process of reaching out to various public, private and community-based organizations and individuals to elicit their views and input about our idea.

→ goes 2.25

0 WHAT IS THE PROBLEM - cure

- how to meet the need

● GARCIA - - Don't lose

● BUSINESS COMMUNITY - what is the core

● HSI'S

● KEEP THE PROCESS

USE TECHNOLOGY

AND
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0 Different Series

0 NOT ONLY ADVOCACY/OPINIONS



3-1-97 1/2
SAC MALT SORRY USA June 69 Jim Bob Dave Larry

DRAFT

Educating ALL of America – Educational Excellence for Hispanic Americans

Talking Points Building Toward a National Meeting

- The President's commitment to improved educational attainment for all Americans is a priority for this Administration. Yet even as the campaign for standards, accountability, and infrastructure has begun to take root in communities across the country, we confront the reality that Hispanic Americans lag behind in academic achievement,
- Seeking to draw attention to the needs of the Latino community, the First Lady hosted the first White House Convening on Latino youth in August 1999 emphasizing the importance of ensuring that every child meets their full potential. The event also furthered an on-going discussion about how to go to scale, and expand effective programs to address the needs of young Hispanic Americans.
- Over 200 community leaders, foundation and private sector representatives joined federal agency personnel to discuss pathways to achievement for Latino youth, including the networks of support that promote that achievement, as well as the risk factors that impede that progress.
- To build on this effort, the White House is exploring the idea of hosting a national strategy session in the spring of 2000 that would bring together the various stakeholders, public, private and philanthropic individuals and organizations.
- The strategy session would take stock of the progress achieved to date while making clear the need to expand intensive efforts. We are interested in all areas of education, early childhood, elementary and secondary, and higher education and lifelong learning.
- In developing this strategy session we will work with stakeholders to secure concrete commitments for future investments to address the educational needs of Hispanic Americans *and work toward the national goals we will lay out.*
- We are in the process of reaching out to various public, private and community-based organizations and individuals to elicit their views and input about our idea.
- At this point we would like to open this up to a discussion to get your thoughts and ideas about the White House potentially hosting a national strategy session focusing on Educational Excellence for Hispanic Americans.

Policy Goals for National Meeting

- At a national meeting we want the President to challenge the nation to meet 5 goals over 10-years. These goals would hold policymakers accountable for addressing educational issues that affect Hispanic Americans.

- Specifically, we want 5 national goals in 3 areas, pre-K, elementary and secondary, and higher education.
- The First Lady's office is working on the Pre-K goal.
- The first elementary and secondary goal is to ensure that all Hispanic students are achieving at the proficient level on their state assessments by 2010.
- The second elementary and secondary goal is that by 2010 there is no difference in the dropout rate for Hispanic students and other students.
- The third elementary and secondary goal is one that we really need your input on. We'd like to set a goal around English proficiency but realize that there are a lot of sensitivities around this issue and would like your thoughts.
- The higher education goal is being developed by the National Economic Council but will involve access and completion.

- ~~Asst~~ - A - Section

- CA INSTITUTE

- BEST PRACTICES

- Dep. of Education - Here

- Super Band

TEXAS

Am. BEM

FOR/IN/NEEDS - compares to this

2/24/99

Brian A. Barreto

02/24/2000 11:00:17
AM

Record Type: Record

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

cc: Reynaldo.Valencia/WHO/EOP@EOP, Marjorie Tarmey/WHO/EOP@EOP, Leslie
Bernstein/WHO/EOP@EOP

Subject: Participants for today's 3:30pm Education Outreach Meeting

Members of the National Hispanic Leadership Agenda

Hilda Crespo, ASPIRA
Alex Sánchez, Mexican American Bar Association
Alfred Ramirez, National Community for Latino Leadership
Angelo Amador, MALDEF
Jess Quintero, American GI Forum
Delia Pompa, NABE
Patricia Loera, NABE
Alma Riojas Esparza, NAHFE
Charles Kamasaki, NCLR
Manny Mirabal, NPRC
Yolanda Rios, NPRC
Javier Cuebas, LULAC
Larry Gonzalez, NALEO
Roberto Frisancho, Latino Civil Rights Center
Gumencindo Salas, HACU

Message Sent To:

Maria Echaveste/WHO/EOP@EOP
Mickey Ibarra/WHO/EOP@EOP
Andy Rotherham/OPD/EOP@EOP
Sarita_Brown@ed.gov @ inet
Bethany Little/OPD/EOP@EOP
Ann O'Leary/OPD/EOP@EOP

NCLR

NATIONAL COUNCIL OF LA RAZA

Raul Yzaguirre, President

National Office

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

Washington, DC 20036

Phone: (202) 785-1670

Fax: (202) 776-1792

MEMORANDUM

TO: Maria Echaveste
Sarita Brown

FROM: National Council of La Raza

DATE: February 24, 2000

SUBJ: White House Event on Education

*Chavez -
"one blues"
Raza - 5/22*

We agreed to follow up on previous informal discussions about a potential White House event on Latino education in the Spring with a more detailed memorandum reflecting our thoughts. We would start with the caveat that we have not had the opportunity to discuss this in detail with many of our partners in the Hispanic Education Coalition and other interested Latino groups. In addition, as we indicated to you previously, we do not necessarily even have a very clear internal consensus within the NCLR staff regarding every aspect of what such an event might look like.

Having said that, we do have several strong beliefs about the proposed event; specifically:

- **A major White House event this Spring focusing on Hispanic education issues is very timely**, particularly since this would provide an opportunity to focus public attention on the issue somewhat outside the context of the Presidential elections. This assumes that the event would take place after the major primaries are concluded but well before public attention begins to be focused on the party conventions; something in the month of May would appear to make sense in this context. ✓
- **It is critically important that we identify clear objectives for this event.** We believe that these objectives should include: ✓
 - **Outlining what needs to be done.** Some specific, attainable policy objectives include generating support for increased investments in education, e.g., the Hispanic Education Action Plan; focusing attention on the need to make program outreach and implementation more responsive to Hispanic children and their parents (HEAP implementation); and maintaining the momentum for continued increases in funding for Hispanic Serving Institutions (HSIs) and related initiatives.



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

LA RAZA: The Hispanic People of the New World

- **Creating the “political space” necessary to make sure these get done.** We believe that a compelling case can be made to the public regarding why it is in every American’s interest to reduce the achievement gap between Latinos and other Americans. The President, the Vice President, and the Secretary of Education have the unique ability to help make this case in terms of the nation’s future economic prosperity, social cohesion, and values.

- **A major set of long-term goals and initiatives to serve as a benchmark against which to measure future progress could be announced at the event.** With respect to goals, the most obvious would involve reducing the high school graduation and college attendance (or completion) “gaps.” One initial set of initiatives that could be rolled out would be the HEAP budget package and the HEAP implementation program developed by the Department of Education and the Office of Management and Budget. It would be particularly useful to frame these goals and initiatives in a broader context with a powerful metaphor, analogous to the Manhattan Project, the Marshall Plan or the Space Program. ✓

- **The event should focus on themes and issues on which there is considerable consensus.** Issues like HEAP funding, HEAP implementation, and HSI funding should be highlighted; there is a broad, supportive consensus on these initiatives within the interest group community, the Hispanic Caucus, and other major stakeholders. We would not be inclined to focus on matters where there is major disagreement between the Administration and other stakeholders. This risks drawing public attention to the controversy, rather than to the need and importance of improving Latino educational achievement. EXAMING?

- **The event could serve as a forum to outline a long-term mechanism to oversee and report on the federal government’s progress toward these goals;** one obvious mechanism might be a revised or restructured Executive Order. Another possibility might be a “blue ribbon” independent commission, although that would probably require Congressional approval.

We hope this is helpful, and look forward to working with you on this and other matters.

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MEMORANDUM

TO: Andy Rotherham
Domestic Policy Council

FROM: Hispanic Education Coalition

DATE: April 18, 2000

SUBJ: June 15, 2000 Hispanic Education Event

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Thank you again for the opportunity to discuss these issues with you.

cc: Maria Echaveste, Deputy Chief of Staff
Brian Barreto, Office of Public Liaison
Bethany Little, Domestic Policy Council
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From: Gabriela D. Lemus [GLemus@LULAC.org]
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APR 18 2000
April 18, 2000

Revised
Version

cc: Barnett
Rothman
Valencia



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in Public Education
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Office of Advocacy

- Clarice L. Chambers
President
- Anne L. Bryant
Executive Director
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MEMORANDUM

To: Maria Echaveste, Assistant to the President and
Deputy Chief of Staff

From: Reginald M. Felton, Director, Federal Relations, NSBA

Subject: *White House Conference on Hispanic Education/Student Achievement*

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As discussed during the meeting, I encourage you and your staff to refine the conference goals in such a manner that the focus is clear. The participants should be fully aware of the purpose and the White House expectations resulting from the conference. As you are aware, too often conferences provide a forum for participants to discuss a wide range of issues and options without coming to agreement on the specific follow-up actions and required commitments. I urge you to design the conference in a way that will yield active participation and commitment from key stakeholders. Here are some of my thoughts and recommendations regarding the conference:

- **Problem Identification**—I suggest that you define the problem and national impact more clearly. With the general focus on Hispanic education and achievement as proposed, there are too many variables that would have to be addressed. I suggest you start with a premise based in research. As an example, failure to ensure high-quality educational opportunities for the fastest growing minority group in the U.S. will adversely impact the economic future of our nation. If this were the problem, participants would be expected to share their expertise and organization's resources in solving this national problem. The small group sessions would focus on the "how."
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Also, it is important to include those who have already experienced the challenges relating to Hispanics having full access, and those who already recognize the criticality of this issue. This combination of participants should prove beneficial in developing realistic recommendations. I would be pleased to recommend prospective attendees.

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Thank you again for the opportunity to comment. If I can be of assistance to you, please do not hesitate to call me. I may be reached at 703-838-6782, or e-mailed at rfelton@nsba.org.

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FYI
- Leslie



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- 12/1/83, SC.

National Goals for Educational Excellence for Hispanic Americans

This draft is an attempt to articulate what the national goals may look like at this point, and elicit areas of confusion or disagreement. This is in no way a final product, and will not necessarily represent everyone's understanding of the goals. Strategies and indicators are still being developed for each of these goals and will be shared for comment when they have been drafted.

- 1) Ensure that all Hispanic American children have access to high quality early childhood education and development programs and enter school prepared to succeed by eliminating the gap between the Hispanic participation rate and the national participation rate in high quality programs by 2010.

PRESENT - H.S. / AN SM / CUREL COMPLEMENT / CINC-SIX COMPLEMENT

- 2) Respecting the value of multilingualism, different learning styles, and different instructional approaches, by 2010 states and school districts will ensure that all students graduate from high school having demonstrated proficiency in English.

DATA - SUMMIT 2 - IF 51% - 51% DO U.S.
INCLUDE IN GOAL? STRATEGIES?

- 3) Eliminate the achievement gap between Hispanic students and other students on state assessments by 2010 by providing a high quality education with the resources and systems that ensure equal opportunities for all.

- 4) Eliminate the gap in the high school completion rate between Hispanic students and the national average by 2010.

- 5) Make progress towards eliminating the gap between the average rate of college completion for Hispanic Americans and the national average by 2010 by at least doubling both the percentage of Hispanic Americans who earn Associate's and the percentage of Hispanic Americans who earn Bachelor's degrees.

Mark - FINE AT LAST WE ARE IN THIS

NCCL - 1 DAY SO PEOPLE HAVE TO REPORT TO SOMEONE

PLAN IN OUTCOME ORIENTED TERMS
- STRATEGIES IN

Here - THIS GROUP WILL REAP PLAN INTO SPACES
SHOULD BE

CLAS - TOO MUCH IN GOAL #3

CLAS
SOFF

Alternative Act → High School High Precision Scores
→ Good Example

State Standards

→ Reliable / Based on Research

CABRERA - Drop Out Rates

Maria

o Give us some
o hours

Educating ALL of America – Educational Excellence for Hispanic Americans WHITEPAPER

Since, 1993, improving educational opportunities and outcomes for all Americans has been a cornerstone of President Clinton's Administration. Yet even as the effort to implement standards and accountability takes root in states and communities across the country, we confront the reality that Hispanic Americans lag behind in academic achievement.

In August 1999, the First Lady hosted the first White House Convening on Latino youth, seeking to draw attention to the needs of the Latino community and emphasizing the importance of ensuring that every child meets his or her full potential. Over 200 community leaders, foundation and private sector representatives joined federal agency personnel to discuss pathways to achievement for Latino youth, including the networks of support that promote such achievement, and the risk factors that impede that progress. The event also furthered an on-going discussion concerning how to expand effective programs to address the needs of young Hispanic Americans.

To build on this effort, the White House is exploring the idea of hosting a national strategy session in the spring of 2000 that would bring together the various stakeholders, including public, private, philanthropic, and other non-profit organizations and leaders. The strategy session would highlight the importance of boosting Hispanic education achievement to our country's democracy and economic success. It would take stock of the progress achieved to date while addressing the need for more action from every sector of society. We are interested in all areas of education, including the early childhood years, elementary, secondary, and higher education and lifelong learning.

At present, the meeting's focus is anticipated to concentrate on the following five areas:

- Access to Early Childhood Education
- Closing the Achievement Gap on State Assessments
- Hispanic Dropout Rate
- Language Proficiency
- Higher Education

In developing this strategy session we will work with stakeholders to help formulate and structure the session, as well as to secure concrete commitments for future investments to address the educational needs of Hispanic Americans. We are in the process of reaching out to various public, private and community-based organizations and individuals to elicit their views and input about our idea.



NABE's Mission

The National Association for Bilingual Education

Promoting Educational Equity & Excellence for America's Success in a Global Economy

The National Association for Bilingual Education strives towards fulfilling its mission by:

- Increasing public understanding of the importance of language and culture in education.
- Fostering the establishment of language policies which meet the needs of a pluralistic society in an era of global interdependence and competition.
- Advocating for bilingual education programs which enable all students to become proficient in English and at least one additional language, to meet world-class academic standards, and to attain socio-cultural integration.
- Advocating for language-minority students to have equal opportunities for learning in both the first language and English, maintaining a positive self-concept, and succeeding academically.
- Involving language-minority parents in the process of education and in public policy decisions affecting them and their children through comprehensible communication.
- Advocating for language-minority students to have comprehensive access to instructional technology and promoting the application of technology to teach language and culture.
- Promoting and providing professional development opportunities for educational personnel relating to language and culture.
- Identifying and publicizing the characteristics and outcomes of successful bilingual education programs.
- Promoting and publishing scholarly research related to the education of linguistically and culturally diverse populations.

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SCIENCE & ENGINEERING CENTER

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- 2) Respecting the value of multilingualism, different learning styles, and different instructional approaches, by 2010 states and school districts will ensure that all students graduate from high school having demonstrated proficiency in English.
but good education
- 3) Eliminate the achievement gap between Hispanic students and other students on state assessments by 2010 by providing a high quality education with the resources and systems that ensure equal opportunities for all.
- NABE →
- 4) Eliminate the gap in the high school completion rate between Hispanic students and the national average by 2010. *→*
- 5) Make progress towards eliminating the gap between the average rate of college completion for Hispanic Americans and the national average by 2010 by at least doubling both the percentage of Hispanic Americans who earn Associate's and the percentage of Hispanic Americans who earn Bachelor's degrees.

NABE

Academic *is important*

then school →

Science - ENGINEERING

*• focus on career
& 105*

LA LARA

*o ACCESS / EARN w/
EXTRA RESOURCES*

Hispanic Education National Meeting

Friday, April 7, 2000

OEOB Rm. 180

11:00 a.m.

Agenda

- I. Developments Since Last Meeting:
 - A. Meeting Date Set!
 - B. Welcome back, Kendra!
 - C. Efforts of stakeholders – *Initiative & Andy*
 - D. Outreach plan/efforts – *Brian*
- II. Next Steps and Action Items
 - A. Status of Goals: 1-page summary, efforts to shop same around -- *DPC*
 - B. Structure and format of event
 - C. Commitments and Deliverables
 - D. Status of participant's list (both invitees and presenters) – need for separate meeting?
 - E. Department of Education "report card" (suggestion from NCLR)

HENOSIA
o each country
o drop-out
o much (6)

April 6, 2000

BRIEFING

MEMORANDUM FOR MARIA ECHAVESTE

FROM: Brian Barreto
Andy Rotherham
Rey Valencia

RE: Conference Call with President's Advisory Commission on Educational Excellence for Hispanic Americans

DATE/TIME: Thursday, April 6, 2000, 5:00pm

**CONFERENCE
CALL NUMBER:** 202-757-2104, Code: 26775

PARTICIPANTS: President's Advisory Commission on Educational Excellence for Hispanic Americans

PURPOSE: To outline the idea of holding a National Education Summit and the draft goals of the Summit.

BACKGROUND: We are in the process of reaching out to the various stakeholders regarding the potential goals for our summit. The following meetings this week and over next week will take place to shop our goals around to the groups:

Thursday, 4/6:

- Meeting with Congressional Hispanic Caucus staff (4:00pm)
- Conference Call with Initiative Commissioners (5:00pm)

Friday, 4/7:

- Meeting with Hispanic Education Coalition

Next Week:

- Meeting with NHLA Executive Directors and Policy Directors
- Meeting with Congressional Hispanic Caucus Members
- Meeting with National Education Groups

FORMAT:

Roll call will be taken. You will open the conference call, thanking the Commissioners for their participation and feedback. You will give a quick update on the progress of our efforts and then outline the potential (draft) goals. You will ask the Commissioners for their feedback and questions. Note: Commissioners were sent copies of the DRAFT Goals and White Paper by the Initiative.

TALKING POINTS:

- As the President's appointed expert body regarding the issue of Hispanic Education, we are particularly interested in soliciting your views on the proposed program and in thinking creatively about ways to reference and/or highlight both the Commission and the Commission's work during the meeting.
- Similarly, we are committed to including participation from the Commission and the Commissioners during the meeting (Mickey promised this when he, Andy and I met with the Commission at their last meeting).
- See attached general talking points on Summit.

ATTACHMENTS:

Draft Goals.
Draft White Paper.
General Talking points on Summit.

o Conf Call w/ commissioners 4/6 5:30 PM

o GATES

① Governor
② Jones
③ Smith
④ Sonny Hammond

*Maria -
O'Connell
0 1/2/00 Maria et al
GOALS MEETING*

Hispanic Education National Meeting

Preliminary Structure and Format

As of 3/17/00

I. Invitees

- Estimated 180 participants
 - Commissioners
 - Congressional Hispanic Caucus
 - Stakeholders

*Blue CARES
For Saturdays ?*

II. Location

- Building which contains capacity to seat 150-170
- Building which contains capacity to host five 30-person breakout sessions
- Possibly Reagan Bldg.

III. Outline of Event

9:00 – 9:30 Sign-in

RILEY

9:30 – 9:45 Welcome & Possible Department of Education "Report Card"

9:45 – 11:30 Breakout sessions to strategize on each of 5 goals

11:30 – 11:45 Break

*Care
Business*

→ 11:45 – 1:00 Lunch (possible keynote from Vice President or Secretary Riley)

1:00 – 2:00 Travel to and Re-Convene at White House East Room

2:00 – 3:30 Goals Presented, Commitments and Deliverables Outlined

- Role of President, Vice President and First Lady -- TBD
- Role, if any, of Commissioners -- TBD
- Role, if any, of Congressional Hispanic Caucus -- TBD
- Role, if any, of Stakeholders -- TBD

3:30 Conclusion of Program with Understanding that Stakeholders Will Meet Again in June

Hispanic Education National Meeting – Program Details

Friday, March 31, 2000

OEOB Rm. 180

11:00 a.m.

Agenda

- I. Introduction of Meeting
 - A. Purpose
 - B. Department of Education "Report Card"
 - C. Speaker Suggestions
- II. Break-out sessions
 - A. Purpose
 - B. Format
 - C. Facilitator/Leader Suggestions
- III. Lunch
 - A. Neccessity of Event
 - B. Suggested Speakers
- IV. Afternoon Event in East Room
 - A. Purpose
 - B. Format
 - C. Speaker Suggestions
 - D. Visibility Factor – who needs to be seen, present with POTUS on stage?
- V. General Invitees
 - A. Individuals
 - B. Organizations – categories (education, advocacy, business, philanthropy)
 - C. Government leaders (federal, state and local)
- VI. Funding
- VII. Paper for Event
- VIII. Satellite Links
- IX. Need/desire for Event Co-sponsors

Bentley's Data

Eliminate the achievement gap for Hispanic students

Goal: Eliminate the achievement gap for Hispanic students on state assessments within the next decade. (Andy Rotherham/Bethany Little)

Background: On the National Assessment of Educational Progress, the SAT, and other standardized tests there is an achievement gap between Hispanic students and white, non-Hispanic students. For example on the 1996 NAEP mathematics test for 9-year-olds, non-Hispanic white students averaged 237 (6 points above the average of 231) while Hispanic students averaged 215, 16 points below the average and 22 points below their non-Hispanic white peers. 13-year-old non-Hispanic white students averaged 281, 7 points above the average while Hispanic students averaged 256, 25 points below their white peers and 18 points below average. 17-year-old non-Hispanic white students showed a similar disparity scoring 307, 15 points below average and 21 points below their white counterparts.

The chart below illustrates the NAEP score disparity in more detail:

NAEP Test (1996)	Average Score	Non-Hispanic White Average	Hispanic Average	Hispanic v. Average Score	Non-Hispanic White v. Hispanic	Non-Hispanic White v. Average
9-year-old Reading	212.4	219.9	194.1	(18.3)	(25.8)	7.5
13-year-old Reading	259.1	267	239.9	(19.2)	(27.1)	7.9
17-year-old Reading	286.9	294	264.7	(22.2)	(29.3)	7.1
9-year-old Math	231	237	215	(16)	(22)	6
13-year-old Math	274	281	256	(18)	(25)	7
17-year-old Math	307	313	292	(15)	(21)	6
9-year-old Science	230	239	207	(23)	(32)	9
13-year-old Science	256	266	232	(24)	(34)	10
17-year-old Science	296	307	269	(27)	(38)	11

9-year-old Writing	207	216	191	(16)	(25)	9
13-year-old Writing	264	271	246	(18)	(25)	7
17-year-old Writing	283	289	269	(14)	(20)	6

While all the score gaps are serious, it is worth noting that the gap actually grows for students in reading and math as they progress through school.

On the SAT the score gap is equally problematic with an average verbal score for Hispanic students of 466 compared to 526 for non-Hispanic white students (60 points) and a gap of 486 to 526 (40 points) in math.¹ State assessments and other standardized tests indicate similar disparities.

GOAL II: CLOSING THE ACHIEVEMENT GAP

Title I: (HEAP) Grants to local educational agencies provide supplemental education services for students who have fallen behind in school, particularly those in high poverty communities. About 32 percent, or 3.6 million of the students served by Title I are Latino.

FY 2000 Enacted level: \$7.9 billion

FY 2001 Request: \$8.36 billion

Department Objective: To strengthen the effectiveness of Title I services to help Latino students achieve to high academic standards.

Results to Date: Latino participation has increased by 72% (up from 1.9 million) since 1993-94. This increase appears to be attributable to the expanded number of schoolwide programs, funding increases, and clearer requirements that LEP students must be served under Title I.

The Department has issued final guidance on Title I standards, assessments, and accountability requirements as well as the guidance on the inclusion of LEP students ("in the native language to the extent practicable") in assessment and accountability systems.

The Department has also increased support for identifying and disseminating models of effective practices for helping Hispanic students learn to read and meet academic standards in other challenging academic subjects. For example, Southwest Educational Development Laboratory, in collaboration with the Comprehensive School Reform Demonstration Program Office, has organized a set of research-based school reform models, including locally developed approaches, with demonstrated effectiveness in serving LEP students. Information on these models is

available on the web (<http://www.sedl.org/culture/adapting.html>) to support communities with high concentrations of LEP students in implementing whole school reform approaches.

The Department began production of a videotape for Spanish-speaking families and the schools and organizations that serve them – to provide some basic suggestions about helping children succeed in school. The areas that will be covered include parent involvement in education, ready-to-learn issues, reading and mathematics, and preparing for college. The videotape will be 15 minutes in length and be used as a tool for presentations to groups of Spanish-speaking families that might be provided by schools, colleges, community-based organizations, faith-based organizations, or others. The tape will be packaged with print materials as a kit to be marketed to schools and community-based organizations serving Hispanic Americans. The video package will be ready to distribute in early 2000.

The Department plans to:

- Provide technical assistance to grantees with attention given to communities with new and emerging populations;
- Conduct three workshops on Title I assessment requirements and best practices; and
- Release "Toolkit for Assessment of LEP Students" reports and handbook on large scale testing--in partnership w/ CCSSO.

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

The Department plans to:

- Produce a report on state policies for including LEP students in assessments;
- Identify states w/ greatest difficulty in complying w/ requirements for the inclusion of LEP students in state assessment and accountability systems and provide appropriate technical assistance and encouragement; and
- Develop follow-up and technical assistance plan for states needing assistance in improving services to and assessment of LEP students as well as ensure appropriate consequences for states that fail to comply w/ Title I assessment requirements.

Strategy 2: Provide Title I schools and districts, particularly those with high and growing concentrations of Latino and LEP students, with high quality resources, including best practices (*Also in line with Goal III: English Language Acquisition*).

The Department plans to:

- Co-sponsor (with CAL) regional workshops on best practices in teaching reading to LEP students (IAS conferences) as well as produce and disseminate a variety of Spanish-language materials to support parent involvement in education and early reading. (Spanish language

catalogue of materials, Even Start guide on helping the child's brain develop, etc. have been completed);

- Produce practical research summaries and related materials (including workshop videos) on teaching reading to LEP students and develop an "Idea book" on the education of Latino students (An initial report was developed by NCBE and released in January 1999); and
- Develop plan for ongoing technical assistance and outreach to school districts with large, fast growing, or emerging Latino student populations.

State Agency Migrant Program (HEAP) The Migrant Education program (MEP) provides financial assistance to state educational agencies to establish and improve educational programs for children of migratory workers to enable them to meet the same academic standards as all students. Approximately 85% of migrant children are Latino.

FY 2000 Enacted Level: \$355 million

FY 2001 Request \$380 million

Objective: To help improved academic achievement and school completion of migrant children.

Results to Date: 752,000 migrant children have been identified as being eligible for the migrant education program; 621,000 are currently being served.

In Reading, Elementary & Middle Grades: At least 60% of migrant students scored at or above basic in 6 of the 10 states providing usable data. In Math, Elementary Grade: At least 60% of migrant students scored at or above basic in 4 of the 10 states providing usable data. In Math, Middle Grade: At least 60% of migrant students scored at or above basic in 2 of the 10 states providing usable data.

Strategy 1: Ensure that migrant children are included in state assessments that are linked to high standards:

The Department plans to:

- Conduct a study on level of migrant student participation in state assessment systems;
- Disseminate a report describing state practices on assessing LEP students to State MEP Directors;
- Work with states in Summer Leadership Institute to examine the testing, reporting, and use of state assessment information for migrant students; and
- Provide technical assistance to states on the testing, reporting, and use of state assessment data with the migrant student population.

Strategy 2: Encourage the implementation of comprehensive school reforms (e.g., SWPs & CSRD) that effectively integrate MEP funds and services with other programs so that migrant children benefit more fully.

The Department plans to:

- Disseminate information to MEP State Directors on strategies for states and school districts to work with Title I, Part A, staff in comprehensive school reforms and school-wide programs;
- Monitor for evidence of support for building level attention to the unique needs of migrant children in schoolwide and CSRD programs via state integrated reviews; and
- Implement a revised research agenda for migrant education focusing on graduation rates, secondary school dropout risk factors & levels, student achievement on state standards, and school readiness.

Strategy 3: Ensure that states and local school districts provide education services outside the regular school term to help migrant students achieve high standards.

The Department plans to:

- Conduct workshops at the National Migrant Education Conference on student participation rates and high quality programs; and
- Provide funding incentives for multi-state consortia that will develop and use innovative materials and procedures to ensure education continuity for migrant students;

Strategy 4: Increase the efficiency and effectiveness of services to migrant children through more effective coordination.

The Department plans to:

- Pilot consolidated database to assist in the transfer of migrant student records and coordinate with Mexico's Department of Education on improving educational outcomes for bi-national children; and
- Continue support of incentive grants that promote partnerships with agribusiness and other local organizations to support education services and the work of migrant families and workers.

Other Department efforts to close the achievement gap:

- The OERI funded National Center for Education Statistics (NCES), in coordination with other agencies (Census Bureau and others), is collecting significant demographic information and general performance data via the National Assessment of Educational Progress (NAEP) and the National Assessment of Adult Literacy (NAAL) that describe the educational needs of Latino students;
- The Educational Resources Information Clearinghouse (ERIC) includes numerous studies, reports and analyses on Latino education. The ERIC National Clearinghouse on Reading disseminates a series of booklets in both English and Spanish to help parents provide academic support for their children.

Issues to address:

- Is this the right goal? We use a goal tied to state standards, and then cite lots of national data for back-up. The reason we do that is because it is easier and probably more reliable to use national data (although it covers fewer kids). The state data leaves questions about who is being included in assessments and the strength of the state's goals.
- If the tape mentioned above has not been sent out yet, it might be a good "deliverable" for the conference.
- Most of this seems to focus on assessment, so some discussion of (and maybe a deliverable on) effectively assessing Hispanic students may make sense. What does "to the extent practicable" mean? How do we determine if an assessment is "valid"? How do you align classroom practices with assessments? Also, how do we enforce our Title I provisions?
- I also think it's important that we address the fact that even if we were correctly assessing all Hispanic students there would still be an achievement gap, so it's not just a matter of assessment, but one of education. This may be difficult since I know we don't want to get into the "what to teach and how to teach it debate", but I can't see an effective conversation on this that doesn't at least identify and acknowledge the challenge. Perhaps a piece on getting ed schools to require courses on teaching LEP students, or on exercising cultural sensitivity in the classroom to help students learn.
- This may also be a good place to address the issue of parental involvement. Effective strategies for parental involvement may improve achievement, although the dropout rate might be a more natural connection.
- Also, access to technology.
- Another issue we may or may not want to take on is school finance and how that impacts the equity of schools.
- Possible participants/commitments – this may be a good place to put an a high-profile Achieve speaker (like Lou Gerstner) who can talk about the effect they expect standards to have and how they see students being included. We should also have a practitioner from someplace that is doing this well, and maybe one from someplace that is not. A state level politician might also make sense since we're talking about state standards.
- Question: Should all strategies discussed be framed as goals (i.e. all students who have been in a U.S. school for more than three years will be included on state and national assessments)?
- The role of expectations.

GOAL III: ENGLISH LANGUAGE ACQUISITION

Bilingual Education: (HEAP) The Title VII, Bilingual Education program assists schools to build their capacity to operate high-quality programs designed to help limited-English proficient (LEP) students achieve to the same high academic standards as all students. Approximately 70% of LEP students are Latino. *(May also support Goal II: Closing the achievement gap).*

FY 2000 Enacted Level: \$248 million

FY 2001 Request: \$296 million

Objective: To improve the effectiveness of Title VII grantees in helping linguistically diverse children learn English and achieve to the same challenging academic standards required of all children.

Results to Date:

- In 1999, approximately 1.4 million Latino students were served by Title VII programs. Federal bilingual education projects continue to demonstrate effectiveness in teaching English.
- Recent evaluation reports indicated that for 91% of projects, at least two-thirds of LEP students made gains in oral English proficiency.
- The Department has supported the distribution of a variety of educational resources for teachers of linguistically and culturally diverse students, the majority of whom are Latino. For example, through the National Clearinghouse for Bilingual Education (NCBE), the Department created a series of guides on the preparation of teachers of English language learners (<http://www.ncbe.gwu.edu/ncbepubs/resource/ells>); a report and cases studies on *Transforming Education for Hispanic Youth: Exemplary Practices, Programs, and Schools* grounded in the work of Hispanic Drop-Out project (<http://www.ncbe.gwu.edu/ncbepubs/resource/hispanicyouth/index.htm>); and state-specific data on LEP student enrollments in US schools (<http://www.ncbe.gwu.edu/askncbe/faqs/01leps.htm>).

Strategy 1: Ensure effective project implementation through improved grants management, technical assistance, and identification and dissemination of promising practices.

Strategy 2: Launch an outreach and technical assistance campaign to solicit Professional Development grant proposals from IHE's and other eligible institutions located in and serving areas with a large unmet need for bilingual education and ESL instructors as well as in communities with emerging Latino populations.

The Department plans to:

- Identify and highlight promising practices (in coordination with NCBE and NABE) and work with OESE to improve implementation of all federal programs;
- Support intensive evaluation of programs and individual criteria by developing and providing technical assistance and guidance on and criteria for high quality evaluation;
- Increase outreach to parents and teachers of LEP students (e.g. Produce and disseminate a guide to parents on standards-based reform and the inclusion of LEP students in high quality instruction, assessment, and accountability systems); and
- Analyze its data collection and analysis efforts by developing a profile of data resources related to Latino and limited English proficient students. The Department-wide profile on assessing and improving data collection on Latino and LEP students is being developed through the Clearinghouse on Bilingual Education. The profiles will catalog data collection instruments for each program and principal office in the Department. The final report will describe the data being collected regarding both Latinos and LEP students, identify gaps in data collection, and make recommendations for future data collection and evaluation efforts.

Research Agenda on limited-English proficient (LEP) Students: (HEAP 2001 proposal)

This HEAP 2001 proposal will include joint research with the National Institutes of Health (NIH) on improving the literacy learning of Spanish-speaking students, a systematic program of research responding to the 1997 National Research Council report, *Improving Schooling for Language Minority Children: A Research Agenda* and targeted efforts to build capacity, especially among traditionally underrepresented groups to study these nationally significant issues.

FY 2000 Enacted: \$0

FY 2001 Request: \$10 million

Ensure that Hispanic Students Achieve English Language Proficiency

Goal: TBD[Within 3 years of entering public school] or [before graduating from High School.] [We need to get a better feel for where the community is on this issue through Brian's outreach meetings before proceeding much further on this issue.] (Bethany Little/Andy Rotherham)

¹ College Entrance Examination Board, *National Report on College Bound Seniors*, 1997.



Gabriela Uro <guro@cgcs.org>

04/21/2000 01:02:33 PM

Record Type: Record

To: Andy Rotherham/OPD/EOP

cc:

Subject: Re: WH Ed event

My 2nd attempt. I will see you next week.

Have good holiday weekend.

Gabriela

>Date: Thu, 20 Apr 2000 14:18:18 -0400

>To: Andrew_Rotherham@who.eop.gov

>From: Gabriela Uro <guro@cgcs.org>

>Subject: Re: WH Ed event

>

>Andy--

>

>I am forwarding to you the comments we (the Council) had sent HEC with respect to the follow-up memo that was being drafted as a response from the groups. Unfortunately, Raul indicated that there was no time to include our comments and those of others since he wanted to get the memo to you today and he suggested we just send forward our comments.

>

>I wasn't able to make today's meeting--have a scheduling conflict at 2:30--but I will see you at some of the remaining ones. If you want to discuss any of the issues I raise, please call me or Jeff at 202/ 393-2427.

>

>Gabriela

>

>

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>>

>>

>>Raul--

>>As we discussed over the phone, I am sending you some brief comments related to the follow up letter. I'm sending my comments via e-mail in order to share it with all HEC.

>>

>>I. The format issue, in our estimation is not the most important of the Council's concerns. If by "format" you are referring to the amount of time devoted to each of the goals, then we would be interested in this given that some of the goals are much more complex thereby, requiring more time for discussion. As Jeff mentioned at the Thursday meeting, the third goal

includes three complex and very important issues: closing the achievement gap, assessments, and resources. Each of these topics warrants more than a slice of the breakout session devoted to Goal 3.

>>

>>II. While it may seem late in the game to revise the goals, we feel that there are certain key items that must be included if this event will seriously address the most critical issues regarding the education of Latino children and youth. Two specific issues come to mind (which Jeff raised at the Thursday meeting): a) fair assessments and b) resources/school finance.

>>

>>a) Assessments, of all kinds, not just state and national assessments can be the downfall for our kids. We need to make sure they are appropriately included in the assessments as well as ensure that the assessments are appropriately used. Accountability is important, yes, but if the children have not had the opportunity to learn the content on which they will be tested, we will be hurting the kids. The assessment issues are complex and multi-dimensional for our Latino children because a) many attend the poorest urban and rural schools in the nation, b) standard assessments are usually NOT normed on our Latino kids, and c) a significant portion of Latino children have second language development needs. The White House Commission has carefully looked into this so why not have a session that expands on this issue?

>>

>>b) Resources/School finance. In the original memo sent over by NCLR the issue of school finance was more prominent than it is now. Our Latino children attend many of the poorest schools in the nation and if this issue is not openly discussed, arrived at some lofty goals will be somewhat irrelevant at best, or wishful thinking, at worst. Localities, States, and the Feds need to address the issue of school financing. I think it behooves us to push this conversation along. Resources may also include other stakeholders contributing to providing educational opportunities for Latino children but such "extra" resources will not make up the huge differential in school funding for our poorest schools and we must not be naive in allowing the conversation stop at these "extra" resources.

>>

>>III. Overall messages. One of the items discussed on Thursday was overall message and I would suggest that the follow-up memo include a comment on this. The White House has the bully pulpit and it's in our best interest to help craft that message. With the spread of Unz-type of initiatives and the use of high-stakes testing, it would be helpful to have the WH send a message that Latino children do not benefit from political initiatives that limit and deny best educational practices for language minority children nor do Latino children benefit from a rushed approach to implement high-stakes testing for a variety of purposes (accountability, grade promotion, exit requirement).

>>

>>The latest e-mail indicates the meeting times for each goal. I hope that the goals are still maleable and we can address the need to include specific items. Otherwise, I don't understand what has resulted from the consultation so far.

>>

>>

>>Gabriela Uro

>>Manager of Intergovernmental Relations

>>

>>Council of the Great City Schools

>>1301 Pennsylvania Avenue, N.W., Suite 702

>>Washington, D.C. 20004

>>(202) 393-2427 (voice)

>>(202) 393-2400 (fax)

>><http://www.cgcs.org>

>>

>>At 05:57 PM 4/17/00 -0400, Raul Gonzalez wrote:

>>>Hi folks,

>>>

>>>Here's another draft follow-up memo to the WH. It'll go out from the HEC

>>>to Andy R at the DPC. Please let me know if you're planning to provide

>>>additional comments. If not, I'll let Andy know that this memo is in lieu

>>>of comments from individual HEC members. Again, sorry for the late notice,

>>>but we're hoping to get this up to the WH by Tuesday (tomorrow). Please

>>>let me know if you have comments/concerns. Thanks,

>>>

>>>Raul

>>>

>>>

NCLR

NATIONAL COUNCIL OF LA RAZA

Raul Yzaguirre, President

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

FAX COVER MEMO

DATE: 7 / 19 / 00TIME: 6:40 AM PMCOST CENTER #: 1600TO NAME: Andy RothermanCOMPANY: DPCCITY: DCFAX#: () 456 / 5581

FROM

NAME: Raul Gonzalez, Education Policy Analyst
Office of Research, Advocacy and Legislation

DIRECT LINE: 202-776-1760

POLICY'S FAX: 202-776-1794

of pages in transmission, including cover 5

MESSAGE:

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





NATIONAL COUNCIL OF LA RAZA

Raul Yzaguirre, President

National Office

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

Washington, DC 20036

Phone: (202) 785-1670

Fax: (202) 776-1792

M E M O R A N D U M

TO: Andy Rotherham
Domestic Policy Council

FROM: Hispanic Education Coalition

DATE: April 19, 2000

SUBJ: June 15, 2000 Hispanic Education Event

The purpose of this memorandum is to flesh out many of the ideas and suggestions discussed at the meeting last Thursday. Please know that individual members of the Hispanic Education Coalition may be preparing comments covering issues not contained in this memorandum. We would reiterate the views expressed by some of the Thursday meeting participants that the draft white paper and national goals are a useful framework for the event, and demonstrate a substantial investment of time and thought by Administration staff. In addition, we regret that we did not have the opportunity to get these thoughts to you on paper in advance of the Thursday meeting.

Format

As was discussed briefly during the meeting, we believe that the single most important task remaining is a discussion of the event's format. Once a format is established – and only after it is established – we can all make more informed suggestions regarding invitees, panelist, refinements to the goals and strategies, etc. In this connection, we would recommend that the event include:

- A formal address by the President outlining the case for why improving Hispanic educational achievement is in the interest of all Americans, and calling on all sectors of society to participate in the effort.
- One set of small group sessions designed to identify, and to the extent possible, agree on strategies or benchmarks needed to achieve the goals.
- A plenary session, possibly with panel presentations, moderated by the President or Vice President, in which various sectors – government, the "stakeholder" group, and others that must be held accountable for improving Hispanic education, such as the business sector and mainstream education groups, would discuss their commitment toward achieving the goals.



We also believe that, if time permits, some discussion of the 2001 HEAP appropriations request and progress on HEAP implementation would make sense.

Goals and Strategies/Benchmarks

The draft goals represent a powerful framework for making the case for a focused national effort, as well as an outline for monitoring future progress. As some of us discussed at the meeting, we have several suggestions:

- Goal 1: This is currently "asymmetrical" with the other goals. Instead of outlining a specific approach (parity in early childhood development programs) which we all agree is critical but think makes more sense as a specific strategy, we would recommend broadening the language to something like "Ensure that all Hispanic Americans start school ready to learn," or some variant of that.
- We believe that the single most important strategy under this goal is eliminating underrepresentation of Latinos in early childhood development programs as the current goal language suggests. Other strategies worth consideration here might include assuring adequate childhood nutrition, promoting and expanding public education and parenting programs that encourage parents to engage in activities that stimulate early cognitive development, etc.
- Additionally, given the dearth of early childhood educators prepared to provide instructional and other services, particularly reading instruction, to English language learners, we would strongly recommend a significant strategy for teacher training in this area.

Goal 2: We recommend that the goal read—"Respecting the value of multilingualism, different learning styles, different research-based instructional approaches, and the variety of developmental levels at which limited English proficient (LEP) students enter school, by 2010, all students will graduate from high school having demonstrated proficiency in English."

At least the following three strategies should be included:

- All teachers who teach LEP students will be trained appropriately by 2010.
- All LEP students will receive appropriate language services by 2010.
- K-12/post secondary education collaborations will be established to create transitional diploma awarding programs for students who are not able to develop full English proficiency by the end of 12th grade.

■ Goal 3: Some of us were troubled by the emphasis on state assessments alone as the appropriate indicator of student achievement. Given the sensitivities around explicitly identifying the NAEP, we think it may make sense to replace "state assessments" with "appropriate state and national assessments," which could include, in addition to NAEP, various other measures that could be fleshed out in the strategies section. In addition, given the burgeoning backlash against high-stakes tests, we would strongly recommend clarifying that such assessments must also be *used* appropriately, such as for school system accountability, rather than for making high-stakes decisions about students.

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- Appropriate strategies for consideration here include greater equity in school finance, equal access to qualified teachers, elimination/reduction of tracking, access to AP courses, etc.
- In addition, we recommend developing a strategy addressing the development of appropriate assessments and accountability systems that are planned to respond to Latino students' needs from the beginning—such as in norming samples, including LEP students in pilot and field testing of new assessments, in aggregation plans, and as reporting is planned.

■ Goal 4: Appropriate strategies for this goal might include reductions in students being retained, equal access to all aspects of curricula, including advanced placement courses, and equal access to TRIO and other college preparation programs. It may also make sense to include some strategy(ies) related to dropout recovery and GED programs, as well as charter schools, which serve as a *de facto* "safety net" for those the system has failed. With regard to charter schools, such a safety net would mean identifying strategies to ensure that charter schools are helping Latino students meet higher standards of learning, including, for example, expanding the use of dual-language charter schools. In addition, we would suggest the following:

- Discuss key strategies to monitor and expand the degree to which eligible Latino children and youth are served by appropriate federal education and related programs from Head Start to postsecondary education student financial aid – and document how those programs are helping Latino children reach higher levels of academic achievement.
- Explore the degree to which NCES and other appropriate federal agencies create, collect, and report on specific items related to Latino student achievement in a comprehensive way.

One last word about the "strategies" – to the maximum extent possible, we believe that these should be framed in measurable terms. As was discussed during the meeting, this will tend to deter the development of long "laundry lists" and will encourage

participants to identify interim benchmarks against which we can measure future progress.

Process

We very much appreciate your offer to hold a series of meetings to further discuss the format and substance of the event. As mentioned above, we would strongly encourage that the first of these meetings focus on the event's format. As the event's format is further developed and clarified, we will be happy to submit additional thoughts regarding invitees, panelists, downlinks, and other information.

Thank you again for the opportunity to discuss these issues with you.

cc: Maria Echaveste, Deputy Chief of Staff
Brian Barreto, Office of Public Liaison
Bethany Little, Domestic Policy Council
Sarita Brown, White House Initiative
Cha Guzman, Department of Education



UC DAVIS DIVISION OF EDUCATION

High School Puente Program Evaluation Project

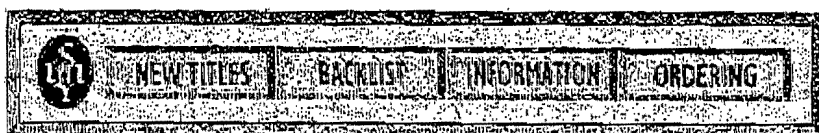
Principal Investigator and Director: Patricia Gandara (Education)

916/752-8262 (Division of Education)

Educational Research

Program Analysis (Academic Preparedness, School-Community Relationships, and Staff Development)

Puente-which means "bridge" in Spanish-has been recognized for its successes with helping Mexican-American and Latino-American community college students. In 1993 the Program began a similar effort of constructing an interlinked support system that will help high school students move successfully through high school and into college. To this end, the Puente Program builds an academic and community leadership team at school sites in order to integrate counseling, writing instruction, and mentoring of students by Mexican-American and Latino-American members of the professional community. Now in its third year, the High School Puente Program operates at 18 high schools. This evaluation project will study the academic successes and challenges met by the 18 sites, in particular examining the degree of integration of the programs into the local professional communities and the progress of the program's staff development in preparing teachers and counselors to work with diverse students from all backgrounds.



State University of New York Press

OVER THE IVY WALLS

The Educational Mobility of Low-Income Chicanos

Patricia Gandara

Explores social factors that lead to academic success for low-income Chicanos.

Unique among literature on minority and Chicano academic achievement, *Over the Ivy Walls* focuses on factors that create academic *successes* rather than examining school *failure*. It weaves existing research on academic achievement into an analysis of the lives of 50 low-income Chicanos for whom schooling "worked" and became an important vehicle for social mobility. Gandara examines their early home lives, school experiences, and peer relations in search of clues to what "went right."

"The voices of these young people come through strongly. Gandara has resisted the urge to 'translate' for them and the messages are explicit. I like the breadth of the study and the fact that Gandara went back and compared those who'd completed their higher education during the 70s and 80s with those who finished more recently. This provides information on the impact of social change, and reaffirms those factors that are enduring in their impact on Chicana educational achievement." -- Kip Tellez, University of Houston

"The personal narratives in this book are evocative and poignant. They advance insights into the strengths of minority households, rather than focusing on the 'deficits' which are said to lead to academic underachievement. This book adds a revelatory dimension to unpacking educational experiences." -- Norma Gonzalez, University of Arizona

Patricia Gandara is Associate Professor of Education at University of California, Davis.

A volume in the SUNY series,
Social Context of Education

Christine E. Sleeter, editor

151 pages September 1995
paperback ISBN 0-7914-2610-6
hardcover ISBN 0-7914-2609-2

State University of New York Press
State University Plaza
Albany, NY 12246-0001

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- Handwritten text: "Handwritten" (written horizontally)
- Handwritten text: "Handwritten" (written diagonally)

James

AGENDA

INTERNAL WHITE HOUSE 2000 HISPANIC EDUCATION CONFERENCE MEETING

I GOALS FOR THE CONFERENCE

II WHO SHOULD BE INVOLVED IN PLANNING

- WHITE HOUSE STAFF
- THE INITIATIVE
- OTHER AGENCIES
- EXTERNAL GROUPS

Handwritten: 12/27/99

III POTENTIAL PITFALLS

IV NEXT STEPS AND ACTION ITEMS

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② Trans notes to the
③ common
④ old com w/ a
⑤ conference
⑥ ~~total~~ 7/24/96

National Goals for Educational Excellence for Hispanic Americans

This draft is an attempt to articulate what the national goals may look like at this point, and elicit areas of confusion or disagreement. This is in no way a final product, and will not necessarily represent everyone's understanding of the goals. Strategies and indicators are still being developed for each of these goals and will be shared for comment when they have been drafted.

- 1) Ensure that all Hispanic American children have access to high quality early childhood education and development programs and enter school prepared to succeed by eliminating the gap between the Hispanic participation rate and the national participation rate in high quality programs by 2010.
- 2) Respecting the value of multilingualism, different learning styles, and different instructional approaches, by 2010 states and school districts will ensure that all students graduate from high school having demonstrated ~~competence~~ or ~~literacy~~ in English ^{proficiency}. *(Two options offered for discussion.)*
- 3) Eliminate the achievement gap between Hispanic students and other students on state assessments by 2010 by providing a high quality education with the resources and systems that ensure equal opportunities for all.
- 4) Eliminate the gap in the high school completion rate between Hispanic students and the national average by 2010.
- 5) Make progress towards eliminating the gap between the average rate of college completion for Hispanic Americans and the national average by 2010 by at least doubling the percentage of Hispanic Americans who "graduate from college" ~~or receive their baccalaureate degree~~. *(Two options offered for discussion)*

Who to touch →

- MACIA
- ① COMMISSIONERS
 - ② HEC / CAUCUS STAFF
 - ③ NHCA / CAUCUS
 - ④ MANCIPAL GOVS
 - ⑤

Conference/Strategy Session Format

Key Questions

1. What will the role of the Principals be?

We need an idea of what each Principal would like to do (i.e. speech, panel discussion, open press, etc.) We also need to consider what issues they would like to address, and in what context (i.e. a speech on the challenges and goals identified at the conference, a panel discussion on closing the Achievement Gap, an announcement of the results and efforts since the First Lady's convening, an announcement of the commitments made by the public, private and nonprofit sectors, etc.) The answers to these questions will really shape the format of the event, but the following is an attempt to lay out possibilities for discussion.

2. Who will participate?

How many people attend, who they are, and what sort of role they need to play (for example, speaking roles for state and local elected officials) will greatly effect your format. This draft is designed to accommodate anywhere from 50 to 200 people from diverse groups, and allows for multiple speaking and leadership roles.

3. What is our venue?

This will also come out of the format, substance and roles of the Principals, but the following events could take place in a hotel, a combination of rooms in the White House Complex (including the White House Conference Center), or another government site such as the Reagan Building or the State Department.

4. What do we want the outcome to be? Will there be any follow-up?

These questions speak more to logistics than message "outcome." For example, would we have some sort of publication documenting the event? Or would the White House Initiative be tasked with hosting a "check-in" event every year to review progress on goals and commitments? Etc.

Draft Agenda 1

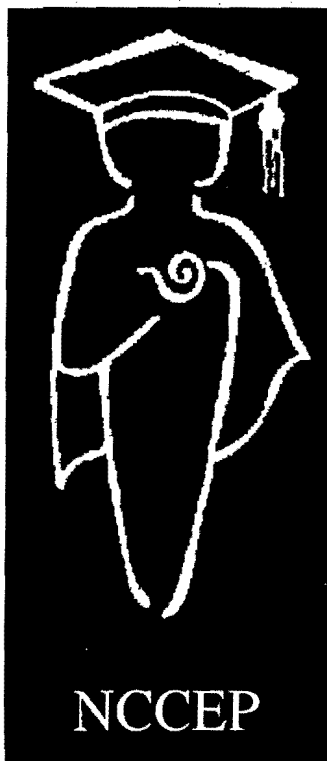
- | | |
|---------------------|--|
| 9:00 am – 10:00 am | Opening Session – Re-dedicating Ourselves to the Challenge
Welcome and Remarks by the First Lady
Panel Discussion reviewing progress since the First Lady's convening |
| 10:15 am – 11:15 am | Break-out Session on Replicating Best Practices |
| 11:15 am – 12:15 pm | Panel Discussion/Plenary Session on Establishing National Goals |
| 12:30 pm – 1:30 pm | Lunch Session –Rising to the Challenge of Our National Goals
Speech by Vice President Gore |
| 1:45 pm – 3:00 pm | Panel Discussion/Plenary Session on the Roles of the Public, Private and Non-profit Sectors in Rising to the Challenge of Our National Goals |
| 3:00 pm – 4:00 pm | Break-out Session on Working Together to Achieve our National Goals |
| 4:15 pm | Press Conference/Announcement of Commitments
President Clinton |

Draft Agenda 2

- 9:00 am – 11:00 am **Strategy Session – Working with the Public, Private and Non-Profit Sectors to Meet our National Goals**
President and Mrs. Clinton, Vice President and Mrs. Gore
- 11:15 am – 12:15 pm **Panel Discussion/Plenary Session on Pre-K Goal: To be provided by the Office of the First Lady**
- 12:30 pm – 1:30 pm **Lunch -- Speech/Presentation**
Principal?
Researcher?
Practitioner?
- 1:45 pm – 3:45 pm **Break-out Session on Eliminating the Gap in the Dropout Rate Between Hispanic Students and Non-Hispanic Students by 2005, Eliminating the Achievement Gap for Hispanic Students on State Assessments Within the Next Decade, and Ensuring that Hispanic Students Achieve English Language Proficiency**
- 4:00 pm – 5:00 pm **Panel Discussion/Plenary Session on Higher Education Goal to be provided by NEC**

Draft Agenda 3

- 9:00 am – 11:00 am **Strategy Session – Setting and Meeting Meaningful National Goals**
President and Mrs. Clinton, Vice President and Mrs. Gore
- 11:15 am – 12:15 pm **Panel Discussion/Plenary Session on the Role of the Public Sector in Meeting our National Goals**
- 12:30 pm – 1:30 pm **Lunch – Speech? Presentation?**
- 1:45 pm – 2:45 pm **Panel Discussion/Plenary Session on the Role of the Non-Profit Sector in Meeting our National Goals**
- 3:00 pm – 4:00 pm **Panel Discussion/Plenary Session on the Role of the Private Sector in Meeting our National Goals**



**UPCOMING
EVENTS**

**ENLACE Networking
Meeting**
February 10-11, 2000
San Antonio, TX

**GEAR-UP Pre-Application
Technical Assistance
Workshops**

February 7, 2000
Phoenix, AZ

February 9, 2000
Kansas City, MO

February 16, 2000
Jackson, MS

February 18, 2000
Washington, DC

February 22, 2000
Edinburg, TX

**U.S. Department of Education
FY 2000 Postsecondary
Education Dialogue**
February 23, 2000
Edinburg, TX

National Council for Community & Education Partnerships

One Dupont Circle, N.W., Suite 118

Washington, DC 20036

Telephone: 202/939-9450

Fax: 202/530-0809

E-Mail: Hector_Garza@nccep.nche.edu

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

From:

- ☒ Hector Garza, President
☐ Juana Adaniya, Executive Assistant to the President
☐ Carmen Gloria Alvarez, Director, Finance & Administration
☐ Johnson Niba, Project Associate
☐ Carmen Arroyo, Consultant
☐ Adella Santos, Consultant

Date:

1/18/00

To:

Andrew Rotherham

Institution:

The White House

Fax:

202 456 - 5581

Telephone:

202 456 - 5372

Pages:

(Including Cover Sheet)

☐ **URGENT**

Memo:

FYI



**NATIONAL COUNCIL FOR
Community and Education Partnerships**

Promoting Student Achievement and Access to Higher Education

January 18, 2000

Maria Echaveste
Deputy Chief of Staff
The White House
Washington, DC 20502

Dear Maria:

I am writing on behalf of the planning committee that has agreed to collaborate in co-sponsoring a national meeting for Latino educational excellence. As you know, this group has been meeting with the White House Initiative staff and Commissioners to plan for an event that will bring business, philanthropy, education, community and parent organizations, government and others to create a national agenda and action plan to improve K-16 education for Latinos.

We were delighted to have an opportunity to meet with your team about this effort on January 5, 2000 and were pleased to learn that the White House is also interested in hosting a White House event as a follow-up to the August 1999 First Lady's Convening. As agreed to at the meeting, Andy Rotherham, DPC, has been invited to join the policy group of the Stakeholders Committee, and we will contact Brian Barreto (Office of Public Liaison) to work with the Stakeholders to address outreach to constituent groups. We remain excited about the prospect of coordinating our efforts with the White House and this letter is intended to update you on our current thinking and plans.

Since our last meeting with you, the core planning team has developed a conceptual model for the conference that builds upon the ideas shared with you and your colleagues on January 5. While the enclosed preliminary draft still needs to be vetted with the entire coalition of partnering organizations, we hope this provides a framework that will allow us to develop this event collaboratively.

Simultaneously, we are moving forward to secure funding from our partnering organizations and have orally received commitments from several organizations and foundations to help finance the two-day event. We look forward to continuing our coordination efforts with you and Sarita Brown.

Sincerely,

Hector Garza
President

Enclosure
HG/ja



One Dupont Circle, NW
Suite 118
Washington, DC 20036
tel: (202) 939-9450
fax: (202) 530-0809
www.edpartnerships.org

DRAFT—Not for distribution or quotation

***Excelencia en Educación:* A National Day of Commitment For Latino Educational Excellence**

Rationale

The Latino community is the fastest growing in the country yet continues to have lower educational attainment rates than Anglos, African Americans, and Asian Americans. These factors combine to create a scenario that is unacceptable for the Latino community and the rest of society. While promising educational strategies exist in communities across the country, most are dwarfed by the unmet needs, thus suggesting that slow incremental change will be insufficient. The key to activating all the necessary stakeholders is to harness the collective political will of those who care and to commit to work together on an action agenda for change. A national meeting in Washington, DC in May 2000 will provide the process to bind together, a representational group of stakeholders with effective strategies to create the political will to close the achievement gap for Latinos in the coming decade.

Assumptions that Support High Achievement by Latino Students

- The curriculum should be framed by high standards
- Schools need up to date materials and equipment to deliver an excellent education
- Appropriate inclusion in an accountability system increases the likelihood that Latino students will do well in school
- Teachers must have the skills and experience to teach linguistically and culturally diverse students
- Students learn to read best in their native language
- Parents are a key ingredient in school success for Latino students
- The community has an important role to play in supporting the education of Latino students

Purpose

To develop and launch an action agenda with assigned responsibilities, measurable outcomes, and a timeline leading to accomplishing the following goal by the close of the coming decade (2009):

90% of every eligible Latino child enrolled in U.S. public schools will receive a high school diploma by 2010

Meeting this goal will require tackling issues such as children must start school ready to learn, the schools they attend must offer a quality environment and the teachers must be prepared to offer a rich educational experience that challenges all students to reach their highest potential. Meeting the goal of high school completion will also create an expanded talent pool for post secondary education and the workplace.

What

A national meeting of 225 leaders committed to the goal of *Excelencia en Educación*. The meeting will be the vehicle for the development of a plan by community sectors that frame actions that will support the goal over the next decade. The sectors will include the corporate sector, government, the schools, higher education, community groups, foundations, parents, and national organizations. Prior to the convocation, sectors will identify five possible outcomes in support of the goal outlined. These outcomes will be used as a yardstick against which all actions taken by that sector can be measured by members of the sector and by the general public.

The action could include support for effective programs, policies, strategies identified under each of the objective areas in an effort to bring these approaches making a difference in achievement to "scale" and could potentially be implemented rapidly in large numbers of communities. Some examples of programs to consider include those identified in the publication *What Works for Latino Youth* created as a product of the First Lady's Convening on Hispanic Children and Youth in August, 1999.

This would facilitate the engagement and ownership of all sectors by providing either a beginning list of "deliverables" for them to consider and commit to "on-site" or examples from which they could expand or connect with their existing efforts.

Who

A chairperson for each sector will be identified by a national steering committee. Over the course of the two day convocation, each chairperson and 25 sector representatives will identify outcomes, determine benchmarks and begin to draft a plan for dissemination of the outcomes and buy in from members of the sector and the general public.

Operational Structure (Long-Term)

The national steering committee will work with a small staff to provide support for the action agenda. The staff will develop public education materials and monitor progress toward the outcomes by all sectors.

In the short term and for the purpose of coordinating and funding the National Day of Commitment events, the coalition of organizations will use the National Council for Community and Education Partnerships (NCCEP) as the organizing and coordinating entity.

Funding Commitments Received

The Ford Foundation
The W.K. Kellogg Foundation
AT&T Foundation
State Farm Insurance

Other Funding Prospects

Knight Foundation
Sallie Mae Foundation
Univision

Proposed Agenda/Format

1. White House Kick-Off Event

The White House would kick off the day with an hour-long event that would include statements by the President, Vice President, and/or First Lady and representatives of participating sectors (such as business, philanthropy, education, community organizations, etc.). These statements will announce and define new commitments of the Administration, corporate America, educators, and others to help achieve the Action Agenda that will be finalized at the end of the day. The event will recognize the importance of the First Lady's convening as a crucial spark in creating a national agenda and will take advantage of the ability of the President and key members of the Administration to focus national attention on the issues. We also may want to feature Latino students and educators who could recognize the importance of these commitments in the lives of millions of Latino young people.

2. "Day of Commitment" Meeting

Following the White House kickoff, participants from each sector will gather at a nearby hotel at an event sponsored by partner organizations to discuss the action agenda and the goals for the next five or ten years. The session will include:

- a motivational keynote,
- brief overview of the data,
- brief overview of the policy agenda supported by written materials mailed to participants before the meeting (addressed by sector)
- breakout meetings by sector to develop outcomes, responsibilities and timelines; and
- dinner with another motivational speaker.

A second day might include continuation of sector-by-sector work with reporting from representatives of each sector and final approval of a national plan.

We may wish to have a news event to announce the approval of the plan.

3. Follow-up Activities

In the weeks and months after the Day of Commitment activities, we will work to accomplish the following:

- A meeting of national foundations hosted by the Ford Foundation and the AT&T Foundation and others focused on the role private and corporate philanthropy can play in achieving the Action Agenda;
- Creation of a national coalition or partnership to push the agenda, including ongoing monitoring and reporting of how far the nation has come in meeting its agenda;
- Presentations to national organizations to disseminate the Action Plan among key constituency groups;
- Development of state-by-state legislation in support of the agenda;
- A media campaign to draw attention to the needs of Latino students; and,
- Other activities developed by partners.

FIRST LADY HILLARY RODHAM CLINTON HOSTS WHITE HOUSE CONVENING ON HISPANIC CHILDREN AND YOUTH

On August 2, 1999, First Lady Hillary Rodham Clinton hosted a convening at the White House to examine the many challenges and opportunities facing Hispanic young people, particularly in the areas of early childhood development, educational attainment, and adolescence. Mrs. Clinton spotlighted progress that has been made in these areas, announced new public and private efforts, and issued a call to action to all sectors of society to meet challenges that still remain.

Facing the Challenges Before Us. The Hispanic population is among the fastest growing segments of American society and it is also one of the youngest – with one out of every three Hispanics 15 years old or younger. By the year 2000, the number of Hispanics aged 24 or younger is expected to reach 15 million (or 15 percent) of a total youth population of 98 million. This Administration has worked hard to ensure that all of our young people have access to the tools they need to reach their potential, and has developed and promoted programs that specifically reached out to Hispanic students. However, significant challenges still exist – too many Hispanic children are still being left behind. While progress has been made, dropout rates are too high, health insurance rates are too low, and poverty rates far exceed the national average.

Fighting for Essential Investment in Education. Raising the educational achievement of Hispanic Americans is top priority of this Administration. Responding to the findings from the President's Advisory Commission on Educational Excellence for Hispanic Americans, the Administration proposed and won nearly \$500 million in funding increases for programs in the Hispanic Education Agenda in the FY 1999 budget. For the second year in a row, the President has proposed increased funds – over \$650 million for FY 2000 – for Department of Education programs that are part of the Administration's Hispanic Education Agenda, including:

- \$320 million to strengthen basic educational skills and raise academic standards;
- \$35 million to train more bilingual/ESL teachers and improve instruction to help students learn English and master their basic academic subjects;
- \$30 million to prepare disadvantaged youth for success in college;
- \$44 million to improve education programs for migrant youth and adults;
- \$190 million in new investments to help adults learn English and become literate.

Increasing Federal Efforts to Address the Needs of Hispanic Children. Mrs. Clinton unveiled new Administration efforts to address the challenges of Hispanic children and youth:

- ***Serving Hispanic Children and Families Better Through Head Start*** Hispanic enrollment has increased by 70,000 during the Clinton Administration, with the program now reaching approximately 220,000 Hispanic children. Despite these increases, Hispanic children remain under-represented, comprising 23.3 percent of Head Start enrollment (excluding Puerto Rico) compared to 29.8 percent of all low income, pre-school children in the nation. The Head Start program is furthering its longstanding commitment to meeting the needs of Hispanics and other under-served populations through a variety of steps to ensure access and culturally appropriate services, including:
 - increasing by 50% the number of points awarded to expansion grant applicants who emphasize outreach to under-served populations, such as seasonal farm workers, recent immigrant families and non-English speaking groups;

- boosting the number of grant application reviewers that have expertise in serving language minority children;
 - working with and monitoring programs to ensure full utilization of community assessment to better target outreach, recruitment and enrollment of under-served populations; and
 - providing specialized technical assistance ten communities where changing local demographics have resulted in significant under-served populations
- ***Implementing the Hispanic Education Action Plan.*** The Department of Education is aggressively implementing the Hispanic Education Action Plan, designed to increase academic performance and participation of Hispanic students in critical programs. Specifically, the Education Department is taking a series of new steps to ensure that schools participating in Title I—the largest K-12 education program which enrolls over 3 million Hispanic students—are held accountable for helping Hispanic students meet challenging standards in academic subjects and become proficient in English. These steps include vigilant enforcement of requirements that Hispanic students be included in state assessment programs and that states intervene to turn around low performing schools. The Education Department will also issue new guidance to states and school districts on how to effectively include Hispanic students and meet applicable civil rights requirements in state testing programs, as well as guidance and assistance to schools on effective practices for helping limited English proficient students meet challenging academic standards.

In addition, the Education Department will expand outreach, provide technical assistance, and take additional steps to increase participating of Hispanic students and communities in key programs, such as the 21st Century Learning Centers after-school program and the GEAR-UP program. GEAR-UP enables colleges to form partnerships with high poverty middle schools to help students better prepare for college by providing them with mentors, academic support, and financial aid information.

- ***Building on the Progress of the White House Initiative on Educational Excellence for Hispanic Americans.*** The White House Initiative on Educational Excellence for Hispanic Americans released “What Works for Latino Youth”, a directory of programs throughout the country that have helped improve the lives of young Hispanics. The White House Initiative will continue to solicit recommendations and produce an updated directory by the end of the year. Additionally, the White House Initiative will organize a national meeting on Latino Educational Excellence in 2000 to follow-up on the First Lady’s convening and develop new strategies to bolster education from early childhood to graduate school.
- ***Promoting Science and Technology Training for Hispanic Students.*** In order to develop a strong and diverse science and technology workforce, the Department of Energy (DOE) formed a strategic partnership with the ‘Latino Science and Engineering Consortium’ that will work to identify, develop, and nurture the next generation of scientists, engineers, technicians and educators in math and science by supporting mentoring programs, technical internships for community college students, research fellowships for undergraduate and graduate students and professional development opportunities in science, math and technology for K-12 teachers serving Hispanic children.
- ***Ensuring Diversity of Americorps.*** Sixteen percent of all Americorps members are Hispanic. To ensure that the program continues to reflect accurately the face of America, Americorps is committing to increase its efforts to recruit Hispanic youth by featuring Latinos in ads, translating recruitment materials into Spanish and forming partnerships with Hispanic-serving universities and organizations.
- ***Helping to Prepare Hispanic Youth for College.*** The Department of Education also released “Como Ayudar a Su Hijo A Aprender Matematicas,” a Spanish version of “Helping Your Child Learn Math.” This tool for parents is a key part of America Counts, the Department of Education’s mathematics initiative dedicated to making the improvement of student achievement in mathematics a national priority. This Spanish guide, which is available free through the Department’s toll-free number, 1-800-USA-LEARN,

includes sample word problems, math games, and other activities designed to help children in the elementary grades learn math, and to help Hispanic parents become actively involved in their children's learning. In addition, The Department of Education is expanding its "Think College Early" campaign to target the Hispanic community by holding a special session in 2000 to help parents and students learn about necessary steps to prepare for college.

Encouraging Private Sector Investment in Hispanic Children. A number of private sector organizations, including corporations, foundations, and media organizations have committed resources to addressing the needs of Hispanic children and youth.

- ***AT&T: Closing the Technology Gap.*** Building on its long history of enhancing educational opportunities for Hispanics, AT&T committed at the event to work with leading Hispanic-serving organizations over the next 3 to 6 months to build on existing efforts and introduce new programs to fill the technology gap for Latino youth throughout the nation. Some activities will include the development of neighborhood-based technology centers, programs targeted at early awareness and parental involvement to increase Latino representation in the technology field, and support of programs that inform teachers serving Latino students in urban and rural locations on how to use technology in the classroom.
- ***Supporting Hispanic Access to After-School Programs.*** The Charles Stewart Mott Foundation, as part of its ongoing partnership with the Department of Education, also made a commitment of more than \$300,000 to improve Latino participation in after-school programs. This new effort builds on the Foundation's \$83 million commitment in 1997 to support after-school activities in coordination with the 21st Century Community Learning Centers program.
- ***Media Organizations.*** The First Lady's event – coupled with the efforts of the National Campaign to Prevent Teen Pregnancy – has stimulated commitments from an impressive array of media leaders concerned about Hispanic youth, their families and their communities. These leaders understand that the media can be a powerful force for raising awareness and showcasing solutions. They have committed to a variety of activities including PSAs, radio programs, talk shows, newspaper supplements and magazine features – all directed to improving the lives of Hispanic youth. The leaders spearheading these activities are: Cristina Saralegui, CEO, Cristina Saralegui Enterprises and Host, "The Cristina Show"; Lisa Quiroz, Publisher, People in Espanol; Monica Lozano, Associate Publisher, La Opinion; Joaquin Blaya, Chairman and CEO, Radio Unica; Patricia Fili-Krushel, President ABC Television Network; Daisy Exposito, President, The Bravo Group; Consuelo Luz, President, Hispanic Radio Network; James McNamara, President and CEO, Telemundo Network.
- ***Univision Community Affairs Campaign Aimed at Hispanic Youth.*** Univision, the network and its affiliated stations, is committing to a multi-year campaign to support high academic achievement in the Hispanic community, from pre-school through college. Univision plans to kick-off this campaign in August in conjunction with various back-to-school events. The campaign will include: a national public service announcement (PSA) campaign with Univision national on-air talent; local affiliate PSAs and events with Univision local affiliate on-air talent; integration of education information into entertainment and news programming; and a series of national conferences and panels at established conferences.

Hispanic Education National Meeting

Preliminary Structure and Format

As of 3/17/00

I. Invitees

- Estimated 180 participants
 - Commissioners
 - Congressional Hispanic Caucus
 - Stakeholders

II. Location

- Building which contains capacity to seat 150-170
- Building which contains capacity to host five 30-person breakout sessions
- Possibly Reagan Bldg.

III. Outline of Event

9:00 – 9:30 Sign-in

9:30 – 9:45 Welcome & Possible Department of Education “Report Card”

9:45 – 11:30 Breakout sessions to strategize on each of 5 goals

11:30 – 11:45 Break

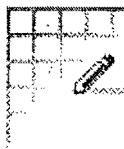
11:45 – 1:00 Lunch (possible keynote from Vice President or Secretary Riley)

1:00 – 2:00 Travel to and Re-Convene at White House East Room

2:00 – 3:30 Goals Presented, Commitments and Deliverables Outlined

- Role of President, Vice President and First Lady -- TBD
- Role, if any, of Commissioners -- TBD
- Role, if any, of Congressional Hispanic Caucus -- TBD
- Role, if any, of Stakeholders -- TBD

3:30 Conclusion of Program with Understanding that Stakeholders Will Meet Again in June



Reynaldo Valencia
03/14/2000 11:53:42 AM

WHA
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Team
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want
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Record Type: Record

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

cc:

Subject: Language Proficiency/Acquisition Goals

Okay, "Team White House":

The three goals below have been shared with me, and I, in turn, have shared them with Maria. She does not want them handed out at the meeting, but I thought you should know the various positions we will be dealing with at today's 3:00 p.m. language proficiency goal meeting. I am sharing these with our "Team White House" personnell who work on Hispanic education issues, BUT ASKING THAT YOU PLEASE NOT SHARE THESE WITH ANYONE.

DRAFT GOALS

1. White House Domestic Policy Council

"Respecting the value of multilingualism, different learning styles, and different instructional approaches, by 2010 states and school districts will ensure that all students graduate from high school literate in English."

↑
completing

2. Department of Education:

"All children will be competent in two languages, one of which will be English."

3. The President's Advisory Commission on Educational Excellence for Hispanic Americans:

"All high school graduates should be biliterate -- proficient in English and another language."

Commissioners strongly support the use of well implemented bilingual education programs as a means of producing academically prepared graduates proficient in English.

— MESSAGE WE SEND TO STUDENTS

— WHAT IS THE COM/SOS OF
PUBLIC SCHOOLS ON THIS ISSUE?

— OLD FRIENDS, NEW FRIENDS

B LOUIE

□ IF ENGLISH IS NECESSARY THEN WHY NOT
COMPLY IT IN THE COM?

□ WHAT IS MORE IMPORTANT — ENGLISH OR SPANISH?

□ WHAT IS THE POINT OF BILINGUAL EDUCATION?
— TO TEACH ENGLISH?

□ SHOULD KIDS ~~LEARN~~ GRAMMAR FROM HIGH SCHOOL
KNOWING ENGLISH?

TEACHING

DRAFT-DRAFT-DRAFT-DRAFT-DRAFT-DRAFT-DRAFT-DRAFT-DRAFT
National Goals for Educational Excellence for Hispanic Americans

This draft is an attempt to articulate what the national goals may look like at this point, and elicit areas of confusion or disagreement. This is in no way a final product, and will not necessarily represent everyone's understanding of where we are with the goals. Following the goals are some possible strategies. We have not discussed how strategies will be addressed at the session, therefore the lists are not intended to be exhaustive or articulate. Instead, they are included to provide context for the goals and serve as a point of departure for discussion.

- 1) Ensure that all Hispanic American children have access to high quality early childhood education and development programs and enter school prepared to succeed by eliminating the gap between the Hispanic participation rate and the national participation rate in high quality programs by 2010.

Strategies to increase access and participation

- Community outreach
- Inclusion of parents and family in early childhood programs
- Make early childhood education affordable

Strategies to ensure high quality early childhood education programs

- Teacher training and teacher/child ratio
- Ensure providers are skilled in building language and literacy skills

- 2) With respect for the value of multilingualism, different learning styles, and different instructional approaches, by 2010 states and school districts will ensure that all students graduate from high school having demonstrated competence in English literacy. (By 2010, states and school districts will ensure that all students graduate from high school having demonstrated competence in English literacy while respecting the value of multilingualism, different learning styles, and different instructional approaches.)

~~Strategies to...~~

- 3) Hispanic American students will receive a high quality education with the resources and systems that help students succeed, and the achievement gap between Hispanic Americans and other students as measured by state assessments will be eliminated by 2010. (Eliminate the achievement gap between Hispanic students and other students on state assessments by 2010 by providing opportunities for all

Strategies to improve education of Hispanic American students

- Examine distribution of resources, including technology
- Help teachers be culturally sensitive and have high expectations for all students
- Prepare all teachers with techniques for teaching LEP students
- Ensure Hispanic Americans are included in valid state assessments
- Involve parents in students' learning

- 4) Eliminate the gap in the high school completion rate between Hispanic students and the national average by 2010.

Strategies to keep kids in school

- Offer tutoring and mentoring
- Encourage high expectations
- Help students access counseling and social services

- 5) Make progress towards eliminating the gap between the average rate of college completion for Hispanic Americans and the national average by 2010 by at least doubling the percentage of Hispanic Americans who graduate from college (receive their Bachelor's degree?). Double the percentage of Hispanic Americans who graduate from college towards eliminating the achievement gap between the rate of college completion for Hispanic Americans and the national average.

Strategies to increase college access

- Counsel children early about their options
- Encourage students to begin by pursuing 2 year degrees or technical training if they are not prepared for college

Strategies to increase college completion

- Offer more financial aid and scholarships

- Increase support for HSIs

National Goals for Educational Excellence for Hispanic Americans

This draft is an attempt to articulate what the national goals may look like at this point, and elicit areas of confusion or disagreement. This is in no way a final product, and will not necessarily represent everyone's understanding of where we are with the goals. Following the goals are some possible strategies. We have not discussed how strategies will be addressed at the session, therefore the lists are not intended to be exhaustive or articulate. Instead, they are included to provide context for the goals and serve as a point of departure for discussion.

- 1) Increase Hispanic American children's access to and participation in high quality early childhood education and development programs, and make sure all children enter school prepared to succeed by 2010. (Alternative option: Ensure that all Hispanic American children have access to high quality early childhood education and development programs, and eliminate the gap between the Hispanic participation rate and the national participation rate in high quality programs by 2010.)

Strategies to increase access and participation

- Community outreach
- Inclusion of parents and family in early childhood programs
- Make early childhood education affordable

Strategies to ensure high quality early childhood education programs

- Teacher training and teacher/child ratio
- Ensure providers are skilled in building language and literacy skills

- 2) Respecting the value of multilingualism, different learning styles, and different instructional approaches, by 2010 states and school districts will ensure that all students graduate from high school having demonstrated competence (or "are literate" or "are competent") in English.

Strategies to...

- 3) Hispanic American students will receive a high quality education with the resources and systems that help students succeed, and the achievement gap between Hispanic Americans and other students as measured by state assessments will be eliminated by 2010.

Strategies to improve education of Hispanic American students

- Examine distribution of resources, including technology
- Help teachers be culturally sensitive and have high expectations for all students
- Prepare all teachers with techniques for teaching LEP students
- Ensure Hispanic Americans are included in valid state assessments
- Involve parents in students' learning

- 4) Recognizing that education is the key to opportunity, the gap in the high school completion rate between Hispanic students and the national average will be eliminated by 2010.

Strategies to keep kids in school

- Offer tutoring and mentoring
- Encourage high expectations
- Help students access counseling and social services

- 5) Make progress towards eliminating the gap between the average rate of college completion for Hispanic Americans and the national average by 2010 by at least doubling the percentage of Hispanic Americans who graduate from college (receive their Bachelor's degree?).

Strategies to increase college access

- Counsel children early about their options
- Encourage students to begin by pursuing 2 year degrees or technical training if they are not prepared for college

Strategies to increase college completion

- Offer more financial aid and scholarships
- Increase support for HSIs



A National Latina Organization

March 8, 2000

Ms. Maria Echaveste,
Deputy Chief of Staff and Assistant to the President
White House
Washington, DC 20500

Dear Ms. Echaveste:

We were delighted to have the opportunity to participate in the initial meeting of the proposed White Conference on Hispanic Education. It was also nice seeing you at the NHLA meeting and being able to clarify why we believe the issues facing Latinas in education must be integrated into the multiple categories that you outlined in the meeting: access to early education, closing the gap on the achievement state assessments, the Hispanic drop out rate, language proficiency, and higher education. It is important to act now because Latinas are in distress.

We would like to stress the importance of recognizing that Latinas encounter different barriers in the education system than other women and men. Furthermore, their education is tied directly to the education of their children. In MANA we believe that if you educate a man, you only educate a man. If you educate a woman then, you educate a family.

The education of Latinas is critical to improving the quality of life for Latino families in this country.

- **The educational attainment of Latinas is lower than that of other communities.** In 1996, 46 percent of all Hispanic women who were 25 and older did not have a high school diploma;
- **Latinas work in lower paying jobs.** In 1996, two thirds of the total employment for Hispanic women was sales, administrative support, and service jobs;
- **Latinas find greater educational barriers in the education system than other communities;**
- **Latinas who are above average achievers may think about leaving school;**

- When Latinas do not foresee any possibilities for doing well in school or pursuing a post secondary education or career, they often leave school and start a family;
- 83 percent of Latina high school students disapprove of the homemaker role but, about a third of them believe they will eventually assume these roles;
- Latinas are less likely to find support at home or in school for higher educational achievement than women in other communities;
- Latinas are steered into jobs with little career or income potential more than white females;
- Latinas often leave school because of sexual harassment and the refusal of administrators to correct it;
- And, Latinas have the sharpest declines in self-esteem during adolescence.

As a result of these barriers, the number of Latinas heading households is increasing along with their poverty rates.

We appreciate your invitation and serious consideration of this important issue.

Sincerely,

Elisa Sanchez

Elisa Sanchez,
President and Acting CEO

Paulina Alvarado

Paulina Alvarado,
National Policy Director

Hispanic Education National Meeting

Friday, March 24, 2000

OEOB Rm. 476

11:00 a.m.

Agenda

I. Developments Since Last Meeting:

- A. Operations point person – *Maria Echaveste*
- B. Efforts of stakeholders – *Initiative & Andy*
- C. Outreach plan/efforts – *Brian*
- D. Language proficiency/acquisition goal meeting -- *Andy*

WR of 3/26/00
HE - THURSDAY
COMM. - FRIDAY

II. Next Steps and Action Items

- A. Status of Goals: 1-page summary
 - Early Childhood Education – Ann O'Leary, Ruby Shamir
 - Reducing Dropout Rate – J.B. Buxton
 - Eliminating the Achievement Gap – Andy Rotherham/Bethany Little
 - English Language Proficiency – Andy Rotherham/Bethany Little
 - Higher Education – Brian Kennedy, J.B. Buxton
- B. Structure and format of event
- C. Event date
- D. Commitments and Deliverables
- E. Status of participant's list (both invitees and presenters) – need for separate meeting?
- F. Department of Education 'report card' (suggestion from NCLR)

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THURS

National Goals for Educational Excellence for Hispanic Americans

This draft is an attempt to articulate what the national goals may look like at this point, and elicit areas of confusion or disagreement. This is in no way a final product, and will not necessarily represent everyone's understanding of the goals. Strategies and indicators are still being developed for each of these goals and will be shared for comment when they have been drafted.

- 1) Ensure that all Hispanic American children have access to high quality early childhood education and development programs and enter school prepared to succeed by eliminating the gap between the Hispanic participation rate and the national participation rate in high quality programs by 2010.
- 2) Respecting the value of multilingualism, different learning styles, and different instructional approaches, by 2010 states and school districts will ensure that all students graduate from high school having demonstrated proficiency in English.
- 3) Eliminate the achievement gap between Hispanic students and other students on state assessments by 2010 by providing a high quality education with the resources and systems that ensure equal opportunities for all.
- 4) Eliminate the gap in the high school completion rate between Hispanic students and the national average by 2010.
- 5) Make progress towards eliminating the gap between the average rate of college completion for Hispanic Americans and the national average by 2010 by at least doubling both the percentage of Hispanic Americans who earn Associate's and the percentage of Hispanic Americans who earn Bachelor's degrees.

Wk of 4/3

Tue PM: CACUS STAFF
Senior Staff from CACS

Wed/PM: CACUS MEMBERS
COUNCILORS FROM CACS

Thurs PM: GO CACS

NCLR

NATIONAL COUNCIL OF LA RAZA

Raul Yzaguirre, President

National Office

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

Washington, DC 20036

Phone: (202) 785-1670

Fax: (202) 776-1792

MEMORANDUM

TO: Maria Echaveste
FROM: Charles Kamasaki *ckk*
DATE: March 9, 2000
SUBJ: Conference Agenda

After some deliberation following our recent meetings, and consultations with some other participants, I have developed an agenda fleshing out something that I think works pretty well. I would emphasize that while I have discussed this with several participants at the meeting and shared it with most of them, I do not purport to have obtained everyone's concurrence.

Having said that, I think the agenda works on several levels:

- As we all agreed, it would provide both a set of clear outcomes (goals for closing the gap) that may stimulate a range of ancillary and supporting activities.
- It provides several opportunities to "make the case" for investments in helping to close the gap.
- Per comments that you and Andy made, it indeed addresses the key substantive questions, including testing and language. To address the concerns about mixed messages, however, it frames the discussion in terms of coming up with "benchmarks." Examples of these benchmarks could include:
 - 90% of English language learners should receive some form of special instruction (bilingual ed., ESL, or immersion) by 2005, and 100% of ELLs should receive such services by 2010 (under language).



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

LA RAZA: The Hispanic People of the New World

- 90% of Latino children should be taught by qualified teachers by 2003; 94% by 2006; and 98% by 2009 (under qualified teachers).
- It provides an opportunity for the Administration to "rollout" either HEAP implementation or HEAP appropriations requests, or both, as "downpayments" on strategies.
- It concludes with a structured set of discussions calling on various sectors to commit to working toward resolving the problem. In particular:
 - The first set of discussions may be the forum to discuss a revised executive order;
 - The second might be tailored to incorporate the private sector group that has been meeting would like to produce annual "report cards" as another type of response;
 - The third panel would offer an opportunity to both highlight exemplary practices as well as obtain buy-in from diverse sectors.

We have spent considerable time trying to reconcile the various perspectives raised at recent meetings. I hope you agree that this agenda reflects one way to cover the range of substantive and process outcomes that have been discussed, while still helping to generating the "political space" needed to effect major change. Please let me know if you have questions or concerns, or if there are additional ways we can be helpful in advancing the process.

**WHITE HOUSE CONSULTATION ON
GOALS FOR CLOSING THE LATINO EDUCATIONAL ACHIEVEMENT GAP**

DAY ONE

- Noon: *Plenary Session: Closing the Latino Achievement Gap: Why This Matters to All Americans*
Speech by the President/Secretary of Education
- 2:00 *Plenary Session: A "Report Card" on Latino Education*
Compare and contrast status of Latino educational outcomes with The National Education Goals
- 3:00 – 5:00 *Concurrent Small Group Sessions: Closing the Gap: Sub-goals for Latino Achievement*
Small groups charged with setting achievable sub-goals for the 2001-2010 period for Latinos in the context of the National Education Goals (those related to student achievement)
- Ready to Learn
 - School Completion
 - Student Achievement and Citizenship
 - Mathematics and Science
 - Adult Literacy and Lifelong Learning
- 5:00-6:00 *Plenary Session: Small Groups Report*
- 7:00 *Reception*

DAY TWO

9:00 am - 11:00

Concurrent Small Group Sessions: Closing the Gap: Strategic Themes and Interim Benchmarks

Small groups charged with identifying appropriate benchmarks for the 2001-2010 period in the context of selected key strategic themes

- Standards and Testing
- Teacher Qualifications
- School Finance, Class Size, School Size
- Language Development
- Access to Federal Assistance

11:00 - 12:00

Plenary Session: Small Groups Report

Noon

Luncheon: Downpayments on the Strategy for Closing the Gap

Speech by the Vice President on 2000 HEAP implementation and FY 2001 HEAP appropriations request

2:00 - 5:00

Plenary Session: Commitments and Next Steps

Series of three panels, with questions and answers from the audience, moderated by the President (alternate format: large roundtable discussion moderated by the President focused on three themes).

- Holding Ourselves Accountable: The Federal Response
Panel of federal officials and advocates discussing mechanisms, including a re-structured Executive Order, to promote achievement of the sub-goals and benchmarks
- Holding Ourselves Accountable: The Private Sector Response. Panel of scholars, advocates, and foundation and corporate representatives discussing one model for promoting achievement of the sub-goals and benchmarks
- Holding Ourselves Accountable: Other Stakeholder Responses. Panel of school & education trade association officials, foundation and corporate representatives, and others discussing what they can commit to doing to promote achievement of the sub-goals and benchmarks
- Closing remarks by the President.

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NCLR

NATIONAL COUNCIL OF LA RAZA

Raul Yzaguirre, President

FAX COVER MEMO**National Office**

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

Washington, DC 20036

Phone: (202) 785-1670

Fax: (202) 776-1792

DATE: 3 / 10 / 00TIME: 6:20 AM / PMCOST CENTER #: 1600TO NAME: Andy RotherhamCOMPANY: Domestic PolicyCITY: DCFAX#: () 456 / 5581**FROM****NAME: Raul Gonzalez, Education Policy Analyst**
Office of Research, Advocacy and Legislation

DIRECT LINE: 202-776-1760

POLICY'S FAX: 202-776-1794

of pages in transmission, including cover 5**MESSAGE:**

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



NCLR

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- Standards and Testing
- Teacher Qualifications
- School Finance, Class Size, School Size
- Language Development
- Access to Federal Assistance

11:00 – 12:00

Plenary Session: Small Groups Report

Noon

Luncheon: Downpayments on the Strategy for Closing the Gap
Speech by the Vice President on 2000 HEAP implementation and FY 2001 HEAP appropriations request

2:00 – 5:00

Plenary Session: Commitments and Next Steps

Series of three panels, with questions and answers from the audience, moderated by the President (alternate format: large roundtable discussion moderated by the President focused on three themes).

- Holding Ourselves Accountable: The Federal Response
Panel of federal officials and advocates discussing mechanisms, including a re-structured Executive Order, to promote achievement of the sub-goals and benchmarks
- Holding Ourselves Accountable: The Private Sector Response. Panel of scholars, advocates, and foundation and corporate representatives discussing one model for promoting achievement of the sub-goals and benchmarks
- Holding Ourselves Accountable: Other Stakeholder Responses. Panel of school & education trade association officials, foundation and corporate representatives, and others discussing what they can commit to doing to promote achievement of the sub-goals and benchmarks
- Closing remarks by the President.

Patricia Gándara

Associate Professor of Education

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Associate Professor Gándara's particular interests are in the areas of education policy, educational evaluation, minority students and higher education, bilingual education, and minority student achievement. Her recent publications include *Over the Ivy Walls, The Educational Mobility of Low Income Chicanos* (to be published by State University of New York Press in 1995); *Educationally Ambitious Chicanas, in Thought and Action* with L. Osugui (1995); and *Year Round Schooling as an Avenue to Major Structural Reform in Educational Evaluation and Policy Analysis*, with J. Fish (1994). Associate Professor Gandara is president of the Sociology of Education Association and program chair for Division G, the Social Context of Education for the American Educational Research Association. She teaches in the areas of psychological and sociocultural studies. Specific courses include ED 219 Educational Testing and Evaluation, ED 237 Education and Social Policy, and ED 200 Educational Research.

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